

Summer 2001

A Model Disciplinary Policy and Procedures for Meridian Elementary School in the Kent school district, Kent, Washington

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**A MODEL DISCIPLINARY POLICY AND PROCEDURES
FOR MERIDIAN ELEMENTARY SCHOOL,
KENT SCHOOL DISTRICT
KENT, WASHINGTON**

**A Research Project
Presented to the Graduate Faculty
Central Washington University**

**In Partial Fulfillment
of the Requirements for the Degree
Master in Education Administration**

**by
Sherilyn Marie Ulland
May, 2001**

A Model Disciplinary Policy and Procedures
for Meridian Elementary School in the Kent school district,
Kent, Washington

by

Sherilyn M. Ulland

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The purpose of this project was to develop and implement a model disciplinary policy and procedures for Meridian Elementary School in the Kent school district, Kent, Washington. To accomplish this purpose, a review of related literature was conducted. Additionally, related information and materials from selected sources was obtained and analyzed.

Acknowledgements

This project is dedicated to my family, especially my husband, Hans, mother, Paulette and children, Ryer and Kailey, for their faithful support, encouragement and understanding of the time away from them throughout the entirety of this Master's Degree program.

The writer would also like to express her appreciation to Dr. Jack McPherson for his continued support, assistance, and invaluable advice in preparing this paper and during my complete course of study. In addition, I would also like to thank Dr. Susan Madley and Dr. Steve Schmitz for their instruction and for their participation as members of my committee.

Finally, the writer would like thank the many Principals, especially the author's own, Mr. Israel Vela, and Educational Assistants in the Kent school district for their support and willingness to provide information and feedback throughout this Master's project.

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CHAPTER 1

Background of the Study

"All pupils who attend the common schools shall comply with the rules and regulations established in pursuance of the law for the government of the schools, shall pursue the required course of studies, and shall submit to the authority of the teachers of such schools, subject to such disciplinary or other action as the local school officials shall determine." (RCW 28A.600.040, Bergeson, 1999)

Introduction

The word "discipline", according to the American Heritage Dictionary of the English Language, refers to both preventative and remediation. It can be "training that is expected to produce a specified character or pattern of behavior" or "controlled behavior resulting from such training"; but it can also be "punishment intended to correct or train."

According to Moles (1989), well-disciplined schools have been characterized by the use of preventative discipline practices. Preventative school discipline has two main goals: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning.

An analysis of data from over 600 of the nation's secondary schools identified the following school characteristics associated with discipline problems: Rules were unclear or perceived as unfairly or inconsistently enforced; students did not believe in the rules; teachers and administrators did not know what the rules were or disagreed on the proper

responses to student misconduct; teacher-administration cooperation was poor or the administration inactive; teachers tended to have punitive attitudes; misconduct was ignored; and schools were large or lacked adequate resources for teaching. (Gottfredson & Gottfredson, 1985)

Duke (1989) emphasized the importance of keeping the ultimate goal in mind while working to improve school discipline. Effective school discipline strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct. Said Duke: "The goal of good behavior is necessary, but not sufficient to ensure academic growth."

Purpose of the Project

The purpose of the project was to develop and implement a model disciplinary policy and procedures for Meridian Elementary School in the Kent school district, Kent, Washington. To accomplish this purpose, a review of related literature was conducted. Additionally, related information and materials from selected sources was obtained and analyzed.

Limitations

For the purpose of this project, it was necessary to establish the following limitations:

1. Scope: The model disciplinary policy and procedures were developed and implemented for use by students, staff, parents and administration of Meridian Elementary, Kent school district, Kent, Washington.
2. Research: The research summarized in Chapter 2 was limited primarily

to research current within the last ten (10) years. Additionally, selected sources were contacted and invited to submit information regarding discipline policies and procedures unique to their individual programs.

3. Target Population: Grades kindergarten through sixth grade.

Definition of Terms

Significant terms used in the context of this project have been identified as follows:

1. Discipline: Discipline may be imposed upon any student for violation of the rules of the school district that have been established pursuant to WAC 180-40-225, subject to the following limitations and conditions and the grievance procedures set forth in WAC 180-40-240. (Common School Manual, 1999)
2. Educational Assistant: The purpose of the position is to perform activities that assist with school's classroom educational program, including improvement of the instruction through leadership and assistance, curriculum development and implementation, in-service training, coordination, and management of student programs. The educational assistant may serve as a designee to assist in the supervision and evaluation of classified staff and in student discipline. (Kent School District Job Description, 2001)
3. Emergency Actions: Emergency removal from a class, subject or activity. (WAC 180-40-290: Common School Manual, 1999)
4. Expulsion: A student may be expelled for violation of school district rules adopted pursuant to WAC 180-40-225, subject to the following limitations or conditions, the notice requirement set forth in WAC 180-40-280, and the hearing requirements set forth in WAC 180-40-285. (Common School Manual, 1999)
5. Suspension: The denial of the right of attendance at any single class or any full schedule of classes, or at any other activity conducted on or by the school district

for a stated period of time. (Responsibilities, Rights and Due Process in the Kent School District, 2000)

6. Short Term Suspension: A short-term suspension may be imposed upon a student for violation of school district rules adopted pursuant to WAC 180-40-225, subject to the following limitations or conditions, the prior informal conference procedures set forth in WAC 180-40-250, and the grievance procedures set forth in WAC 180-40-255. (Common School Manual, 1999)
7. Long Term Suspension: A long-term suspension may be imposed upon a student for violation of school district rules adopted pursuant to WAC 180-40-225, subject to the following limitations or conditions and the notice requirements set forth in WAC 180-40-265 and the hearing requirement set forth in WAC 180-40-270. (Common School Manual, 1999)

CHAPTER 2

A REVIEW OF RELATED LITERATURE AND INFORMATION OBTAINED FROM SELECTED SOURCES

Introduction

The review of research, literature and information summarized in Chapter 2 has been organized to address:

1. Current research on school discipline
2. Student misconduct and preventive practices
3. Preventative discipline programs
4. Implementing a discipline policy
5. Information obtained from selected sources
6. Summary

Data, primarily current within the past ten (10) years, were obtained through an Educational Resources Information Center (ERIC) computer search and through the writer's (Sherilyn Ulland) participation in a Bureau of Education conference on Discipline with Dignity, December, 2000. Web sites of various homepages highlighting related information, and information from selected sources were obtained and analyzed. Finally, personal interviews, through e-mail and telephone were made in an effort to conduct research in the related field.

Current Research on School Discipline

As explained by Sugai and Lewis (1996), educators in today's American schools have been faced with much greater demands than teaching reading, math, science, arts, and other academic content. Today's educator must be able to accommodate students with significant learning and behavioral problems, teach in communities that are unable to support the school, and to work under conditions that are often counterproductive to teaching and learning. The impact of these conditions has been felt in schools, neighborhoods, and families in a variety of ways. Children and youth require the necessary skills to function in society through support from school, family, peer, work, and community experiences. Success has been associated with having appropriate models available, having their actions monitored regularly, having regular opportunities for academic and social success, and having access to meaningful feedback that guides their behavior.

According to Arndt (1994) eighty-nine percent of respondents in 700 cities and towns surveyed by the National League of Cities in 1994 indicated that school violence was a problem in their community. Unfortunately, not all children and youth have had access to appropriate models, regular monitoring, regular academic and social success, and meaningful feedback. Instead, for some children, social experiences are best characterized by reactive, aversive, infrequent, haphazard, and trial-and-error learning experiences. In fact, children and youth who are at risk of or display antisocial behavior are an ever-increasing concern in American schools and communities. Extreme forms of problem behaviors, such as aggression and violence, have reached epidemic proportions.

As a result, school discipline continues to be one of the top concerns of American educators and the American public.

When conducting research comparing "well-disciplined and poor-disciplined schools," Cotton (1990) found the following components to be characteristics of safe, orderly, well-managed schools and the basis of what this authority termed components of preventive discipline.

- Commitment, on the part of all staff, to establishing and maintaining appropriate student behavior as an essential precondition of learning. Well-disciplined schools tend to be those in which there is a school wide emphasis on the importance of learning and intolerance of conditions that inhibit learning.
- High behavioral expectations. In contrast to poorly disciplined schools, staff in well-disciplined schools share and communicate high expectations for appropriate student behavior.
- Clear and broad-base rules. Rules, sanctions, and procedures are developed with input from students, are clearly specified, and are made known to everyone in the school. Researchers have found that student participation in developing and reviewing school discipline programs creates a sense of ownership and belongingness. Widespread dissemination of clearly stated rules and procedures, moreover, assures that all students and staff understand what is and is not acceptable.

- Warm school climate. A warm school climate, characterized by a concern for students as individuals, was typical of well-disciplined schools. Teachers and administrators take an interest in personal goals, achievements, and problems of students and support them in their academic and extracurricular activities.
- A visible, supportive principal. Many poorly disciplined schools have principals who are visible only for "official" duties such as assemblies or when enforcing school discipline. In contrast, principals of well-disciplined schools tend to be very visible in hallways and classrooms, talking informally with teachers and students, speaking to them by name, and expressing interest in their activities.
- Delegation of discipline authority to teachers. Principals in well-discipline schools take responsibility for dealing with serious infractions, but they hold teachers responsible for handling routine classroom discipline problems. They assist teachers to improve their classroom management and discipline skills by arranging for staff development activities as needed.
- Close ties with communities. Researchers have generally found that well-disciplined schools are those which have a high level of communication and partnership with the communities they serve. These schools have a higher-than-average incidence of parent involvement in school functions, and communities are kept informed of school goals and activities.

Conversely, Cotton cautioned educators to be aware of the following ineffective disciplinary practices that continue to be widely used:

- Vague or unenforceable rules. The importance of clear rules becomes obvious when observing, as researchers have the ineffectiveness of "rules" such as, "be in the right place at the right time.
- Teachers ignoring misconduct. Both student behavior and attitudes are adversely affected when teachers ignore violations of school or classroom rules.
- Ambiguous or inconsistent teacher responses to misbehavior. When teachers are inconsistent in their enforcement of rules, or when they react in inappropriate ways (such as lowering students' grades in response to misbehavior), classroom discipline is generally poor.
- Punishment which is excessive or which is delivered without support or encouragement for improving behavior. Among the types of punishment that produce particularly negative student attitudes are public punishment and corporal punishment.
- Corporal punishment. Most of the literature on corporal punishment is unrelated to research on effectiveness.

Student Misconduct and Preventive Practices

Effective school discipline strategies have sought to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct. Research has shown that social rewards such as smiling, praising, and complimenting are extremely effective in increasing desirable behavior. Tactics

intended to deal with the burgeoning violence of youth have been, unfortunately mostly one-dimensional, relying on removal of the offender by suspension or placement outside of the mainstream classroom. This may protect some students; however, such practices have proven ineffective in preventing children from developing criminal careers. (Walker 1994)

According to Barone (1997), the misbehavior most associated with elementary schools has been termed "bullying". "Bullying" has typically occurred when a student or group of students were mean to another student(s) over a long period of time (weeks or even months). Bullying can either be physical (hitting, kicking, and so on) or it can be verbal (threats, name calling, gossiping, or ignoring)." When Barone asked a group of teachers and students in New York to name the three most effective ways of solving the bullying problem in school, most staff members named "tougher discipline" (41.4%), followed by "better supervision" (33.7%). Only 17.4% of staff members listed "more counseling." Students, on the other hand, mentioned, "more counseling" most often (43.2%); 25.8% mentioned "tougher discipline," while 22% mentioned "better supervision". Tougher discipline was clearly important. Bullies must be held accountable for their behavior, or the behavior will continue. Victims will come forward if they see bullies are dealt with sternly, and bullies will be deterred.

Barone has strongly urged schools to improve their supervision efforts. This does not necessarily mean having more supervision, but rather making certain that the correct areas are supervised. Most adult survey respondents said that they believed bullying tends to occur in out-of-the-way and hard-to-supervise places, such as playgrounds and behind portables. But 62.9% of the students surveyed indicated that most bullying in

their school occurred in the hallways. Staff members need to improve the ways they supervise school hallways. Teachers may supervise more effectively by situating themselves in the doorways of their classroom during passing time, or walking their classes through the hallway orderly. Teachers also need to be taught what to look for when monitoring for bullying. What teachers may interpret as accidental pushing and shoving in a crowded hallway may in fact be deliberate and premeditated bullying. Finally, schools need to invest in in-service training for staff members and in counseling programs that counsel victims and bullies alike. Several programs exist that do just that. Some involve large-group sensitivity training, while others interweave the issue of bullying into the curriculum.

Preventative Discipline Programs

Cotton, (1990) explained how many educational program developers have responded to the prevalence of school discipline problems by preparing and marketing packaged programs that purport to bring about reductions in misconduct and consequent increases in school order. A summary of eight (8) selected preventative discipline programs has been presented below:

- Adlerian approaches. Named for psychiatrist Alfred Adler, "Adlerian approaches" is an umbrella term for a variety of methods which emphasize understanding the individual's reasons for maladaptive behavior and helping misbehaving students to alter their behavior, while at the same time finding ways to get their needs met. These approaches have shown some positive

effects on self-concept, attitudes, and locus of control, but effects on behavior are inconclusive.

- Assertive Discipline (AD). First publicized and marketed in 1976 by developer Lee Canter, Assertive Discipline is a well-respected and widely used program. AD focuses on the right of the teacher to define and enforce standards for student behavior. Clear expectations, rules and a penalty system with increasingly serious sanctions are major features.
- Discipline with Dignity. Drs. Richard Curwin and Allen Mendler developed highly effective training programs to help educators and administrators manage behavior and improve student responsibility. Discipline with Dignity is a comprehensive behavior management program that effectively teaches responsible thinking, cooperation, mutual respect, and shared decision-making.
- Effective Behavioral Support (EBS). Effective Behavioral Support (EBS) is based on a school wide proactive management system developed by Lewis, Sugai and Colving (1998). The systems approach to enhancing the capacity of schools was to adopt and sustain the use of effective practices for all students. EBS is a team-based process for systemic problem solving and planning; it is not a model or curriculum. In the EBS approach, school based teams of educators are provided with training in (a) systems change and management principles and practices, and (b) application of research-validated instructional and management practices at the school wide, classroom, non-classroom, and the individual student levels. Established

teams (a) secure commitments to the process from administrators and classified and certified staff, (b) review the status of behavior support and disciplinary practices in their schools, and (c) develop or adapt implementation action plans to address their building's unique student and staff needs. The ultimate goal of EBS is to increase the school's capacity to address effectively and efficiently the behavioral support needs of all students and staff.

- A Positive Approach to Discipline (PAD). PAD is based on Glasser's Reality Therapy and is grounded in teachers' respect for students and instilling in them a sense of responsibility. Program components included developing and sharing clear rules, providing daily opportunities for success, and in-school suspension for non-compliant students. Research (e.g., Allen, 1981) was generally supportive of the PAD program.
- Reality Therapy (RT). William Glasser's Reality Therapy involves teachers helping students make positive choices by making clear the connection between student behavior and consequences. Class meetings, clearly communicated rules, and the use of plans and contracts are featured.
- Student Team Learning (STL). Student Team Learning is a cooperative learning structure and, as such, is an instructional rather than a disciplinary strategy. Its use, however, appears to have a positive effect upon the incidence of classroom misbehavior.
- Teacher Effectiveness Training (TET). The TET philosophy differentiates between teacher-owned and student-owned problems and proposes different

strategies for dealing with them. Students are taught problem-solving and negotiation techniques. Researchers (e.g., Emmer and Aussiker, 1989) found that teachers like the program and that student's behavior was influenced by it, but effects on student behavior were unclear.

Cotton concluded that while no one program appeared to be the answer to school discipline issues, all of those in the above listing included components that have been validated as effective. Most schools usually do not adopt one specific program; instead, they either develop their own program or modify commercially available programs to meet the needs of their particular situation.

Implementing a Discipline Policy

Walker (2000) emphasized that a school discipline plan must conform to state and federal statutes and to district policy. The first step to implementing a school wide discipline policy is to consult district administrators beforehand and keep them informed as a school wide plan is being developed. Second, a plan should be designed around the individual's learning goals and philosophy of education. According to Gottfredson, if a commercially developed program is adopted it should be in compliance with local statutes and unique school needs. Allowing sufficient time for implementation was also important; new disciplinary practices often fail due to unrealistic time expectations. Third, a uniform reporting system was an important element of a school discipline plan.

The principal has played an important leadership role in establishing school discipline, both by effective administration and by personal example. Principals of well-

disciplined students were usually highly visible models. They engaged in what Duke (1989) described as "management by walking around," greeting students and teachers and informally monitoring possible problem areas. Effective principals are liked and respected, rather than feared, and communicate caring for students as well as willingness to impose punishment if necessary. (NAESP 1983)

According to researchers Kadel and Follman, (1993), the principal has helped to establish school norms of nonviolence and community by developing sincere, caring relationships with groups of students and individuals. By maintaining a high profile, walking the halls, visiting classrooms, and being accessible to students and staff, the principal reduces the likelihood of antisocial behavior. The principal can encourage a sense of ownership of school programs and policies by sharing power with site-based management teams. This makes it more likely that discipline plan and academic goals will be supported consistently, thus improving school climate.

Student involvement in creating and implementing a school-wide discipline policy has also proved important. Research cited here has shown that when students are involved in the development and implementation of a policy, they feel a sense of ownership and respect for the rules. Many elementary, middle and high schools in America have instituted peer conflict-resolution programs. Most begin by training students in empathy, cooperation and perspective talking, and all teach a process to help peers settle differences peacefully. Again, formal research on the effectiveness of these programs has been limited, but data are accumulating that show peer conflict-resolution programs reduce discipline referrals, improve the school climate, and increase self-

esteem, confidence, and responsibility in the students who go through the training. (M. Van Slyck and M. Stern, 1991)

Information Obtained from Selected Sources

Twelve (12) selected Kent school district elementary schools listed below submitted information and a descriptive of their discipline policies and procedures. Specifically, information detailing the following policy and procedure components was obtained:

1. Printed materials or information detailing selected school's discipline policy/procedure.
2. Comments describing the process used to implement discipline policy/procedure in selected school.

Cedar Valley Elementary
Rhonda Wilkerson, Principal
26500 Timberlane Way SE
Covington, WA 98042

Covington Elementary
Barbara Hackney, Principal
17070 SE Wax Road
Covington, WA 98042

Crestwood Elementary
David Straight, Principal
25225 – 180th Avenue SE
Covington, WA 98042

Emerald Park Elementary
Dean Ficken, Principal
11800 SE 216th Street
Kent, WA 98031

Kent Elementary
Vi Erickson, Principal
24700 – 64th Avenue South
Kent, WA 98032

Millennium Elementary
Marilyn Godfrey, Principal
11919 SE 270th Street
Kent, WA 98031

Panther Lake Elementary
John Walker, Principal
20831 - 108th Avenue SE
Kent, WA 98031

Park Orchard Elementary
Cathy Dormaier, Principal
11010 SE 232nd Street
Kent, WA 98031

Ridgewood Elementary
Marcia Woehlbrandt, Principal
18030 162nd Place SE
Renton, WA 98058

Sawyer Woods Elementary
Dennis McClellan, Principal
31135 – 228th Avenue SE
Black Diamond, WA 98010

Soos Creek Elementary
Jeanette Ristau, Principal
12651 SE 218th Place
Kent, WA 98031

Sunrise Elementary
Robert Hays
22300 – 132nd Avenue SE
Kent, WA 98042

The writer (Sherilyn Ulland) found several common factors amongst the discipline policies collected from the twelve selected Kent school district elementary schools;

- Mission statements or philosophy statements prefaced the policy and procedures for each school.
- Behavior expectations were clearly defined in school discipline pamphlets and parent/student handbooks, and posted throughout the elementary school.
- Procedures or steps for disciplinary action were clearly listed in the policy.
- Communication to parents and staff was a crucial element to the discipline policy and procedures.
- Teachers were encouraged to establish classroom rules and monitor behavior in their classrooms, with administrators' involvement only when behavior escalated or frequency became an issue.

Summary

The review of literature, and information obtained from selected sources in Chapter 2 supported the following themes:

1. Research indicates today's educator must be able to accommodate students with significant learning and behavioral problems, teach in communities that are unable to support the school, and to work under conditions that are often counterproductive to teaching and learning.
2. Well-disciplined schools have been characterized by a commitment to appropriate student behavior and clear behavior expectations for students.
3. Educational program developers have responded to the prevalence of school discipline problems by preparing and marketing packaged programs which purport to bring about reductions in misconduct and consequent increases in school order.
4. Once a discipline policy has been developed, communication and complete support by administrators, staff, parents and staff must be established for successful and effective implementation.
5. Discipline policies and procedures from selected sources shared several common factors for implementation and communication, including clearly posting mission statement, behavior expectations, and discipline procedures.

CHAPTER 3

PROCEDURES OF THE PROJECT

Introduction

The purpose of the project was to develop and implement a model disciplinary policy and procedures for Meridian Elementary School in the Kent school district, Kent, Washington. To accomplish this purpose, a review of related literature was conducted. Additionally, related information and materials from selected sources were obtained and analyzed.

Chapter 3 contains background information describing:

1. Need for the Project
2. Development of Support for the Project
3. Procedures
4. Planned Implementation and Assessment of the Project

Need for the Project

The need for this project was influenced by the following considerations:

1. The writer (Sherilyn Ulland), an Educational Assistant at Meridian Elementary, Kent school district, Kent, Washington, was assigned to handle disciplinary issues that occurred within the school. No written discipline policy or procedures for handling discipline problems had been established at Meridian Elementary. During the prior school year, the writer witnessed many discipline incidents in and around the school that had not been

appropriately, or were addressed with uncertainty as to proper protocol and procedure.

2. The 1998 Self-Study, conducted at Meridian Elementary, revealed that the number one concern among parents was school safety and disciplinary issues.
3. The process and procedures for communicating and documenting disciplinary actions were inconsistent among the staff.
4. Undertaking this project coincided with the writer's graduate studies in Educational Administration at Central Washington University.

Development of Support for the Project

The need to develop a model disciplinary policy and procedures was determined upon the arrival of a new principal during the 1999-2000 school year. The following Meridian Elementary employees individually and collectively encouraged and influenced the author to undertake this project while contributing their expertise:

Kent School District Employees:

Mr. Israel Vela – Principal - Meridian Elementary
Mrs. Pamela Thomasson - Head Secretary Meridian Elementary
Effective Behavior Support Team members:
Mrs. Mary Canfield, Mrs. Linda Poole and Ms. Connie Wallace -
Administrative Assistants – Meridian Elementary
Terry Knight, Shirley Helmboldt, Mary Whitten, and Kaye Bailey –
Certificated Teachers – Meridian Elementary.
Ms. Carla Janes – Educational Assistant – Millennium Elementary
Mr. John Walker – Principal – Panther Lake Elementary

Procedures

During July, 2000, the writer researched the implementation of the Effective Behavior Support (EBS) plan. The first step in implementing EBS was to form a team composed of representative school staff (e.g., grade level, specialists, support, and paraprofessional personnel), which the writer completed in November, 2000. Including an administrator was considered essential to the team's successful and efficient functioning. Once established, the team developed a regular schedule for its meetings. A prescribed day and time preserved the efforts and momentum of the team, protected the team from conflicts with other school activities, and kept the work of the EBS team a high priority. Researchers such as Sugai and Gottfredson indicated that school-wide discipline plans and behavior support teams build consistency and communication and have been shown to be a key element in effective responses to school disruption.

The EBS team consisted of the writer as the representing administrator, certificated and classified staff members. During the meetings, the team analyzed and compared selected sources, and determined the best policy and procedure for the specific needs of the school.

In March 2001, the model discipline policy and procedures were communicated to the staff during a staff meeting. A policy on paper was meaningless in itself. Ongoing administrative support, in-service training in new techniques, continued communication, and periodic evaluation and modification are needed according to Gaustad (1991) to adapt a school discipline plan to the changing needs of the school community.

Planned Implementation and Assessment of the Project

Implementation of the policy and procedures has been scheduled for September 2001, upon final approval from Meridian Elementary school principal and Kent school district administration. Revisions in the Meridian Elementary parent/student handbook, reflecting the adopted policy and procedures, have been scheduled for summer, 2001. Distribution of the revised handbook to parents and students has been scheduled to take place during fall, 2001. It has been determined that professional development courses, designed to review the policy and procedures, will be offered to all current staff members in August, 2001. It is anticipated that students and parents will be advised of the discipline policy and procedures in the parent/student handbook distributed in Fall 2001. Parents and students will also be notified of the adopted policy and procedures through creative skits and programs presented at school-wide assemblies, and September 27th Open House. Teachers will be expected to review the policy and procedures on a regular basis in their classroom throughout the implemented school year.

The EBS team will remain throughout the implemented 2001-2002 school year to review and discuss issues that arise regarding the policy and procedures. It will be the responsibility of the EBS team to solicit student, staff and parent input for the purpose of seeking a generalized perception, and conclude the effectiveness of the policy and procedures adopted.

The following timeline and action plan below adhere to implementation and assessment of the model disciplinary policy and procedure:

07/00-11/00 Collect and review related literature to disciplinary policies and

procedures.

- 08/00-01/01 Collect Elementary school disciplinary handbooks/procedures.
- 11/00-06/02 Form Effective Support Team (EBS) to develop and assess disciplinary policy and procedures.
- 03/01 Present model policy and procedure to Meridian Elementary staff.
- 05/01 Finalize disciplinary policy and procedures for approval by district administrators.
- 06/01-08/01 Print and bind policy into Meridian Elementary Student/Parent handbook.
- 08/01 In-service for staff on policies and procedures during summer workshop.
- 09/01-10/01 Instruct and advise students and parents of policy and procedures via student/parent handbook, information booth, and assemblies.
- 09/01-06/02 Implement policy and procedures.
- 10/01-06/02 Assess and revise policy and implementation procedures.

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CHAPTER 4

INTRODUCTION OF THE PROJECT

The model disciplinary policy and procedures developed for purposes of this project, was designed to assist administrators, staff, parents, and students at Meridian Elementary. The policy and procedures provided a framework of guidelines reflecting the philosophy of, and procedures for, discipline and expectations for student behavior. The model disciplinary policy and procedure has been organized into four (4) sections listed below:

Section 1: Mission Statement and Respect, Responsibility and Safety

Section 2: Proactive Behavior Action Plan

Section 3: Behavior Expectations for Students

Section 4: Meridian Elementary Parent/Student Handbook

Meridian Elementary

Mission Statement

What we believe.

Our mission at Meridian Elementary is to establish a solid foundation to help insure success for today and the future. Our students need to be academically, socially, emotionally, and physically prepared to handle the choices of life that they will encounter.

As a professional staff, we strive to create a quality-learning environment. The purpose of our positive action plan is to develop a **safe** and **respectful** school climate and to assist all students in learning how to assume **responsibility** for their own behavior while living and working together. We believe every student has the right to attend a school that encourages positive and productive learning within a safe and orderly environment.

Respect, Responsibility and Safety

RESPECT

Students respect themselves, others and all property.

We show respect when we:

- Support and cooperate with others.
- Follow directions of the adult in charge.
- Demonstrate "lifeskills" through our words and actions.
- Are willing to listen to all ideas before making decisions.
- Give put-ups. Demonstrate sensitivity towards others, accept differences, and look for the good in others.
- Use appropriate language.

RESPONSIBILITY

Students make appropriate choices and are accountable for the choices they make.

We are responsible when we:

- Are honest.
- Use our problem-solving skills.
- Accept consequences.

SAFETY

Students keep themselves and others safe.

We act safely when we:

- Cause no harm to others.
- Keep hands and feet to ourselves.
- Follow rules.
- Use equipment and school supplies properly.
- Remain in proper places.

Proactive Behavior Action Plan

RATIONALE – the purpose of our positive action plan is to develop a safe and respectful school climate and to assist all students in learning how to assume responsibility for their own behavior while living and working together. We believe every student has the right to attend a school that encourages positive and productive learning within a safe and orderly environment.

LEVEL ONE – TEACHER INTERVENTIONS

Teachers and students at each grade level will select their own classroom behavior expectations, rewards and consequences that will contribute toward a positive learning environment and will respect and maintain the dignity of each individual.

POSITIVE RECOGNITION

Level One positive recognition activities will be developed by staff for use throughout the year and may include positive comments, awards, special privilege coupons, post cards, brag notes and calls to parents.

DISCIPLINE

The classroom teacher, playground supervisors, specialist, or other staff member will address any problems with student behavior at this level. School staff will deal with behavior problems as they occur in their own areas, but will notify the regular classroom teacher of behavior incidents which are serious or of a continuing nature. The Level One Communication Card has a classroom component that will be utilized to track the student

behavior. The classroom teacher, playground supervisors, specialist or other school staff member will complete the Level One Communication Card to inform the teacher, office and parents of a behavior concern.

Individual students who choose to become involved in areas of problem behavior will receive an appropriate disciplinary consequence.

Depending upon the seriousness and/or frequency of the behavior choice, one or more of the following actions may be taken by school personnel:

- Verbal/Non-Verbal Reminder
- Student/Teacher Conference
- Reflection Time and/or Time Out
- Written Problem-Solving Plan
- Discipline Referral
- Missed Recesses
- Restricted Movement
- Modified Schedule
- Work Detail
- Parent/Teacher/Student Conference
- Loss of Field Trip
- Level One Communication Slip

Several efforts to correct student behavior must occur before referring the student on to LEVEL TWO on the Proactive Behavior Action Plan. Parents must

sign the Communication Card and the student must return it on the next school day to indicate that the parents have been informed of the classroom or staff efforts to correct the student behavior.

Should LEVEL ONE efforts fail to improve the student's behavior, the teacher or administrator will contact the parents in order to set up a staff/student/parent conference to discuss the situation and establish a "plan of action" which will outline how future situations will be handled. A follow-up plan will be established between the parties involved.

LEVEL TWO – ADMINISTRATIVE REFERRAL

POSITIVE RECOGNITION

Level Two positive recognition will be celebrated at the end of each month. Students who have been successful for an entire trimester will be recognized by an administrator.

DISCIPLINE

Should efforts at Level One prove to be ineffective in improving student behavior, the student will be referred to an administrator. A consequence will be determined based upon the student's "plan of action" and/or administrator's judgment of the seriousness of the act or circumstance surrounding the act, and/or the previous record of the student. Discipline is progressive and appropriate behavior choices are encouraged.

A Level Two Communication Card will be completed and sent home. A student's parent or guardian must sign the form and the student must return it on the next school day. Failure to do so may result in a further consequence. When possible, the parents of the student will be contacted by telephone and informed of any interventions at this level. Before returning to the class, activity, or playground, the student will assure the administrator that he/she understands the problem and is capable of productive cooperative behavior.

EMERGENCY REMOVAL

In order to ensure the safety and education of all students, the following Kent school district Emergency Removal Policy (#3330) may be implemented at any time.

A student may be removed immediately from a class, activity, or playground by a staff member or administrator and sent to the principal or a designated school authority. Provided that the staff member has good and sufficient reason to believe that the student's presence poses an immediate and continuing threat of substantial disruption of the class, activity or educational process of the student's school. The removal shall continue only until the danger or threat ceases or the principal or designated school authority acts to impose discipline, impose a short-term suspension, initiate a long-term suspension or an expulsion, or impose an emergency expulsion.

Meridian Elementary has a zero-tolerance policy for harassment. It is the policy of the Kent school district that all students should be able to attend and learn in a school setting that is free from all forms of discrimination: creed, race, age, color, religion, sex, handicap, or national origin. Harassment is prohibited in the workplace and school and may result in a suspension. If you feel that you have been harassed, you have the right to file a complaint that will be investigated. Students should report their complaints to any adult in the building. If that adult is not an administrator, then the adult must report the complaint to an administrator. Parents wishing to report a complaint should contact the student's teacher or the building administrator.

MERIDIAN ELEMENTARY

POSITIVE ACTION PLAN

LEVEL ONE

BUILDING REFERRAL FORM

Name _____

Date _____ Grade _____

Student's Teacher _____ Issued By _____

Location of Behavior: (check one below) Time Sent: _____

_____ Classroom _____ Recess _____ Library/Music/P.E./Computer Lab

_____ Hallway _____ Restroom _____ Other

Classroom Interventions

Emergency Removal

_____ Short Conversation

_____ Physical/Safety

_____ "Buddy" Teacher

_____ Verbal/Respect

_____ Contract

_____ Lack of Cooperation/Respect

_____ Problem Solving Plan

_____ Parent Contact (Telephone _____/Note _____/Conference _____)

Date of parent/custodian contact: _____

Description/Comments: _____

MERIDIAN ELEMENTARY
DISCIPLINE ACTION PLAN REPORT
LEVEL TWO
(ADMINISTRATIVE REFERRAL)

Student's Name: _____

Date of Incident: _____

Student's Teacher _____ Grade _____

____ 1st Report NOTICE TO PARENTS: The purpose of this report is to inform
____ 2nd Report you that your child has reached Level Two of the Positive Action
____ 3rd Report Plan. Your support is appreciated. Please contact the staff
 member regarding questions and/or concerns. (253) 373-7664.

Reasons for Referral:

Location:

____ Emergency Removal ____ Classroom ____ Recess
____ Level One Implemented ____ Specialist ____ Other

DESCRIPTION/COMMENTS:

POSITIVE ACTION PLAN LEVEL TWO

- | | |
|--|----------------------------|
| 1. School Service/Work Detail | 6. Restitution for Loss or |
| 2. Conference | Damaged Property |
| 3. Counselor Referral (Problem Solving Activity) | 7. In-School Suspension |
| 4. Behavior Contract | 8. Suspension |
| 5. Loss of Recess (Reflection Time) | 9. Expulsion |

Please sign and return this form to the Meridian School Office

by: _____

Issued by:

Meridian Elementary Staff Member

Signature:

X _____
Parent/Guardian

BEHAVIOR EXPECTATIONS

General...

1. Being respectful to myself and others helps me be a good citizen.
2. Keeping hands and feet to myself and sharing only kind words with others helps me make friends and be a good friend.
3. Being prepared for class each day and leaving unnecessary items, such as toys, cd's, and gum at home will help me be a better student.
4. Keeping the walls, floors and grounds clean and neat will provide a better learning environment.
5. Using hall passes whenever in the halls without an adult supervisor is providing for a safe environment.

Hallways...

1. Walk without talking through the hallways and stairways.
2. Students will walk in a single file line when in a group.
3. Students will walk directly to their destination and must have a pass unless accompanied by an adult.
4. Students will keep hands, feet and other objects to themselves.
5. Students will respect displays in hallways by looking and not touching.

Multi Purpose Room and Assemblies...

1. Enter quietly in a single file line and go to your assigned seating area.

2. Watch and respond to the quiet signal.
3. Give your attention to the performance.
4. Clapping is the only acceptable way to show your courteous appreciation of the performance, unless otherwise invited.
5. Remain seated until a teacher directs you to leave in a quiet and orderly manner.

Restroom...

1. Students are required to have a pass to use the restroom.
2. Students are to walk directly to the nearest bathroom and leave promptly when finished.
3. Students will use sinks and toilets in an appropriate manner.
4. Students will be considerate of others when using the restroom.
5. Please keep restrooms clean and graffiti free.

Bus Lines...

1. Students will walk to the gym with their teacher and sit quietly in their assigned bus line.
2. Students will remain seated, single file in their assigned bus line, until notified of bus loading.
3. Students will walk in a single file line to their bus.
4. Students will not cut in line, or save places for others.

Rainy Day Recess...

1. Students will play quiet activities in their own classroom.
2. Students will wait for bathroom/hall pass from personnel on duty before entering the hall/bathroom.
3. (Outdoors) Students will play in covered areas when possible.
4. Students will stay out of puddles, gutter drippings and muddy areas when possible.

Ordering Lunch/Breakfast/Picking up lunches...

1. Students will order lunch in flex room before school.
2. Students will walk with a lunch buddy to flex room to pick up lunch trays
3. Teachers will hand out assigned lunches to students who ordered.
4. Student with buddy will return trays and lunch slip at the end their lunch.

Band/Orchestra/Music specialists...

1. Students will store instruments in assigned area before school on music days.
2. Students will walk quietly, as a group, to the music room at your assigned music time.
3. Classroom teachers will walk/pickup choir/music students.

Dress Code...

The school will prohibit clothing or wearing apparel that is hazardous, destructive to school property, or which disrupts the learning process. However, it is important to keep in mind that the children behave in the classroom much as they are dressed.

Clean, comfortable clothing is the best guide. Girls and boys, under the guidance of their parents and the school, should learn to make rational choices when selecting wearing apparel. Headgear, such as hats, may be worn only outside.

Welcome to

Meridian Elementary
School
25621 140th Avenue S.E.
Kent, WA 98042-3601
(253) 373-7664

2000-2001

Dear Parents and Students,

Welcome to Meridian Elementary School. The following information is presented with each of you in mind. Its purpose is to inform you of the general procedures at Meridian.

When you accept the privilege of attending Meridian Elementary then you also accept the procedures adopted to ensure an orderly, efficient school. Those procedures are designed with one goal in mind; to provide a safe, positive, productive, and happy atmosphere where all students can be successful.

For students at Meridian Elementary, only one rule should be necessary for your conduct at school: "Do what is right." If this rule is followed, you will have few problems this year.

Meridian feels positive reinforcement has the greatest impact on student behavior. So, be positive, be involved with your school, be concerned about your education, and be proud you are a part of the Meridian Family.

Sincerely,

Israel Vela, Principal
Meridian Elementary

Meridian Elementary

Cougars

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Meridian Elementary Cougar Code Of Conduct

R	espect yourself and others
O	rganize your time wisely
A	lways do your best
(Be) R	esponsible for your own behavior

Mission Statement

Meridian Elementary

Our mission at Meridian Elementary is to establish a solid foundation to help ensure success for today and the future. Our students need to be academically, socially, emotionally, and physically prepared to handle the choices of the life that they will encounter.

As a professional staff, we strive to create a caring and accepting environment, which encourages children to develop to their full potential. By creating an atmosphere that helps to build self-worth, a caring attitude towards others and a love of learning, our students will grow and develop during their time at Meridian Elementary.

School Improvement Plan

Meridian Elementary

With the combined efforts of students, staff, parents, and the community, our work this year will focus on the following goals:

- *Reading
- *Writing
- *Math

These goals have been developed based on student assessment data from the previous two school years. Our Student Achievement Action Plan focuses on areas needing improvement. Specifically, we have identified word attack strategies and comprehension as our area of focus in reading; number sense skills to include numeration, estimation, and problem solving as our focus area in math; and in writing concentrating efforts around organization. While individual staff members took technology, reading, writing, and math in-services, the entire staff participated in the "Future Kids" technology integration program. The Future Kids program integrates a comprehensive technology program into pre-existing Kent School District curriculum, building action plans, and Washington State academic learning requirements. This is a 2-year program requiring 55 hours of training. Approximately half of this training was completed by the staff between the months of March through May, 2000.

Data gathered through pre and post tests for grades K – 2 and level tests for grades 3 – 6 indicate solid progress for the Meridian students.

Assessment is an important component of teaching. The Meridian staff incorporated a number of different testing tools to assess student achievement:

K – 2	Pre-Post testing September and June
3 – 6	Levels testing (District-wide testing) September and June
4 th grade	Washington Assessment of Student Learning (WASL)
4 th grade	ITBS - State Norm Referenced Test
3 rd and 6 th	Writing Assessment
K – 6	Classroom assessments (ongoing)

Our testing data in reading, writing, and math indicates strong academic progress. Evidence of success is reflected in our WASL test scores for the 1999-2000 school year. These test results are available at the school office.

School Calendar 2000-2001

August 30.....*School Begins*
 September 4.....Labor Day Holiday
 October 13.....Workshop Day (No School)
 November 3.....Workshop Day (No School)
 November 10.....Veterans' Day Holiday
 November 20, 21, 22, 27, 28.....Parent/Teacher Conference Days
 November 23 - 24.....Thanksgiving Holiday
 December 18 - 29.....Winter Vacation
 January 1, 2001.....New Year's Day
 January 15.....Martin Luther King, Jr.'s B-day (No School)
 January 30.....Workshop Day (No School)
 February 19 - 23.....Presidents' Week (No School)
 March 2.....Workshop Day (No School)
 March 19, 20, 21, 22, 23.....Parent/Teacher Conference Week
 April 16 - 20.....Spring Vacation
 May 11.....Workshop Day (No School)
 May 28.....Memorial Day Holiday
 June 22.....Last Day of School

Attendance

Daily Schedule

Grades 1 - 6	9:20	-	3:25
A.M. Kindergarten	9:20	-	11:50
P.M. Kindergarten	12:50	-	3:25
<u>Breakfast</u>	9:00	-	9:17

Lunch

Grades 1, 2, and 2/3 Gifted	11:45	-	12:05
Grades 4 and 3/4 Gifted	11:50	-	12:05
Grade 3	12:15	-	12:35
Grade 5	12:20	-	12:35
Grades 6 and 5/6 Gifted	12:50	-	1:05

Recess Schedules

A.M. Recess

Primary K - 3	10:20	-	10:30
Intermediate (grades 5 and 6)	10:50	-	11:05

Lunch Recess

Grades 2, 4, and 2/3, 3/4 Gifted	12:05	-	12:35
Grades 3 and 5	12:35	-	1:05
Grades 1, 6, and 5/6 Gifted	1:05	-	1:35

P.M. Recess

K-4, and 2/3, 3/4 Gifted	2:05	-	2:20
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Arrival Time - Students should not arrive at school earlier than 9:00 a.m. There is no playground supervision before 9:00 a.m.

Absences - Every day of school is important, and we encourage regular attendance. On the other hand, a student should not be sent to school if he/she shows signs of illness. If a child becomes ill at school, a parent will be called to pick up the child in the health room. If your child has had a temperature, please wait until it is normal (98.6) for 24 hours before you send the child back to school. All students well enough to come to school will be considered well enough to go outside for recess. Parents, if you know your child will be late, please call the school office by 9:20 a.m. and let us know if a lunch needs to be ordered.

.....**Important**.....Under the guidelines of Senate Bill 5439 (commonly referred to as the Becca Bill), the school district is **required** to track and report unexcused absences as well as excused and/or truanancies that have not been excused by the parent within 48 hours of occurring. One requirement of the law is that we file a petition in juvenile court for any student who has five (5) **unexcused** absences in a month or 10 **excused** absences per school year.

Safe Arrival Program - Meridian Elementary participates in the Safe Arrival or C-SAW Program. We ask that when your student is going to be absent or late for school, you call and notify the office by 9:20 a.m. If we do not hear from you, we will call you at home or work to verify your student's absence from school. This program assures us of your child's safety. Please call us at (253)373-7664.

Early Release From School - To ensure that a child is taken from school only by an authorized person, a note from home must be cleared through the school secretary and presented to his/her teacher before the child can be released. Any student being dismissed prior to the regular dismissal time must be met in the office where the student must be signed out by a parent, guardian, or authorized adult. Students will not be released to person(s) not on the locator card without a note from the parent/guardian.

Tardiness - Students are considered tardy if they are not inside their classroom when the tardy bell rings at 9:20 a.m. Tardy students **must** check in at the office before proceeding to class.

Withdrawals - We appreciate written notice to the office, (24 to 48 hours), if you are moving from the service area. Advance notice is helpful. Student records will be mailed to the student's new school.

Health Program

Health Room - If a student is injured or ill at school, he/she will be given first aid by the nurse, secretary, or office assistant. If the student is too ill to remain at school or needs to see a doctor, the parents will be called. If they cannot be reached, the person listed as the first emergency contact on the "Emergency Card" will be called. If no one is available to come for the child, our best judgment will be used to decide whether to call for emergency medical aid. **Your assistance in providing complete and up-to-date information for our records is critical.**

Immunizations - For the protection of your child, the Washington School Immunization Law requires that your child be properly immunized. This must be done before the first day of school.

Medication and Health Room Use - For any prescription or nonprescription medication (aspirin, vitamins, etc.), to be administered by school personnel, even for just one day, the following procedure must be followed:

1. Parental/guardian written request that school personnel administer the medication
2. Written request from the student's physician/dentist for school personnel to administer medication
3. The medication must come in a properly labeled prescription bottle. (Name of student, name of physician, name of drug, dosage, unit size and directions for administration).
4. The school is unable to administer the following: eye ointment, eye drops, ear medication, nose drops, and/or nose spray.

Forms are available at school for medication. Please direct inquiries to our school nurse as teachers are not permitted to administer medication.

Hearing/Sight Testing - Sight and hearing tests are given each fall to K, 1st, 2nd, 3rd, and 5th grade students. Additional testing may be given during the year upon referral by a teacher or parent.

Personal Safety Curriculum - Our health curriculum includes a personal safety unit which teaches students safety rules and resources related to child abuse concerns.

The fifth/sixth grade health curriculum includes both a growth and development unit and an A.I.D.S./HIV prevention section. Parents will be given an opportunity to preview these materials and determine student participation. Please watch the *Meridian Happenings* and/or your teacher's monthly newsletter for information about parent previews.

Emergency Information

Emergency Dismissal Plan - If it should ever be necessary to close school for an emergency prior to normal closing time, it would not be possible to contact parents. Therefore, each student must know what to do in case parents are not home or immediately available should power outages, weather conditions, etc., necessitate an early dismissal. Please discuss and periodically review your family safety plan so each student knows whether to go home or to a neighbor, and what to do until parents arrive home. This advance planning will assure safety and peace of mind.

Ice and Snow - When ice and snow prevail, our first concern is always the safety of the students. In hazardous weather, bus schedules may vary in time of pick-up and return trips.

In the event of ice and/or snow, please do not call the school office or the radio stations. This ties up phone lines needed for emergencies. Listen to your radio for closure information. The radio stations listed below will broadcast information regarding the operation of the Kent School District. Please listen to one of the following radio stations for information throughout the day:

KAYO
KEIQ
KMPS

KIXI
KJR
KING

KZOK
KVI

KOMO
KIRO

If the Kent School District is not mentioned during the newscast, you will know that Kent School District schools are open, with buses operating on nearly as normal a schedule as possible. If the Kent School District is mentioned during a newscast, it will refer to one of the following situations:

1. "Emergency schedule" - This means that the weather will cause changes in bus routes. Buses may also be running late.
2. "All KSD schools are closed" - This is determined on a day-to-day basis and parents should listen each morning for information.
3. All Kent School District schools are open, but will be running _____ hours late. Bus schedules are adjusted by the same time. For example, if your student ordinarily catches the bus at 8:50 a.m. and school is one hour late, he/she would catch the bus at 9:50 a.m.

When schools open late, there will be no before-school activities. When schools are closed (or close early), there will be no after-school, evening, or athletic events.

Earthquake Preparedness - Earthquake comfort packs will be assembled at school each fall, and practice evacuations will occur throughout the year.

Students requiring daily medication - should have a supply stored in the health room. (Medication guidelines are outlined earlier in this handbook).

Safety Drills - Procedure for orderly evacuation in case of fire or other emergencies are taught in each classroom. Fire drills are held at least three times per year.

WeTip - provides an anonymous, toll-free crime hotline to students, staff, and community members who have information about a crime and want to report it to authorities, without having to reveal their identity. *WeTip* operators immediately relay all information to the security department or to the law enforcement agency with jurisdiction where the crime was allegedly committed. The hotline is staffed 24 hours a day, 365 days a year, with at least one Spanish-speaking operator on each shift. You may call *WeTip* at (800)782-7463.

Transportation

Bicycle Riders - If you wish to have your child ride a bike to and from school, please have them ask for a permission slip in the school office. We **must** keep a permission slip, signed by a parent/guardian, on file for the school year. To insure the safekeeping of your child's bike, please make sure the bike has a lock. Bicycle helmets are now required by law for all riders.

Bus Standard - From a safety standpoint, it is imperative that proper behavior be rigidly adhered to at the bus stop and during the ride on the bus. Students are expected to obey all directions of the driver and follow all bus rules (distributed the first week of school). Failure to do so will result in a "bus ticket" and may lead to forfeiture of bus riding privileges. The following points are basic rules for our bus riders:

1. Arrive no more than 5 minutes prior to scheduled bus arrival. Students should stay off any private property adjoining the bus stop and well away from the road.
2. Enter the bus and be seated immediately!
3. Be courteous to the bus driver and to each other.
4. Do not put arms or head out the window or throw anything from or in the bus.
5. Always wait for the bus driver's signal before crossing the street when meeting or leaving the bus.
6. A quiet and orderly atmosphere is essential to safe driving conditions.
7. Balloons, glass, large or breakable items are not allowed on the bus.

Violation of good bus citizenship will result in losing bus riding privileges.

Changing After School Plans - If it is necessary for a student to take a bus other than his/her regularly assigned one, or if there is any deviation from the normal routine, or if any person other than a parent or guardian is taking a student off campus, a note to that effect must be sent to the office.

For safety reasons, students without notes will take their regular bus from school. Last minute calls home for confirmation are not possible without serious schedule delays for departing buses.

Traffic Guidelines - For the safety of our students, please load and unload children in the church parking lot on the east side of 140th or in the parking lot on the north side of the fire station. Students may also be dropped off or picked up on the north side of the main crosswalk (the one directly in front of the school and the fire station). Do not drop students off or pick them up after school at the double gates on 256th. The area south of the main crosswalk is reserved for day care buses/vans.

When dropping students off or picking them up, do not drive in to the parking lot at the south side of the building. This is the bus loading/unloading zone and is very congested before and after school. Children are to use the crosswalks at all times!

Also, please remember to observe the speed limit in a school zone. In general, a school zone is considered to extend 100 yards, or 300 feet, from the crosswalk. Fines double in a school zone and may range from \$70 to \$400. School zone violations may not be reduced by a Judge.

Parents and Students Need to KnowIII

Communications and Reporting - Effective communication between school and home contributes to the quality education of students. We encourage you to contact the school by phone or note should a concern arise. Please keep in mind, however, the importance of assisting your child in becoming an independent problem-solver whenever possible. Please also respectfully consider teachers' needs to balance communication and problem-solving with their need to spend time planning and preparing for effective daily lessons. Every effort is made at Meridian to keep parents well informed regarding school procedures, policies, and events.

Dress - Tennis shoes must be worn on each P.E. day to avoid damage to our gym floor. Since recess occurs regardless of weather conditions, it is advisable to wear warm, water resistant clothing during our long rainy season.

Experience has shown that there is a relationship between behavior and dress. We trust students and parents will work together to determine a workable and comfortable standard. Consideration should be given for the influence student attire will have on others.

Lost and Found - Items found on the school grounds are taken to the Lost and Found across the hall from the Flex Room. Any article marked with a child's name is returned to him/her. Unidentified items are displayed for students during conference week(s) prior to their donation to a local charity. Parents are welcome to check the Lost and Found for missing articles at any time.

Newsletters - A weekly *Meridian Happenings* will be sent home with your child each Friday in their Friday Folder. This is our primary vehicle of communication and we encourage you to read its contents. The PTSA will also be sending its newsletter home periodically and is an excellent source of school and community news. Teachers will send home frequent newsletters informing parents of their individual class information. Additional documents are sent home with the youngest child in each family to provide more detailed information about upcoming events.

Birthday Pencil - Each student is invited to visit with the principal on his/her birthday and receive a birthday pencil. Summer birthday people are also welcome to visit.

Parent Meetings - In the fall, each classroom teacher will conduct a Curriculum Night at which they will share expectations, goals, plans, and curriculum for the coming school year. Parents are strongly encouraged to attend this meeting.

Pets – are not allowed on school grounds. The district does not support animals being allowed into a classroom, either during or after hours. Recent in-district experience has suggested a strong relationship between animals and increased environmental problems in public areas. Since we don't know all possible allergies for students and staff, we must error on the side of caution. This does not exclude special projects as long as they demonstrate an educational function and an acceptable plan is provided to insure no waste products or allergens are released into the classroom.

Report Cards - The school year is divided into trimesters. The first reporting period will occur in November when parent/teacher conferences will be scheduled.

A second conference occurs in March. The final reporting period consists of a report card sent home the last day of school.

Student Placement Procedure - The principal will meet with teachers at each grade level in June to form classes for the following school year. Factors such as academic abilities, behavior, social mix, and boy-girl ratio will be considered. A letter is sent home in May requesting parental input. This information will be helpful during the placement process.

Publication and Electronic Permission Form - K-6 grade students are required to have parental consent to use the computer network and the internet. A permission form will be coming home for your signature and is to be returned to school.

Telephone Usage and Messages - To avoid phone lines being tied up, the telephone in the office may only be used in the case of an emergency and with the permission of a teacher, principal, or secretary. Please avoid calling the school with messages for your child by making arrangements at home before your child comes to school. This will help limit classroom disruptions and lessen the load on our busy office.

Valuables - Students should not bring distracting or expensive items to school (walkie-talkies, remote control vehicles, recorders, etc.). Items from home are the student's responsibility. Please, no stuffed animals without prior permission.

Visiting School - All visitors must sign-in at the office. They will be issued a visitors badge. Please check out and return the badge before leaving the school.

Volunteers - Meridian has a very strong volunteer program. Meridian volunteers average 800 hours of service per month! Information regarding volunteering is sent home in September and is distributed during curriculum night.

Music Options - Fifth and sixth grade students have three musical options to choose from: band, orchestra, or choir.

A music orientation is presented within the first two weeks of school. Following the orientation, students are asked to choose an option for the school year. (Their music option alternates with P.E.).

Students in grades 1 - 4 will have a general music class which alternates with P.E.

PTSA Sponsored Activities - Our PTSA sponsors a number of enjoyable and enriching activities. PTSA activities are scheduled throughout the year, and speakers on topics of interest to parents are also scheduled. Students may optionally participate in the Reflections Creativity Program. Watch for information about these opportunities in the *Meridian Happenings* and PTSA newsletters.

Student Council - The student council is an organization that works together with the student body and teachers to encourage positive leadership and school pride. Experiences in student government are a valuable part of learning to live in our democratic society. The student council shall consist of an elected president, vice president, secretary, and two historians. Each classroom elects two class representatives to attend each meeting.

Special projects will occur throughout the year in school policy planning, community service and organizing recreational and school spirit events. Students should channel suggestions through their student council room representative.

Lunches - Students may purchase a lunch daily before school begins. Free and reduced lunches are available to students whose families qualify. Applications are available in the office. You may also pre-pay for lunches by purchasing 20 Paid-in-Advance lunches. Please call Food Services at (253) 373-7274 if you wish to prepay for lunches or charge meals to your charge card.

If you know that your child will be late, please call the school before 9:30 a.m. and order a lunch for him/her for that day.

The lunch count is sent in to the Central Kitchen by 9:45 a.m. daily and that number of lunches is sent to Meridian. Therefore, if a student does not order, and no lunch for them is included in the lunch count, there is not a lunch for that student sent out from the Central Kitchen. We can provide a peanut butter or cheese sandwich for those students who do not order, but the charge will be the same as for a regular lunch.

We must charge free or reduced lunch students for milk or juice if they bring their lunch from home. Milk is only free if ordered with a hot lunch.

Breakfast starts at 9:00 a.m. and ends when the 1st bell rings at 9:17 a.m. A hot breakfast is served on Wednesday and Friday

Assembly Rules

Respond appropriately to the signal

1. Respond immediately
2. All talking stops
3. Eyes on the speaker

Talk only at the appropriate times

1. Use a quiet voice when entering, leaving, and waiting for the beginning signal
2. No talking during a performance unless the performer asks for a response
3. Applause should include clapping only. (No whistling or shouting)

Be courteous and respectful

1. Be a good listener
2. "Booing" is not appropriate
3. Laugh "with" never "at" a performer

Carry a chair and sit appropriately

1. Carry your chair and sit appropriately
2. Keep your chair still during the assembly
3. Sit on the chair and face forward. Do not kneel or put your feet on the chair
4. If you do not have a chair, sit on the floor, legs crossed, not kneeling
5. Always keep your hands and feet to yourself!!

Recess Rules and Expectations

The buildings are off limits during recess. The restrooms may be used **only** with a pass obtained from and returned to the playground supervisor. When in the building, please avoid any distractions to the surrounding classes and/or office. **Students are never to leave the playground without permission from the playground supervisor.** Students must have a pass to go to the Health room/Office or the restrooms.

Students have full access to all visible areas of the grass field. Students are to remain within the fenced playground area.

Students should speak to one another in a kind and respectful manner. A courteous noise level should be used near the buildings.

No balls of any kind should be thrown on the paved areas.

Flags are required to play football. Students may get a flag from their playground supervisor.

Dangerous, expensive and/or distracting toys must be left at home; i.e., bats (wood or metal), hard balls, sharp objects, radios, remote control toys, etc.). Knives or weapons of any kind should **never** be brought to school!!

All games, toys, balls, ropes, etc., and activities are open to anyone who wishes to participate. Game participation restrictions by grade level may be approved by the playground supervisor.

Throwing or kicking of rocks, sticks, pine cones, snowballs, etc., is a danger to other students and is not allowed. Dangerous games are not allowed. These include tackling, piggy-back, red rover, tripping, wrestling, pushing, games involving a ball being thrown at someone and any other activity designated as dangerous by the playground supervisor.

Rainy Day Recess - Because we have so many rainy days, it is important that students dress appropriately for all kinds of weather. Severely inclement weather creates a need for student "crowding" into a limited covered area. The following plan will be utilized if the playground supervisor or an intercom announcement authorizes this alternate plan:

Playground boundaries will remain the same. Students will remain under the covered area unless a playground supervisor specifically authorizes an exception to students adequately dressed for rain, i.e., a hat and coat. The grass areas may be off limits if they are too wet.

Good Sportsmanship - Good sportsmanship is an important trait of every Meridian Elementary student. The rules of good sportsmanship should be observed at all times. They are as follows:

1. Know and obey the school rules. Be respectful of both playground supervisors and Conflict Managers.
2. Play the game to the best of your ability.
3. A good team player is able to be a good follower as well as a good leader.
4. Keep your pride under control in victory and be courteous and gracious in defeat.

Playground Equipment Guidelines

Students must use all equipment carefully. Jumping or flipping from any of the equipment including drops or aerial dismounts of any kind are not allowed. Should a student fall from the equipment, he/she should not move, and someone should notify a playground supervisor immediately.

Tag, war, or such games cannot be played on or around the equipment.

Absolutely no pushing or shoving! Keep hands, feet, and objects to yourself. Gentle, one-hand touch is allowed.

Be courteous and thoughtful to others. Take turns.

Leave sand and dirt in place on the ground.

Rules for the Use of Playground Equipment

Slides

1. Slide down the slide in a feet-first, sitting position
2. Slide down the slide one person at a time
3. Students should space themselves safely when approaching and waiting on the slide platform for their turn
4. Never climb up or jump from the slide itself
5. Never stand on the top of the slide
6. Never walk up or down the slide

Swings

1. One at a time on a swing
2. Swing in a back and forth direction only!!
20 counts (back and forth equals one count), is a turn. Please, no "count backs" on the same student
3. Students should not hold hands from swing to swing or hold on to the chain of another swing
Twisting of the chains to twirl or to adjust the height of the swing is not allowed
4. Swing in one direction. (Please face the building)
5. Students not swinging must stay outside of the white, painted line

Twirling Bars

1. Pushing or accelerating the spins of another student is not allowed
2. A slow count of 20 is a turn. (Please, no "count backs" on the same person)
3. One hand must be on the bars at all times

Overhead Ladder Bars

1. Students should not climb on top of the challenge ladder bar but should move hand-over-hand in a forward direction

Jungle Gym Bars

1. Movement may be either up or down. Head first descent is not allowed

Problem-Solving and Playground Consequences

If a problem occurs on the playground, students are expected to try to solve it using appropriate words and tone of voice. If further assistance is needed, the playground supervisors (or Conflict Managers) should be asked for assistance.

If there is an infraction of playground rules, a "time out" will be enforced. The length of the "time out" will be up to the playground supervisor. The student will be assigned a "time out" location and is not to talk to or interact with other students during the "time out" period.

Repeated infractions will be recorded on a "*Playground Problem Warning Notice*" by the playground supervisor and will be given to the student's teacher at which time disciplinary action will be taken.

The Meridian Elementary staff is appreciative of the excellent behavior and problem solving demonstrated by our student body.

Discipline Policy and Procedures

To insure the safety and educational opportunity of each student, there are certain guidelines we must follow. These guidelines will be reviewed by your classroom teacher.

At Meridian Elementary we have a fine student body and staff members emphasize positive behavior. When discipline becomes necessary, it will be administered in a firm, fair, and friendly manner. Each student is valuable and important to us. **Discipline is directed at changing student behavior, not at the student as a person.** When necessary, parents will be contacted and asked to help with the discipline.

Meridian Elementary Learning Improvement Team

Vision and Mission Statement

The mission of the Meridian Elementary Learning Improvement Team (LIT) is to share in the responsibility for improvement and enhancement of learning. The Learning Improvement Team is a cooperative partnership of staff, administration, and parents entrusted to:

1. Foster open, honest communication and trust
2. Make decisions and recommendations, and
3. Promote a safe learning environment.

School Improvement Plan

With the combined efforts of students, staff, parents, and the community, our work this year will focus on the following goals: Reading, Writing, and Math.

These goals have been developed based on student assessment data from the previous two school years. Our Student Achievement Action Plan focuses on areas needing improvement. Specifically, we have identified word attack strategies and comprehension as our area of focus in reading, number sense skills to include numeration, estimation, and problem solving as our focus area in math, and in writing concentrating efforts around organization.

The Learning Improvement Team strives to represent all members of the Meridian Elementary community in accordance with the Kent School District Strategic Plan (1993-2000) and Washington State goals.

Purpose and Scope of Responsibility

The purpose of the Meridian Elementary Learning Improvement Team (LIT) shall be to:

1. Annually adopt and implement a plan to enhance a specific aspect of the educational process. LIT may determine the focus for each year's plan by surveying staff and parents to identify their priorities. For example, the annual plans may address topics such as:
 - a. improving homework and study skills
 - b. using technology as an educational tool
 - c. managing student behavior to promote safety and a more positive learning environment
 - d. analyzing the results of standardized testing to ensure that all subjects are receiving sufficient emphasis at each grade level
 - e. exploring alternative forms of authentic testing
 - f. improving communication between teachers and parents
 - g. reviewing grant applications
 - h. assessing the adequacy of physical facilities and participating in the planning for building expansion or renovation
 - I. addressing issues concerning students with special needs, (i.e., free lunch and breakfast programs, latchkey kids, etc.)
 - j. assisting in the planning and funding for field trips

2. Act as a decision-making body to address issues, problems or complaints raised by staff, parents or the community affecting the academic and social growth of the student body as a whole.
3. Review and assist in the establishment of annual building goals.
4. Obtain additional funding or business community sponsorships necessary to implement the annual learning enhancement plans.
5. Serve as a receptacle for creative ideas and practical suggestions for enhancing the educational process at Meridian Elementary.
6. Act as ambassadors to the entire staff, parents and community of Meridian Elementary by listening to their questions or concerns and thereafter seeking to have such matters resolved as expeditiously as possible.

The Learning Improvement Team will meet the second Monday of every month throughout the school year. Meetings will be held in the Meridian Elementary Library at 5:30 p.m. Meetings are open to all Meridian Elementary community members.

Homework Policy

Meridian Elementary

Homework serves an important purpose in your child's school life. It is a means of reviewing and reinforcing the lessons taught in school. Homework is also a way to help your child develop work and study habits that will assist him/her throughout the years spent in school.

You can help your child develop some routines that will be of assistance in successfully completing homework assignments. The following suggestions are offered for this purpose:

1. Ask your child if he/she has homework each day. By asking your child about homework, you are helping him or her to remember that there is an assignment to be completed.
2. Become interested in your child's homework. Ask your child to show the homework to you and to explain what the work completed was about. Sharing your child's work reinforces the importance of homework and helps the child to understand that you are interested in his or her progress. Looking at your child's homework also keeps you informed about the progress of the child and the way in which your child is able to complete the work assigned.
3. Remember that homework is your child's work - not yours. You should not do the work for the child, rather you should be concerned with whether or not your child did the work. If your child has trouble with a homework assignment and cannot complete it, write a note telling the teacher about the problem. It is the teacher's responsibility to make the homework assignment clearly understood to each student.
4. Help your child set a regular homework time each day and remain with that commitment. Free your child of other responsibilities at that time.
5. Provide your child with a quiet place to work and study where he or she is not disturbed by younger children or pets.

Homework will help your youngster grow and develop.

Homework Philosophy

The purpose of homework is to establish good study habits, develop responsibility, reinforce and extend curriculum, and strengthen ties to the home. The time spent on homework should not be excessive, but should be balanced with other after school activities that promote the development of the well-rounded child.

Kindergarten

Goals:

1. Students will become more responsible learners
2. Students will develop more efficient study habits
3. Concepts introduced at school will be reinforced and/or extended at home

Procedure:

1. Students will be encouraged to read every night as an ongoing part of their routine. (Parental help will be necessary!)
2. Family projects will be sent home on an occasional basis with a cover letter explaining what is required on the project. A due date will be given.
3. Everyday Math Home Links books will be sent home 3 times a year to be used to reinforce the math learning taking place in the classroom.

Consequences:

Students will be encouraged to return Friday Folders and any homework on time.

Amount of Homework:

Variable according to the assignment.

Types of Homework:

1. Reading every night
2. Work on math concepts every night - use Home Links ideas
3. Family projects connected with a unit
4. In addition, we encourage student-generated homework. This may be a "story" that the student has written and would like to share, written practice on letters and numbers or any other work the student initiates.

First Grade

Goals:

1. To reinforce and enrich school experiences (Homework facilitates learning)
2. To bring students into contact with out-of-school experiences
3. To develop independent study habits
4. To promote responsibility
5. To foster positive attitudes toward learning
6. To inform parents what and how students are doing
7. To involve families in the first grade curriculum

Procedure:

1. Students are given the information needed to complete homework successfully
2. Homework will either go home in the Friday Folder or nightly, depending on the type of homework
3. Homework is recorded
4. Recognition is given to those who return homework on time

Consequences:

Reflected on the student's report card

Amount of Homework:

Minimum of 15 minutes daily (Use parental discretion)

Types of Homework:

1. Math
2. Spelling
3. Students read to parents
4. Parents read to students
5. Phonics
6. African American/Ethnic background presentations
7. Arts and crafts projects

Second Grade

Goals:

1. To establish good study habits
2. To reinforce and extend curriculum
3. To strengthen ties to the home
4. To develop responsibility
5. To allow time for after school activities

Procedure:

1. Student takes responsibility for completing and returning assignment sheet daily
2. Parents review and initial assignment sheet daily

Consequences:

1. Positive reinforcement for returning sheet
2. Loss of recess to complete work not returned
3. Poor study skills reflected on report card

Amount of Homework:

Minimum of 20 minutes daily

Types of Homework:

1. Nightly reading
2. Math
3. Writing
4. Spelling
5. Special projects

Third Grade

Goals:

1. To complete work not finished in class
2. To read each night
3. To practice math facts and spelling
4. To complete occasional special projects

Procedure:

1. Assignment sheets used as needed
2. Monthly parent notification
3. Completion of assigned work is required

Consequences:

1. Positive consequences for completed work turned in on time
2. Late work must be completed during recess time

Amount of Homework:

The number of minutes per night will vary. We expect homework assignments to reflect thoughtfulness and quality.

Types of Homework:

1. Reading
2. Math Facts
3. Spelling practice
4. Unfinished classwork
5. Special projects

Fourth Grade

Goals:

1. To develop responsibility for completing and turning in work
2. To communicate with parents regarding curriculum
3. To reinforce concepts learned in class
4. To complete daily work
5. To help prepare for tests

Procedure:

1. Daily assignment sheet
2. Weekly notification regarding late work

Consequences:

1. Late assignment:
 - a. 1st trimester - 10%
 - b. 2nd trimester - 10%
 - c. 3rd trimester - 10%
2. If work is not turned in by the following Monday, the student will receive a zero

Amount of Homework:

While 30-45 minutes per night is a general guideline, it is expected that students will spend the time needed to ensure quality and thoughtfulness.

Types of Homework:

1. Completion of daily work
2. Weekly assignments (e.g., G.R.O.W., and spelling)
3. Long term assignments/projects
4. Study guides
5. Math Facts (+, -, x, -)
6. 15 minutes a day reading

Fifth Grade

Goals:

1. To promote responsibility
2. To extend classroom learning
3. To practice time management/study skills

Procedure:

1. Assignment sheets
2. Weekly notification

Consequences:

1. 20% off the received score
2. Major assignments/projects: 10% off for each day late
 - Late work is to be turned in no later than Monday after the due date or a zero will be given.

Amount of Homework:

On average, 50 minutes of focused and engaged work-time per night, Monday thru Thursday, with an additional 20-30 minutes reading student selected material.

Types of Homework:

1. Math
2. Reading, Grammar, and Spelling practice
3. Major projects
4. Special assignments
5. Incomplete classroom assignments
6. Re-do on selected low grade assignments
7. Silent reading

Sixth Grade

Goals:

1. To teach time management
2. To make decisions about schedules

Procedure:

To communicate daily assignments to students and parents. The following tools will be used: The use of assignment sheets, communication cards, Homework "Hot Line", and contracts. Expectation: All work is to be turned in when it is due. Any work not turned in on time is considered late.

Consequences:

1. Any late work must be turned in by the next Monday or it is a zero
2. Late work will receive no greater than 70%
3. Work turned in on time, but at less than 70% will be re-done and turned in the next day
4. Re-dos will earn up to 80% (this option is available for on time work only)

Amount of Homework:

1. Some assignments are given on a daily basis, others weekly, bi-weekly, and monthly
2. While 30 to 60 minutes a night is a general guideline, it is expected that the students will spend the time needed to ensure quality and thoughtfulness

At the beginning of the year the sixth grade classes practice most of the basic skills that they will be asked to use all year long. This will take time to explain and do. Much of this work may come home at first, but should take less time as students get better at accomplishing their assignments at school. This practice begins in early September and should be finished by the middle of October.

In the sixth grade we work on many long-term projects and assignments. Beginning in October, if you find your child taking more time than usual on homework, please let us know.

Continued on the next page.

Sixth Grade, cont'd.

Types of Homework:

1. Unfinished classwork
2. Projects of middle and long-term length
3. Test preparation
4. Oral presentation preparation
5. Research that cannot be done at school

Gifted (2nd and 3rd)

Goals:

1. To establish good study habits
2. To reinforce and extend curriculum
3. To strengthen ties to the home
4. To develop responsibility
5. To read daily

Procedure:

1. Assignment sheets filled out daily
2. Parents review and initial assignment sheets daily
3. Weekly spelling and 8 step method assignment on back
4. Daily assignments should be turned in the following day

Consequences:

1. Positive reinforcement for returning assignment sheet
2. Yellow card and /or loss of recess to complete work not returned
3. Study skills reflected on report card

Amount of Homework:

The number of minutes per night will vary. Homework assignments should reflect thoughtfulness and quality.

Types of Homework:

1. Reading - free choice or assigned
2. Math
3. Writing - free choice or assigned
4. Spelling
5. Special projects
6. Completion of daily work

Gifted

(Grades 4 and 5)

Goals:

1. To develop responsibility for completing and turning in work
2. To communicate with parents regarding curriculum
3. To reinforce concepts learned in class
4. To complete daily work, as needed
5. To help prepare for tests
6. To teach time management

Procedure:

Use of assignment sheets, weekly reports, and mid-term report when needed.

Consequences:

1. All work is to be turned in when due
2. All work not turned in when due is late
3. Late work must be turned in by Monday or it is a zero
4. Late work will receive no greater than 80% (4th) and 70% (5th)
5. Work that has been turned in on time but is not complete, (or below 80%) must be resubmitted by the following Monday
6. Resubmits will earn up to 80% (this option is available for on time work only) 5th – 70% for work handed in on time)

Amount of Homework:

While 45 minutes per night is a general guideline, it is expected that students will spend the time needed to ensure quality work. (5th grade - 60 minutes)

Note: Individual rates of speed by which your student may complete his/her work will determine how much homework your student may have.

Types of Homework:

1. Completion of daily work (Math, Reading, Grammar, Science, Social Studies)
2. Weekly assignments (Wordly Wise, Spelling, done for homework every night)
3. Long-term assignments/projects for Science and Social Studies
4. Math Facts (+, -, x, -)
5. 15 minutes per day reading
6. Studying for tests
7. Book reports
8. Oral presentations

Gifted (Grades 5 and 6)

Goals:

1. To teach time management
2. To make decisions about schedules
3. To promote responsibility

Procedure:

The use of weekly assignment sheets, six-week forecast calendars, Academic Report Slips, midterm reports.

Consequences:

1. All work to be turned in when due
2. Any work not turned in when it is due is late
3. Any late work must be turned in by the next Monday, or as stated on Academic Report Slips, or it is a zero
4. Late work will receive no greater than 70%
5. Work turned in on time and complete but at less than 80% may be resubmitted
6. Resubmits may earn up to 80% (this option is available for on time work only)

Amount of Homework:

1. Some assignments are given on a daily basis, others weekly, bi-weekly, and monthly
2. While 60 minutes a night is a general guideline, it is expected that the students will spend the time needed to ensure quality and thoughtfulness
3. Much of your child's homework load will depend on how effectively they use their class time

We work on many long-term assignments in class and at home. This requires planning and time management on your child's part. Establishing a calendar at the outset of long-term assignments will promote ease of completion.

Types of Homework:

1. Standard assignments (Wordly Wise, Spelling)
2. Unfinished class work
3. Test preparation
4. Oral presentation preparation
5. Research that cannot be done at school
6. Book reports
7. Projects of extended length

E.S.L.

Goals:

To assist students to become functional in the English language.

- a. Helping the student understand instructions
- b. Using the sheltered English approach to teach "new" vocabulary
- c. Assisting with completion of assignments
- d. Reteaching when necessary
- e. Accessing resources such as library books, translators, or interpreters
- f. Upholding the classroom teacher's policy for those assignments that the student is capable of completing

Procedure:

1. We make every effort to have communications from classroom teachers translated or interpreted into a language that the parents will understand.
2. When necessary, we negotiate with the classroom teacher to adapt deadlines and assignments.

Consequences:

We make our classroom available as a space where recess time can be used for the completion of assignments and where tutoring is available.

Amount of Homework:

Homework may be adapted due to the additional time taken for steps listed under the goals.

Types of Homework:

Anything requiring reading or English language including, but not limited to, social studies, science, story problems, literature, poetry, spelling, health, music, and language.

Homework

The Board believes that homework is a constructive tool in the educational process when integrated into the curriculum as an extension of classroom instruction. Homework facilitates learning by reinforcing and enriching school experiences. By bringing students into contact with out-of-school learning resources, by developing independent study habits, and by promoting responsibility.

Homework assigned according to age, maturity level, and individual needs may include one or all of the following:

1. Practice - Where specific skills are practiced to attain mastery
2. Preparation - Where reading, writing, review, etc., may be assigned as preparation for the next class session
3. Extension - Where concepts or skills are applied to new situations, and,
4. Creativity - Where concepts or skills are integrated in order to produce original responses

Each teacher will communicate to students, through course expectations, information about expected amounts of homework, the various types of homework and the relationship of homework to the course grade. This will allow students and parents to anticipate workloads and to plan accordingly.

No WSSDA legal reference.
Adopted by the Board: 2/9/94

Absence

Regular attendance has a positive effect on student learning and achievement. Mastery of course content and achievement of objectives through participation in class activities and student/teacher interaction are of paramount importance.

At the beginning of the term, teachers shall establish and communicate in writing their grading systems to the student, including the extent to which lack of participation in class activities due to absences reflects upon course grades. Student absences may be reflected in lowered or failing course grades.

Regular daily attendance is required in accordance with state law and Board policy. Students will attend all scheduled classes unless officially excused by a school authority. All parents, guardians, or persons residing in the district that have custody of a student between the ages of eight and eighteen will cause that student to attend the district's schools. The district will make considerable attempts to help students and parents comply with the compulsory attendance law. If these attempts fail, the district's attendance officer will make appropriate referrals or petitions to juvenile court through the King County prosecuting attorney's office.

Dissemination

Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually. In recognition of the responsibility of parents and legal guardians for insurance of school attendance for students under their care, the district will inform and involve parents in the resolution of attendance issues, including tardies and absenteeism.

As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused shall experience the consequences of his/her absence. A student's grade shall be affected if a graded activity or assignment occurs during the period of time when the student is absent.

The Superintendent shall enforce the district's attendance policies and procedures.

Cross References:	Board Policy	3230	Student Privacy
		3241	Classroom Management, Corrective Actions or Sanctions
Legal References:	RCW	13.34.300	Failure to cause juvenile to attend school as evidence under neglect petition
		28A.225	Compulsory School Attendance
	WAC	180-16-215(4)	Minimum 180 school day year—Five day flexibility— Students graduating from high school
		180-40-235	Discipline—Conditions and limitations
		180-40-260	Long-term suspension—Conditions and limitations

Important Notice to Parents* and Students:

Truancy Is Prohibited By Law

Washington Law (RCW 28A225 RCW) requires parents to cause their child to attend the public school of the district in which the child resides. Also, children eight through 17 years of age must attend school for the full time when school is in session. Any failure to comply with Washington's Compulsory School Attendance Law may subject the violator to legal sanctions, including arrest, confinement, community service, and/or fines.

If a student fails to attend school, the school shall notify the parent or guardian. After two unexcused absences within any month, the school shall schedule a conference to take steps to eliminate further truancy. Before the fifth unexcused absence in a month the school district shall either (1) attempt to enter into an attendance agreement with the student and parent that establishes school attendance requirements, (2) refer the student to a community truancy board, or (3) file a truancy petition with the juvenile court.

The Kent School District is required by law to initiate legal action if an enrolled student has accumulated seven unexcused absences in a month or 10 unexcused absences in a school year. This action is typically commenced by the filing of a truancy petition with the King County Superior Court, Juvenile Division.

An unexcused absence means that a student has failed to attend the majority of classes in an average school day and that the parent has not informed the school of a valid basis for the absence within two school days after the absence. The school may refuse to acknowledge a parental excuse if the absenteeism was unnecessarily prolonged and potentially harmful to the child's academic enrichment.

In the event that the Kent School District initiates a truancy action in juvenile court, it shall disclose pertinent information from the student's educational records to authorized court officials and attorneys. Also, documentation of attendance violations shall be reported to the Office of the Superintendent of Public Instruction. Parents have the right to inspect educational records, seek amendment to the records in certain situations, and pursue injunctive relief to prevent disclosure of educational records.

For more information about Washington's Truancy law and the Kent School District's Absenteeism Policy, please contact:

Vicki Gladsjo, Attendance Liaison at (253) 373-7099

*Washington's Compulsory School Attendance Law applies to all parents of (1) children six or seven years old who are enrolled in a public school and (2) children eight years of age through 17 years of age regardless if enrolled in school.

GUIDELINES FOR SCHOOL SANCTIONS

Each offense listed below is considered a "zero tolerance" offense. Action will be taken for every offense.

WAC 180-40-245 stipulates the following restrictions for suspensions:

Kindergarten through grade four - No student in grades kindergarten through four shall be subject to short-term suspensions for more than a total of ten school days during any single semester or trimester as the case may be, and no loss of academic grades or credit shall be imposed by reason of the suspension of such a student.

Grades five and above program - No student in grade five and above program shall be subjected to short-term suspension for more than a total of fifteen school days during any single semester or ten school days during any single trimester, as the case may be.

<p>In all cases where sanctions are imposed, it is recommended that parents be contacted prior to the sanction. Emergency removal or emergency expulsion may be appropriate to these offenses.</p>	<p style="text-align: center;">School Discipline which includes, but is not limited to, School Service, or Detention</p> <p style="text-align: center;">Short-Term Suspension 1-10 School Days</p> <p style="text-align: center;">Long-Term Suspension 11-20 School Days</p> <p style="text-align: center;">Long-Term Suspension 21 or More School Days</p> <p style="text-align: center;">Emergency Expulsion</p> <p style="text-align: center;">Expulsion</p>		
<p>ARSON: Intentionally setting a fire.</p> <p>There are considerations</p> <ol style="list-style-type: none"> 1. Extent of fire 2. Intent 3. Amount of damage 	<p style="text-align: center;">Elementary</p>		<p style="text-align: center;">** **</p> <p style="text-align: center;">Secondary</p>
<p>ASSAULT-BATTERY: Physical and verbal threats or violence performed on a person.</p> <p>An unlawful beating or other wrongful physical violence inflicted on another. The act or attempt to commit a battery is an assault. There can be an assault without a battery: battery always includes assault. The two words are usually used together (see Fighting below). Length of suspension will depend on the severity, circumstances, and degree of abuse of the assault.</p>	<p style="text-align: center;">Elementary</p> <p style="text-align: center;">Secondary</p>		<p style="text-align: center;">** **</p>

<p>In all cases where sanctions are imposed, it is recommended that parents be contacted prior to the sanction. Emergency removal or emergency expulsion may be appropriate to these offenses.</p>	<p>School Discipline which includes, but is not limited to, School Service, or Detention</p> <p>Short-Term Suspension 1-10 School Days</p> <p>Long-Term Suspension 11-20 School Days</p> <p>Long-Term Suspension 21 or More School Days</p> <p>Emergency Expulsion</p> <p>Expulsion</p>
<p><u>CRIMINAL ACTS AS DEFINED BY LAW:</u></p> <p>Refer to Criminal Code, R.C.W., Washington Administrative Code</p>	<p>All students</p>
<p><u>DEFACING, MISUSE OR DESTRUCTION OF PROPERTY:</u></p> <p>Defined legally as malicious mischief; intentional damage to school district property or to property of others, including, but not limited to, school district employees, visitors or students. Restitution will usually be recommended.</p>	<p>Elementary **</p> <p>Secondary</p>
<p><u>DEFIANCE OF SCHOOL AUTHORITY:</u></p> <p>Refusal to obey reasonable directions or requests of any staff member, including volunteers working for the school.</p>	<p>Elementary **</p> <p>Secondary</p>
<p><u>DISRUPTIVE BEHAVIOR OF OBSCENE, PROFANE LANGUAGE, GESTURES OR MATERIALS:</u></p> <p>Includes but is not limited to obscene, profane language, gestures or materials; tantrum like behavior.</p>	<p>Elementary **</p> <p>Secondary</p>
<p><u>DISRUPTIVE DRESS:</u> (See Policy 3224. Student Dress)</p> <p>Refusal to correct: Refer to Defiance of authority. or Disruptive Behavior. or Repeated Violation</p>	<div>Send home for correction of dress or change attire at school</div>

<p>In all cases where sanctions are imposed, it is recommended that parents be contacted prior to the sanction. Emergency removal or emergency expulsion may be appropriate to these offenses.</p>	<p>School Discipline which includes, but is not limited to, School Service, or Detention</p> <p>Short-Term Suspension 1-10 School Days</p> <p>Long-Term Suspension 11-20 School Days</p> <p>Long-Term Suspension 21 or More School Days</p> <p>Emergency Expulsion</p> <p>Expulsion</p>
<p><u>FIGHTING OR FIGHTING INVOLVEMENT:</u></p> <p>Includes fighting or fighting involvement - instigating, promoting, escalating, failure to disperse.</p>	<p>Elementary</p> <p>Junior High</p> <p>Senior High</p>
<p><u>HARRASSMENT:</u></p> <p>Unsolicited or unwelcome conduct, either verbal or physical, of a sexual, religious, racial or ethnic nature or based on disability. Threat to cause bodily injury, property damage, or to cause the physical confinement or restraint of the person threatened, or any other act causing substantial harm to the physical or mental health of the person threatened.</p> <p><u>INTIMIDATION OR EXTORTION:</u></p>	<p>Elementary</p> <p>Secondary</p> <p>Elementary</p> <p>Secondary</p>
<p><u>POSSESSION, USE, SALE, OR DELIVERY OF ILLEGAL CHEMICAL SUBSTANCES, INCLUDING ALCOHOLIC BEVERAGES, OR POSSESSION OF PARAPHERNALIA:</u></p> <p>Drugs and Alcohol: Possession, use, sale, or delivery of alcoholic beverages, illegal chemical substances, controlled substances or narcotics not prescribed by a physician and possession on school premises or at school-sponsored functions or paraphernalia intended for storage, use, or distribution of such alcoholic beverages, drugs, controlled substances or narcotics.</p> <p>Attendance at school or school-sponsored event following off-campus consumption of alcohol or controlled substance. Ninth grade violations will be considered first offenses in senior high schools.</p>	<p>Elementary</p> <p>Secondary</p>

<p>In all cases where sanctions are imposed, it is recommended that parents be contacted prior to the sanction. Emergency removal or emergency expulsion may be appropriate to these offenses.</p>	<div>School Discipline which includes, but is not limited to, School Service, or Detention</div> <div>Short-Term Suspension 1-10 School Days</div> <div>Long-Term Suspension 11-20 School Days</div> <div>Long-Term Suspension 21 or More School Days</div> <div>Emergency Expulsion</div> <div>Expulsion</div>
<p align="center">JUNIOR HIGH</p> <p><u>Possession of illegal chemical substances or paraphernalia:</u></p> <p>First Offense: (Grades 7-9) Balance of semester, not to exceed 30-day suspension. An administrator may draw up a contract with a student and a maximum of 50% of the suspension will be held in abeyance when the student successfully completes the contract.</p> <p>Second Offense: (Grades 7-9) Long-term suspension not to exceed 90 days.</p> <p>Third Offense: (Grades 7-9) Expulsion</p> <p><u>Sale and/or distribution of illegal chemical substances or paraphernalia:</u></p> <p>First Offense: (Grades 7-9) Long-term suspension not to exceed 90 days.</p> <p>Second Offense: (Grades 7-9) Expulsion</p>	<div>Jr.High</div> <div>Jr.High</div> <div>Jr.High</div> <div>Jr.High</div> <div>Jr.High</div> <div>Jr.High</div>
<p align="center">SENIOR HIGH</p> <p><u>Possession, use or sale of illegal chemical substances or paraphernalia:</u></p> <p>First Offense: (Grades 10-12) Long-term suspension not to exceed 90 days. Ninth grade violations will be considered first offenses in senior high schools. an administrator may draw up a contract with a student, and a maximum of 50% of the suspension will be held in abeyance when the student successfully completes the contract. Expulsion may be appropriate in some cases of sale and or distribution of illegal chemical substances.</p> <p>Second Offense: (Grades 10-12) Long-term suspension or expulsion.</p>	<div>Sr.High</div> <div>Sr.High</div>

<p>In all cases where sanctions are imposed, it is recommended that parents be contacted prior to the sanction. Emergency removal or emergency expulsion may be appropriate to these offenses.</p>	School Discipline which includes, but is not limited to, School Service, or Detention	Short-Term Suspension 1-10 School Days	Long-Term Suspension 11-20 School Days	Long-Term Suspension 21 or More School Days	Emergency Expulsion	Expulsion
<p><u>REPEATED VIOLATION:</u></p> <p>When any two sanctions have been previously administered.</p>				Secondary		
<p><u>TARDINESS:</u></p> <p>Schedule a conference or conferences with the custodial parent, or guardian and child at a time reasonably convenient for all, for the purpose of analyzing the causes of the students' tardiness. Take steps to eliminate the tardies, including adjusting the child's school program, or school/course assignment.</p>		Secondary				
<p><u>THEFT-STEALING:</u></p> <p>Possession of another person's or district property without the person's permission, with the intent to deprive the owner of such property. As part of the sanction, restitution will usually be required.</p>	Elementary			Secondary	**	

<p>In all cases where sanctions are imposed, it is recommended that parents be contacted prior to the sanction. Emergency removal or emergency expulsion may be appropriate to these offenses.</p>	<div>School Discipline which includes, but is not limited to, School Service, or Detention</div> <div>Short-Term Suspension 1-10 School Days</div> <div>Long-Term Suspension 11-20 School Days</div> <div>Long-Term Suspension 21 or More School Days</div> <div>Emergency Expulsion</div> <div>Expulsion</div>
<p><u>TOBACCO USE OR POSSESSION:</u></p> <p>Students may not participate in smoking, use of tobacco products, or possess tobacco products on the school premises or at school-sponsored functions.</p> <p><u>First Offense:</u> (Secondary) Complete Tobacco Intervention Packet and attend Saturday School. [Refusal or failure to attend Saturday School and/or complete Tobacco Intervention Packet shall be considered to be a tobacco related offense for which students may be suspended for one (1) to three (3) days.]</p> <p><u>Second Offense:</u> (Secondary) Three (3) to five (5) day short-term suspension.</p> <p><u>Third Offense:</u> (Secondary) Six (6) to ten (10) day short-term suspension with days held in abeyance for community involvement.</p> <p><u>Fourth Offense:</u> (Secondary) Eleven (11) to twenty (20) day long term suspension with days held in abeyance for community involvement.</p>	<div>Elementary</div> <div>Secondary</div> <div>Secondary</div> <div>Secondary</div> <div>Secondary</div>
<p><u>TRUANCY:</u> (See Policy and Procedures 3122)</p>	<div>Follow attendance Procedures 3122 outlined for BECCA students</div>

In all cases where sanctions are imposed, it is recommended that parents be contacted prior to the sanction. Emergency removal or emergency expulsion may be appropriate to these offenses.

School Discipline which includes, but is not limited to, School Service, or Detention	Short-Term Suspension 1-10 School Days	Long-Term Suspension 11-20 School Days	Long-Term Suspension 21 or More School Days	Emergency Expulsion	Expulsion
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WEAPONS:

1. Possession of a weapon, or simulated weapon (other than firearm), e.g., clubs, firecrackers, explosives, etc.
2. Possession of a knife.
3. An object, which is used to intimidate or to injure another person.
4. Possession of a firearm.

Elementary

Secondary

Secondary

Secondary

All Students

In addition to school sanctions, the following actions are very often appropriately imposed:

Restitution: Examples - Arson, Destruction of Property, Extortion, etc.

School Agency Referral: Examples - Chronic Truancy, Vandalism, etc.

Nonschool Agency Referral: Examples - Larceny, Assault, Drugs

Mediation/Conflict Resolution: Examples - Fighting, Physical or Verbal Harassment, Defiance of Authority

Academic Interventions: Examples - Contract School

****** Expulsion may result based upon the administrator's judgement of the seriousness of the act or circumstances surrounding the act, and/or the previous record of the student.

Gang Activity

Violation of Policy, 3246 Gang Activity, will result in the following procedures being applied:

For gang graffiti on school or personal possessions, group intimidation, gang clothing, gang language and/or signs (posturing, mad dogging, disrespecting):

- ◀ First Offense - Parent contact, counseling or disciplinary action up to and/or including suspension
- ◀ Second Offense - Short-term suspension up to ten days
- ◀ Third Offense - Short-term or long-term suspension up to one semester
- ◀ Fourth Offense - Long-term suspension up to one semester; or
- ◀ Fifth Offense - See *Exceptional Misconduct Procedure*

For group fights or fights related to gang affiliation:

- ◀ Long-term suspension up to one semester, or
- ◀ See *Exceptional Misconduct Procedure*

Exceptional Misconduct Procedure

- ◀ The following behaviors constitute a substantial disruption of the educational process and also pose a serious safety threat to both the students and employees of the Kent School District. Therefore, they constitute exceptional misconduct under WAC section 180-40-260 (2) (b) and WAC 180-40-295. Participation in any of the below listed acts will result in immediate long-term suspension. Repeat, multiple or severe offenses may result in expulsion. Individual extraordinary circumstances will be considered before a final decision is made.
- ◀ When violations (as defined in RCW 9.41.250) will result in immediate expulsion under RCW 9.41.280(2)
- ◀ Gang-related fighting
- ◀ Possession or control of a gun, knife, or other dangerous weapon
- ◀ Sale or distribution of drugs or substances reported to be drugs
- ◀ Assaults on employees
- ◀ Continual gang activity
- ◀ Criminal acts against employees, and/or,
- ◀ Continual defiance of authority

School officials are recommended to contact law enforcement for advise/consultation regarding any gang association on their school premises.

CHAPTER 5

Summary, Conclusion and Recommendations

Summary

The purpose of this project was to develop and implement a model disciplinary policy and procedures for Meridian Elementary School in the Kent school district, Kent, Washington. To accomplish this purpose, a review of related literature was conducted. Additionally, related information and materials from selected sources were obtained and analyzed.

Conclusion

Conclusions reached as a result of this project were:

1. Discipline policies and procedures have become a valuable and necessary component of education and should be implemented with the support from administration, staff, parents and students.
2. Consistency and communication were the two main keys to successful discipline policies and procedure implementation.
3. A visible and supportive principal made a significant difference in schools with well-behaved students and misbehaving students.

Recommendations

As a result of this project, the following recommendations have been suggested:

1. School discipline should be designed to be a learning process. There should be three parts to a discipline plan: Procedures that become routines, consequences for infractions, and rewards for following the plan.
2. Communicating discipline policies and procedures clearly to staff, parents and students at the beginning of each school year, and again at mid-year helped to assure that all students and staff know what is acceptable and non-acceptable behavior throughout the year.
3. For effective school discipline, principals should maintain a high profile, and encourage a sense of ownership of school programs and policies by sharing power with site-based management team.
4. Other school districts seeking to develop and implement a model disciplinary policy and procedures may wish to adopt and/or utilize the model procedures developed for the project or undertake further research on this subject to meet their unique needs.

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APPENDIX



October 25, 2000

Mr. Bob Hayes
Sunrise Elementary

Dear Mr. Hayes;

My name is Sherilyn Ulland and I am completing my Master of Education degree in Educational Administration at Central Washington University.

My reason for writing is to invite your help in providing information needed to complete my Master's degree project entitled "A Model Disciplinary Policy and Procedure for an Elementary School".

The purpose of my Master's project is to develop, implement and communicate a discipline policy for Meridian elementary school, where I am currently employed as the Educational Assistant.

I am gathering information descriptive of disciplinary policies and procedures currently implemented at elementary schools in the Kent School District. Accordingly, I would appreciate it very much if you could send me the following:

1. Any printed materials or information detailing your school's discipline policy/procedure.
2. Your comments describing the process used to implement discipline policy/procedure in your school.

Thank you for your help. I look forward to hearing from your school through district mail and/or e-mail by November 17th.

Sincerely,

Graduate Student:

University Supervisor:

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