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DEVELOPING, IMPLEMENTING AND EVALUATING
THE EFFECTIVENESS OF A
CODE OF CONDUCT

by
Letitia Branin

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
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Approved by

Professor

Date Approved April 3, 04

ABSTRACT

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DEVELOPING, IMPLEMENTING AND EVALUATING THE
EFFECTIVENESS OF A CODE OF CONDUCT
2003/04
Dr. Ted Johnson
Master of Arts in School Administration

The purpose of this study was to develop, implement and evaluate the effectiveness of one approach to discipline, a code of conduct. The population used for the study by the intern was the population of B.C.I.T. The participants were selected through the convenience sampling method using both the quantitative and qualitative research approach. The quantitative research design includes summary reports of monthly discipline infractions beginning in September 2003 and ending in January 2004. The qualitative research design consists of two surveys administered to teachers, secretaries, guidance counselors, child study team members and administrators. The initial survey focused on the discipline policy for the 2002-2003 school year and the final survey focused on the Code of Conduct. Analysis of the surveys yielded an underlying theme concerning any discipline procedure. The discipline procedure should be clearly stated and consistently enforced not only by administrators but also by staff members. This resounding theme should be an integral part of the success of any discipline procedure.

The intern concludes that there is no one solution to a successful and effective discipline procedure. Each school district has a unique population with a different set of discipline needs therefore; no one discipline policy will work as a solution for all schools.

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I would like to thank Dr. Ted Johnson for all of the support and guidance he provided throughout my intern experience. He is a true educator dedicated to sharing his valuable leadership experience with others.

I would also like to thank the board members, administrators, teachers, support staff members and students of the Burlington County Institute of Technology, Westampton Campus. Members of the B.C.I.T. school community willingly offered their support and expertise which enabled me to successfully complete this research project. I am fortunate to be employed in an educational setting that is supportive and dedicated to the teamwork aspect of learning. I would especially like to thank my field mentor, Mr. Daniel Money, principal of the high school, for providing me with valuable experiences in the leadership role. He provided me the opportunity to put theory into practice in the implementation of the Code of Conduct. He gave me the opportunity to gain hands on experience in discipline in an educational setting dedicated to the learning of students and staff members. He also spent countless hours reading my surveys, memos and answering many questions which guided me through the internship process.

I would also like to thank my family for their never ending support. I would like to thank my children Sarah, Julie and Kevin for their words of encouragement and support of my endeavor. I would especially like to thank my husband, Chris, for making this research project possible. His support of me during this process provided me with the opportunity to realize my goal of completing my degree as an educational leader.

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Chapter One

Introduction

Focus of the Study

One of the most serious concerns encountering our nation's school systems was cited as a lack of discipline in The Annual Gallop Poll of the Public's Attitudes Toward the Public Schools (Cotton, 2001). School communities are concerned with a safe and effective learning environment, but often lack discipline policies or consistency in reinforcement of those policies that nurture this type of environment.

Discipline issues that plague schools are the problem of the students, parents, teachers, administrators and community. The schools alone cannot solve the problems of the world, but should be moving toward creating a school that prides itself in providing a safe and effective learning environment. As a community, the stakeholders must work together to ensure that order is maintained in our schools. All stakeholders have a vested interest in creating a positive learning environment.

Effective learning takes place in a safe and orderly environment. The intern will work with a committee of teachers and administrators to develop a code of conduct to be implemented in September 2003. This research project seeks to develop a consistent form of discipline, a key factor in creating an effective learning environment.

Hughes, Norris and Ubben (2001) describe the four essential components in creating a positive learning climate that encompass order and a maximum learning environment. These four components are;

“Clear, firm, and high teacher and administrator expectations; consistent rules and consequences that directly relate to breaking these rules; a decided and well-implemented emphasis on the self-esteem of all students and public and private acknowledgement and rewarding of positive behavior by students” (Hughes, Norris, Ubben, 2001, 97-98).

The study is worth conducting because there is a need for consistency in discipline for teachers and administrators, as well as students. The intern wants to determine the effectiveness of a code of conduct implemented at the Burlington County Institute of Technology (B.C.I.T.), Westampton Campus, Westampton, New Jersey, in order to provide consistency in discipline so a safe and effective learning environment and improved achievement are provided to all students. B.C.I.T. is a vocational and technical school with students attending from a variety of school districts. Due to the fact that some of the students work with machinery, safety issues are of the utmost importance. Upon completion of this study, our school discipline policy will move toward consistency and provide a safe and effective learning environment and improved achievement for our student population.

Purpose of the Study

The purpose of this study is to describe and develop the effectiveness of a code of conduct on the safety and learning environment of high school students using a case study design. This study will result in a new discipline policy and a feasibility report that

will be outlined and distributed to teachers, administrators, board members, students and parents. The use of a code of conduct for the high school provides teachers, parents, administrators and students with consistency in discipline resulting in the provision of a safe and effective learning environment.

When students behave in an appropriate manner in the classroom the stage is set for learning to occur. The students able to maintain self-control display an acceptance of the rules of the school district. The acceptance of the discipline policy, the Code of Conduct, will help to promote safety, improve student achievement and provide an effective learning environment.

A code of conduct is a discipline policy in the form of a well written code. It notifies students, parents, teachers and administrators of prohibited conduct. It follows the law of Due Process and avoids ambiguity. The code of conduct clearly specifies hearing rights. The discipline is enumerated for each offense and it is distributed to parents. There must be consistency in the enforcement of the order to ensure Equal Protection. The code is designed to provide an effective learning environment (David Hespe, personal communication, October 17, 2001).

Inconsistency in the discipline of students leads to low teacher morale, lower student achievement, high attrition rates and an unsafe environment. The learning environment is effected not only when discipline policies are not well defined, but also when teachers do not feel that learning is a top priority.

A code of conduct will provide parents, students, teachers and administrators with a well defined outline of the consequences of the student's actions. A well defined

discipline policy will also create a positive learning climate where staff and students feel successful.

The reason the study is being conducted is to provide the school community with a consistent means of dealing with discipline problems. Teachers, administrators, students and parents need to be ensured that the school provides a safe and effective learning environment.

Definitions

Code of Conduct – Codes of Conduct are board of education authorized policies and procedures containing a system of school rules which define acceptable student behavioral expectations and standards, and govern student behavior through rewards, sanctions and due process (Student Codes of Conduct –NJDOE 1995).

Discipline policy – training to act in accordance with rules (Webster’s Universal College Dictionary, 1997).

ISLLC Standards- the Interstate School Leaders Licensure Consortium standards for school leadership (Council of Chief State School Officers 1996).

Sending district – is a school district that sends students to a regional or vocational school.

Limitations of the Study

The limitations of this project are the small student sample size that participated in the project. The findings could not be used for any other group. Other limitations include the consistency in which the code of conduct is enforced and whether there is sufficient staff to implement the code. The student population is accustomed to rules of conduct from their previous sending district.

Current implementations of initiatives, goals and security already in place may effect student achievement as opposed to the actual Code of Conduct. Some of the initiatives already in place include character education, dress code/uniform, security (retired police officer and two former prison guards) and block scheduling. The development of the code did not include parents and students therefore not all stakeholders were included in the creation of the policy. The school building is in the process of expansion and construction which has made the environment more difficult to deal with on a daily basis. The construction may limit the degree to which discipline can be handled. The final limitation is the degree that teachers, parents and administrators support the implementation of the Code of Conduct.

Setting of the Study

The Burlington County Institute of Technology consists of two campuses, the Westampton Campus and the Medford Campus. Two campuses are needed due to the large number of students referred from the sending districts. B.C.I.T. consists of sending districts from Beverly, Chesterfield Township, Eastampton, Edgewater Park, Evesham Township, Maple Shade, Mt. Laurel, New Hanover, Palmyra, Pemberton, Westampton, Riverside, Riverton, Trenton, Willingboro, Delran, Delanco, Mt. Holly, Bordentown, Florence, Cinnaminson, Burlington Township, and Burlington City.

The school district is a Type I district with appointed school boards. Budgets are approved by a board of school estimates (made up of one-half school board and one-half freeholders). At the time of the research for the code of conduct, the school district had begun a \$25 million dollar expansion process at the Westampton campus.

All data collection will take place at the Westampton Campus of the B.C.I.T. Westampton is a small suburban community located in the southern portion of New Jersey. The Westampton Campus has sending districts from Beverly, Bordentown, Burlington City, Burlington Township, Chesterfield Township, Cinnaminson, Delanco, Delran, Edgewater Park, New Hanover, Palmyra, Riverside, Riverton, Trenton and Willingboro. The school is dedicated to a vocational, technical and academic education.

Review of enrollment statistics outline that the Westampton Campus of B.C.I.T. consists of grades nine through twelve with a total population of approximately 1,050 students, as of September, 2003. The ethnic make-up of the school is approximately 42.43% white, 49.7% black, 6.7% Hispanic, .5% American Indian/Alaskan, and .6% Asian/Pacific Island.

Approximately 47.6% of the regular education population is proficient in mathematics and 84.9% in language arts literacy on the state high school proficiency assessment. Approximately 25.4% of the special education population is proficient in mathematics and 33% in language arts literacy on the high school proficiency assessment (N.J. Dept. of Education School Report Card, 2003).

Review of the N.J. Dept. of Education School Report Card (2003) details the total cost per pupil was \$13, 543.00 for the district. The median salary in the 2001-2002 school year for administrators was \$94,000.00 and the median years of service in the district was 20. The median salary in the 2001-2002 school year for faculty was \$52, 192.00 and the median years of service was 12.

The student suspension rate was 32% for the district in the 2001-2002 school year compared to the state rate of 13.6%. In the 2001-2002 school year the expulsion rate was 0% for both the district and the state (N.J. Dept. of Education School Report Card, 2003).

In the 2001-2002 school year there were 52% of faculty possessing a BA/BS, 31% with a MA/MS, 1% with a PhD/EdD, 16% with license/certification only, 83% with a license/certification and academic degree. There were no teachers in the district with a National Board for Professional Teaching Standards certification (N.J. Dept. of Education School Report Card, 2003).

There is an administrative staff consisting of 17 administrators in the district with four of those at Westampton Campus. There are 186 teachers in the district with 93 of those at the Westampton Campus.

Students are admitted to B.C.I.T. through an application process. The criteria for admission to the school as outlined in the Student Handbook (2003-2004) consist of the following:

1. Promotion to grade being applied for
2. Passing average in all classes
3. Good school citizenship
4. 8 or fewer absences per semester
5. Competence on B.C.I.T. writing sample (combined Holistic score of 6 of 12)
6. A student scoring 5 on the writing sample may request a personal interview (p. 9).

B.C.I.T. Westampton Campus (B.C.I.T. Student Handbook, 2003-2004) requires a dress code that is designed to prepare students for their respective careers after high school and to promote a positive image of the school campus. The dress code consists of

skirts, skorts, slacks and Bermuda shorts in khaki, gray or blue. The shirts required consist of collared shirts for boys and collared shirts or henley tops for girls that can be either long or short sleeve. The color of the shirts must be blue, white, khaki or gray. Students are permitted to wear blue or white sweaters. Disciplinary action may be taken if students do not comply with the dress code. School uniforms have been used in only 3% of public schools and are used as a way to control behavior (Barton, Coley and Wenglinsky, 1998).

Character education has been an integral part of the program at B.C.I.T. since the beginning of the 2000-2001 school year. The school community values the students that exhibit positive behavior and rewards them for doing so.

There is a retired police officer employed part time at the Westampton Campus and two security aides that were former prison guards. B.C.I.T. has a cooperative relationship with the Westampton Police Department.

B.C.I.T. is on a block schedule which reduces movement in the hallways. The school has been on block scheduling for seven years. This is thought to reduce behavior problems by eliminating passing time between classes (Barton, Coley and Wenglinsky, 1998). In the article, "Block scheduling: A Means to Improve School Climate", Daniel Buckman, Bonnie King and Sheila Ryan (1995), describe the results of restructuring the schedule of a Florida school to a block schedule. Buckman, King and Ryan reported "At the conclusion of the first year, Colonial High School reported dramatic improvements in attendance, fewer suspensions, fewer disciplinary infractions and higher grades" (1995, p.12).

Organization of the Study

There are two major outcomes realized from the implementation of this project. The two outcomes that will evolve from the Code of Conduct are a safe and effective learning environment. It is the purpose of this research project to develop a consistent form of discipline that provides a safe and effective learning environment. The ultimate goal is to improve student achievement through this safe and effective learning environment.

In conclusion of the first chapter there will be four additional chapters that will provide research, data and information that will support the project. Chapter two will outline various sources of research that support a code of conduct. Chapter three will outline the design of the study. The chapter will include a general description of the research design, the research instruments, sampling technique, data collection approach and a description of the data analysis plan. Chapter four will present the research findings. Chapter five will provide conclusions, implications and determine the need for further study.

The remainder of the study includes, respectively, a review of the literature, the design of the study, presentation of the research findings and conclusions, implications and further study.

Chapter Two

Review of the Literature

Introduction

A major issue confronting our nation today is safety in our schools. As incidents such as the Columbine High School tragedy spread across the country, educators and lawmakers work diligently to create policies and laws designed to provide safe and effective learning environments. In an effort to prevent these tragedies, school discipline policies must be clearly written and consistently enforced in order to promote a safe and effective learning environment. When the safety in a school is compromised and disorder is the norm, then effective learning cannot take place.

There is no universal solution to this pervasive problem. The stakeholders in the individual schools must decide what solution(s) may work for their particular setting. According to Barton, Coley and Wenglinisky (1998), a few of those solutions include codes of behavior, character education, school uniforms, alternative schooling, conflict resolution, collective bargaining contracts, providing better education, Federal Action (Gun-Free Act of 1994), IDEA and state-wide efforts.

The solution to the discipline issue used by the intern and the school in this study was to develop a code of behavior referred to as a code of conduct. The code of conduct, developed by the stakeholders, is designed to provide parents, students, teachers and administrators with a well defined outline of the consequences of the student's actions. In order for the code of conduct to have any meaningful impact, the consequences should be graduated as the severity of the offense increases. Enforced consistently and diligently,

the Code of Conduct will reduce discipline problems in the school and will positively effect the learning environment.

Review on the Problem

The question that needs to be answered is whether or not children are safe in school. The magnitude of disorder in the school has an impact on the school climate and student achievement. In order to ensure safety in the schools, there must be a balance between the law and the need for a safe environment. During the last few years, focus has shifted toward requiring stronger efforts for safety and shifted away from efforts to preserve the constitutional rights of students (Beyer, 2003).

The Safe Schools Initiative was approved by the State Board of Education in 1994 and was enacted in response to school violence and disruptive behavior. The Safe Schools Initiative also recognizes the family obligation as an integral part of the solution to the problem. Families need to be proactive in their child's education and form partnerships with the schools. The Department of Education works with law enforcement and educators to help maintain the right of all students to a safe and effective learning environment. According to the report, developing a Code of Conduct is the first step in creating a school climate conducive to learning (N.J. Dept. of Education, 1995).

The New Jersey Department of Education (1995) created a guide to policy review and code development designed to aid school districts with the development of codes of behavior. This report was written in response to the norm of disruptive behavior in schools.

The Interstate School Leaders Licensure Consortium (ISLLC) details six standards involving knowledge, dispositions and performances that all school leaders

should strive to emulate. The third standard proposes that a school leader promote student success by, “ensuring the management of the organization, operations, and resources for a safe, efficient and effective learning environment” (ISLLC, 1996). The Code of Conduct was developed by stakeholders at B.C.I.T. in an effort to promote student success.

Review on Major Concept Related to the Problem

For centuries school authorities had the right and responsibility to act in place of parents and/or guardians. This practice was called “in loco parentis” and it gave school authorities the right to search students disregarding the fourth amendment rights given to U.S. citizens. The laws concerning student and teacher constitutional rights have been tested in numerous cases over the last few decades. Court cases concerning first, fourth, eighth and fourteenth amendments have helped to shape the direction of the discipline policies of schools.

In 1968, the notion that students had no constitutional rights at school changed with the *Tinker v. Des Moines* case involving students wearing armbands in protest against the Vietnam War. The landmark decision of the court upheld the First Amendment right and declared, “Teachers and students do not shed their constitutional rights ...at the schoolhouse gate” (Zirkel, 2001/2002, p.9).

In 1975, the Supreme Court held in the *Goss v. Lopez* case that officials may not suspend a student for more than ten days without more formal proceedings in terms of notice of the charges and a hearing. The court also cited that for suspensions for up to ten days, school authorities must provide students with at the minimum oral notice of the

offense committed and possibly written explanation of the evidence and an opportunity to explain their version of the incident (Zirkel, 2001/2002).

In 1985, the question was answered in the N.J. vs. T.L.O. case as to whether or not students could be subject to unreasonable search and seizure. In this case, a purse was seized by a vice principal in search of cigarettes which violated the school's policy on smoking. The vice principal found marijuana, rolling papers, a large sum of money, a list of students owing money to T.L.O. and a pipe in the purse. The outcome of this court decision permitted school authorities to lawfully search students using a two pronged test. This two pronged test cited that the search must be reasonable at inception and in scope (Beyer, 2003).

A special education case decided in 1988, Honig v. Doe, determined whether or not emotionally disturbed students could be expelled for more than ten days for safety related charges. Zirkel (2001/2002) explains the court decision as,

The U.S. Department of Education interprets an exclusion for more than ten consecutive days as a change in the student's placement in special education, but according to the Individuals with Disabilities Education Act (IDEA), special education students can be removed from their placement only through an agreement between the school and the student's parents or by a preliminary injunction from a court that finds the student substantially likely to injure self or others (p.11).

In 1995, the Veronia Court ruled that random drug testing of athletes mandated by school district policy was constitutional (Zirkel, 2001/2002). The court concluded that a safe school environment was more important than the student's privacy rights. They cited

the fact that athletes have reduced expectation of privacy due to requirements for physicals, communal dressing and other interscholastic rules for athletes. In recent years, lower court cases have cited *Veronia* and decided that random drug testing of students in extracurricular activities is unconstitutional (Zirkel, 2001/2002).

Over the last several decades students' have had their constitutional rights extended to school and at the same time those rights have been limited. The educational system has gone from "in loco parentis" to tipping the scales in favor of student rights and then back to favoring educator's efforts to provide a safe and effective learning environment. This trend of favoring schools has culminated due to tragedies such as the violence in Littleton, Colorado at Columbine High School.

Hughes, Norris and Ubben (2001) reflect on the five premises about the school environment and the student body in their book, *The Principalship*. They (Hughes, Norris and Ubben, 2001) base their findings on these five premises:

1. Schooling occurs in group context. Therefore, the behavior of any individual student will instantaneously have an impact on the behavior of other students.
2. Learning occurs best in an orderly environment.
3. An orderly environment can be best achieved by policies and strategies that promote self-regulation of behavior (internal control) rather than policies and strategies that try to force compliance with elaborate control mechanisms and overuse punishment (external control).
4. The environment is enhanced when staff behaves in an orderly and controlled way.

5. The rules to guide behavior should be simple, well known, and continuously reinforced (p. 99).

In Matt Gushee's (2003) article, *Student Discipline Policies*, a definition of the basic functions of a discipline policy is discussed. The functions include informing the students of the school board's philosophy on discipline, implementing responsibility for the enforcement of the policy and outlining offenses and defining the seriousness of the offense. A code of conduct will provide all three basic functions (Gushee, 2003).

Gushee (2003) describes in his article those characteristics that make a discipline policy effective. Those characteristics include information, involvement, problem definition, flexibility, communication and consistent enforcement. He believes that information, data gathering before setting policy, is important to providing an effective policy. Policy must be designed based on facts not rumors (Gushee, 2003).

Involvement of all the stakeholders in the creation of the discipline policy is imperative to its success and effectiveness. The stakeholders include the students who must abide by the discipline policy, the personnel that must enforce it, parents and community members (Gushee, 2003).

A definition of the problem needs to be determined before there can be any type of solution. Everyone will not be in agreement on what determines inappropriate student behavior (Gushee, 2003). Flexibility is another key factor in creating an effective discipline policy. The policy should be created so that it is flexible in determining discipline for different problems (Gushee, 2003).

Communication of the discipline policy should be a priority. The stakeholders in the school should all be informed of the student discipline policy or code of conduct. The

policy should be well written and designed so that it can be used as a guide to inform students of the policy (Gushsee, 2003).

The final factor in implementing a school code of conduct or discipline policy is the consistent enforcement of the policy. Students need to believe that the policy is designed for all students in order to feel fairly treated (Gushee, 2003).

Conclusion

In the article, “School Discipline”, Gausted (1992) describes how to develop and implement a discipline plan. The discipline must conform to state and federal statutes and utilize important Supreme Court decisions as a guideline. The plan should be designed to meet the educational goals and philosophy of the school. There must be a consistency in tracking the reporting of the discipline policy. Finally, a written discipline policy should be designed by all the stakeholders that will be affected by it. The teacher’s input is imperative for the success of the discipline policy since their support is needed for implementation. Gausted (1995) concludes,

Once developed, discipline policies must be communicated to staff, students, parents and community. But a policy on paper is meaningless in itself. Ongoing administrative support, in-service training in new techniques, continued communication, and periodic evaluation and modification are needed to adapt a school discipline plan to the changing needs of the school community (p.4).

School discipline policies that are developed must be created to monitor student behaviors. The code of conduct is a discipline policy that will be effective if two conditions are met. It must be applied consistently and diligently. The code of conduct should be written such that it is easily understood by all stakeholders. It should also be

evaluated as times change with the understanding that a code of conduct is an ongoing process.

There has been a resounding urgency for school discipline policies that enhance the learning environment throughout the review of the literature. The strategies that are utilized include character education, limiting time spent in the hallways, school uniforms, alternative schooling, conflict resolution, Federal Action, IDEA, collective bargaining agreements, state-wide efforts, security, a code of behavior and block scheduling. The literature does not point to one solution as the ultimate answer but encourages the reader to determine the needs in their individual districts. There is a need to analyze the individual school and community in order to match the discipline strategies that will be successful.

The intended purpose of this study is to determine the effectiveness of the code of conduct as an addition to the pre-existing strategies of character education, block scheduling, dress code/uniforms and security. Well-defined consequences for inappropriate behavior are an important step in promoting a safe and effective learning environment. Positive behavior will be the catalyst for safe and effective learning environment and improved student behavior.

Chapter Three

Design of the Study

General Description of the Research Design

The purpose of this study was to develop, implement and evaluate the effectiveness of a code of conduct. The proponents of a code of conduct claimed there was a need for consistency in discipline not only for students to adhere to but for teachers to implement, parents to understand and administrators to support. Upon completion of this study, our school discipline policy (see Appendix A) moved toward consistency through the implementation of the Code of Conduct (see Appendix B) and provided a safe and effective learning environment.

Effective discipline standards perceived by the stakeholders have been initiated through the Code of Conduct and the bar has been raised in order to attain the mission of the school. This research project was based on standard three of the ISLLC standards. The intern utilized this standard to “promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.” (ISSLC, 1996) The development of the Code of Conduct involved the stakeholders (administrators and teachers) and was designed to provide an environment conducive to learning.

The intern demonstrated through the use of data that the Code of Conduct was a useful tool designed to improve the safety and effectiveness of the learning environment. Through the research findings the intern determined areas in the Code of Conduct that

need revision. The intern involved the stakeholders in the revision of the Code of Conduct.

The research design was both quantitative and qualitative in approach. The quantitative research design included summary reports of monthly discipline infractions beginning in September 2003 and ending in January 2004. The data was organized in tables in an effort to visualize the effectiveness of the Code of Conduct from month to month.

The qualitative research design consisted of two surveys administered to secretaries, teachers, administrators, guidance counselors, librarian, teacher aides and child study team members. The initial survey (see Appendix C) was administered in December 2003 and focused on questions concerning the effectiveness of the discipline policy during the 2002-2003 school year. The second survey (see Appendix D) was administered at the end of January 2004 and focused on the effectiveness of the Code of Conduct during the 2003-2004 school year.

Through the use of surveys the intern determined how the stakeholders perceive the effectiveness of the Code of Conduct. The intern also determined from the stakeholders to what extent the code provides consistency. The open-ended response type questions provided the stakeholder with the opportunity to share concerns in the implementation of the Code of Conduct.

Development and Design of the Research Instrumentation

The initial survey distributed in December 2003 asked participants to rate the effectiveness of the discipline policy in place during the 2002-2003 school year. The questions on the survey encompass the effectiveness of the discipline policy on the

safety, achievement and learning environment at B.C.I.T. Questions on the survey addressed the consistency of the enforcement of discipline, the stakeholders definition of the success of the policy, reinforcement of the rules to students, whether the policy was clearly stated, included an orientation and was distributed to all members of the school community.

The second survey distributed in January 2004 asked participants to rate the effectiveness of the implementation of the Code of Conduct for the 2003-2004 school year. The questions on the survey reflected the same questions asked on the initial survey with reference to the Code of Conduct.

The surveys consisted of nine descriptive statements concerning the subject of discipline. The statements were measured by degrees of agreement through the use of a Likert scale. The degrees of agreement included strong agreement, agreement disagreement and strong disagreement.

The second part of the survey consisted of two open-ended responses. One of the open-ended responses dealt with the participants' definition of the effectiveness of the Code of Conduct/discipline policy. The other open-ended response dealt with the participants concerns on the implementation of the Code of Conduct/discipline policy.

Description of the Sampling and Sampling Techniques

Participants in the qualitative study were staff members composed of secretaries, teachers, administrators, guidance counselors, librarian, teacher aides and child study team members at the Westampton Campus of B.C.I.T. The participants in the quantitative study were B.C.I.T. Westampton students listed on the infraction summary reports for each month. There were summary numbers listed only, as all information is confidential.

Description of the Data Collection Approach

The data was collected by distributing the surveys for both the 2002-2003 school year and the 2003-2004 school year to secretaries, teachers, administrators, guidance counselors and child study team members. A convenience sampling method was used to distribute the surveys to the selected staff members. Each participant received a cover letter with instructions and a date in which they should return the surveys to the intern's mailbox. Surveys were collected in December evaluating the 2002-2003 discipline procedure and in January 2004 evaluating the Code of Conduct for the 2003-2004 school year.

The convenience method was used in the quantitative research of the data collection. Students were chosen due to the fact that they had an infraction. Data was collected after each month from the office of data management/processing. The data was collected from the month of September 2003 through the month of January 2004.

Description of the Data Analysis Plan

In the qualitative research the participants rated their responses to the statements on the surveys. Their responses ranged from strong agreement to strong disagreement. The results were computed manually and placed in computer generated tables. The tables depict the frequency of each response for each statement. The responses were analyzed by determining for each statement the percentage in the Likert scale. Patterns were observed within each survey. Then those patterns were observed between both surveys to determine the effectiveness of the Code of Conduct. Through the analysis of the data the Code of Conduct was evaluated.

Summary

The major purpose of this study was to develop, implement and evaluate the effectiveness of a Code of Conduct. The Code of Conduct was revised by a committee of stakeholders according to the results of the surveys and the infraction lists. The analysis of the surveys determined the extent to which the staff members found the implementation of the Code of Conduct a success. The analysis of the infraction lists generated patterns of various infractions and the frequencies of each from month to month. The combination of the qualitative and quantitative approach helped to revise the areas in the Code of Conduct that need to be revisited.

Chapter Four

Presentation of the Research Findings

Data Analysis

During the 2003-2004 school year, the intern researched the impact of a Code of Conduct on the school environment at BCIT through the use of two surveys and a monthly frequency Table of Infractions. This chapter presents the research findings from the two surveys and the monthly discipline infraction table. The purpose of the surveys was to determine the staff perception of the effectiveness of the Code of Conduct during the 2003-2004 school year. A comparison of the discipline procedure from the 2002-2003 school year and the 2003-2004 Code of Conduct was used to help define the effectiveness of the Code of Conduct. The monthly discipline Infraction Table (Appendix E) provided monthly data from September 2003 through January 2004 that helped define the effectiveness of the Code of Conduct through the use of quantitative data.

Through the use of quantitative and qualitative data the intern was able to determine a comprehensive level of effectiveness for the Code of Conduct. The data was used to ascertain the effectiveness of the Code of Conduct concluding the 2003-2004 school year. A committee of the stakeholders was formed to revisit those areas of the Code of Conduct that needed revision. The closed-ended and open-ended responses on the surveys served to direct the revision of the Code of Conduct.

In December 2003, the survey on the discipline procedure for the 2003-2004 school year was distributed to secretaries, teachers, administrators, guidance counselors, librarian, teacher aides and child study team members. A convenience sampling method (placement of surveys in staff mailboxes) was used to distribute the surveys to the

selected staff members. A total of 120 surveys were distributed to staff members and 27 were returned. This represents 22.5 % of the sample population of secretaries, teachers, administrators, guidance counselors, librarian, teacher aides and child study team members. Of the twenty seven returned surveys, fifteen were from females and the other twelve were from males. The percentages for the total number of years in education that the respondents had completed were as follows: 1-5 years was 25.93 %, 6-10 years was 14.81%, 11-15 years was 11.11%, 16-20 was 0%, 21-25 was 3.70 % and for more than 25 years was 44.44%.

Almost one half of the respondents for this survey had more than 25 years experience. It is the intern's perception that the experienced staff members are not only concerned for safety in the building but also possess an awareness of societal changes over the years effecting current discipline procedures. The majority of male respondents were in disagreement with the statements. They did not agree that the policy was clearly stated or that there was consistency in discipline.

In January 2004, the survey on the Code of Conduct for the 2003-2004 school year was distributed to secretaries, teachers, administrators, guidance counselors, librarian, teacher aides and child study team members. A convenience sampling method was used to distribute the surveys to the selected staff members. A total of 120 surveys were distributed to staff members and 36 were returned. This represents 30% of the sample population of secretaries, teachers, administrators, guidance counselors, librarian, teacher aides and child study team members. Of the thirty-six returned surveys, 17 were from males and 19 were from females. The percentages for the total number of years in education that the respondents had completed were as follows: 1-5 years was 33.33 %, 6-

10 years was 22.22 %, 11-15 years was 5.56 %, 16-20 was 13.89 %, 21-25 was 8.33 % and for more than 25 years was 16.67%.

The majority of responses from male respondents were skewed toward disagreement of the statements. Most male respondents did not believe that there were support systems in place or that the Code of Conduct provided consistency in the building. Most female respondents were in agreement with the majority of statements. Respondents with more than 25 years experience, whether male or female, were in disagreement with a majority of the statements. It is the intern's perception that the more experienced staff members are more cognizant of the societal change in which we discipline today as opposed to the discipline procedures of the past.

Data Scoring

The data was compiled manually from the 27 surveys on the discipline procedure for 2002-2003 and the 36 surveys on the Code of Conduct for the 2003-2004 school year. The surveys consisted of nine descriptive statements concerning the subject of discipline. The statements were measured by degrees of agreement through the use of a Likert scale. The degrees of agreement included strong agreement, agreement, disagreement and strong disagreement. The results of the discipline procedure survey for the 2002-2003 school year (see Appendix F) were tabulated using the frequency for each degree of agreement for each descriptive statement. The results of the Code of Conduct survey (see Appendix G) were also tabulated using the frequency for each degree of agreement for each descriptive statement.

The second part of the survey consisted of two open-ended responses. One of the open-ended responses dealt with the participants' definition of the effectiveness of the

Code of Conduct 2003-2004 and discipline policy for the 2002-2003 school year. The other open-ended response dealt with the participants concerns on the implementation of the Code of Conduct 2003-2004 and discipline policy for the 2002-2003 school year.

The respondents answering the open-ended response defining the effectiveness of the 2002-2003 discipline policy overwhelmingly answered that it was not very effective. Many of those believed the ineffectiveness was due to a lack of a clearly stated discipline policy.

The open-ended response regarding concerns for implementation of the original discipline policy 2002-2003 revealed a variety of responses. However, the main theme in the response was cited as a lack of uniformity in the consequences received. Those consequences include warnings, administrative detention, out of school suspension, and administrative hearings. The length of time taken to respond to teacher misconduct referrals was also cited as a major concern of staff members.

The respondents answering the open-ended response defining the effectiveness of the Code of Conduct 2003-2004 cited that it was effective. However, there was a lack of consistency in enforcement. Several respondents indicated that it was ineffective due to the fact that the same students consistently disobeyed the rules. They also indicated that the Code of Conduct was an effective tool but that not all teachers enforced the rules. The inconsistency among teachers made it more difficult for those teachers that followed the Code of Conduct. It was also suggested that when revisions were made in the Code of Conduct that all stakeholders have input into those revisions.

The open-ended response regarding concerns for implementation of the Code of Conduct 2003-2004 produced a variety of responses. However, the resounding theme in

the response was cited as teacher's responsibility to issue teacher detentions. Many teachers did not want to issue teacher detentions due to the constraints placed on their time and the legal issues that could arise due to being alone with a student. The intern recommended that teachers work together and share teacher detention responsibilities as teams therefore eliminating the possibility of being alone. Respondents also cited response time to discipline infractions as crucial to proper implementation of the code.

The Table of Infractions lists the frequency of infractions per month for the months of September 2003 through January 2004. Consistently, the infractions for the month of October 2003 were the highest with the exception of late to school/class/career major, hazing and harassment, defacing and destroying school property and possession of tobacco. The intern's perceptions as to why there was an increase during this month could be due to the larger number of days in school. It could also be due to the fact that students began to test the enforcement of the Code of Conduct as the newness of the school year dissipated.

Late to school/class/career major was at the highest level in the month of December 2003. During this time the administration was imposing corrective action to address the high percentage of students late to school. A new procedure was designed to address the issue. Students who were late to school were being issued an administrative detention at the main entrance. During January 2004 the number of late to school/class/career major decreased from the previous month by 34.38%. This indicates that the corrective action may have been successful in curtailing the number of late to school/class/career major.

The intern was given the responsibility to handle class cuts, late to class, and dress code violations as an administrative intern. In the area of class cuts, the number increased by more than 50% in October 2003, decreased by 79% in November 2003, remained the same in December 2003 and increased by 50% in January 2004. One of the variables affecting the lower number of cuts in November 2003 and December 2003 could be explained by the fewer days in school due to holidays. The dress code violations increased from September 2003 to October 2003 by 78.87%.

The numbers for class cuts and dress code violations are larger than other infraction areas due to the generation and organization of a list of infractions on a daily basis. The infraction list was submitted to the secretary for input into the Code of Conduct management system in the computer daily.

The Table of Infractions details a decrease in infractions for most areas in the month of January 2004. Class cuts and refusal to follow teacher directives were increased by 100% and 116.67%, respectively from the month of December 2003 to the month of January 2004. Possession of tobacco and bias incidents also increased during this time period.

Block scheduling at the school provided the opportunity for reinforcement of the Code of Conduct on opening day of the second semester. In an effort to reinforce the rules and regulations of B.C.I.T., students were instructed on the Code of Conduct the first day of the second semester. The Code of Conduct was posted in each classroom and explained briefly by teachers.

Chapter Five

Conclusions, Implications and Further Study

Conclusions

This research project evaluated the effectiveness of a Code of Conduct implemented during the 2003-2004 school year. The purpose of this study was to determine the effectiveness of a code of conduct on the safety and learning environment of BCIT high school students using a case study design. The population of the study consisted of students in grades nine through twelve that had received discipline action. Those discipline infractions were recorded in a table and tabulated by frequency in each category.

The intern used a quantitative and qualitative method to collect the data for the research project. Staff members were asked to evaluate the Code of Conduct for the 2003-2004 school year and the Discipline Procedure for the 2002-2003 school year through the data obtained from the surveys.

The results for the evaluation of the original discipline procedure for the 2002-2003 school year were that it was not very effective. The survey results showed that the procedure was not stated clearly and lacked uniformity in consequences received. The length of time taken to respond to teacher misconduct referrals was also cited as a concern.

The results for the evaluation of the Code of Conduct for the 2003-2004 school year were that it was effective. The staff survey results cited that there was a lack of consistency in enforcement and that the same students were consistently disobeying the

rules. Many staff members felt that it was an effective tool but that not all teachers enforced the rules creating a difficult situation for those teachers that did.

Analysis of the surveys yielded an underlying theme concerning any discipline procedure. The discipline procedure should be consistently enforced not only by administrators but also by staff members. In order for any discipline procedure to work, there can not be any discrepancies in how teachers deal with discipline in their classrooms as well as how administrators follow the progression of discipline in discipline procedures. This resounding theme would be an integral part of the success of any discipline procedure.

The intern concludes that there is no one solution to a successful and effective discipline procedure. Each school district has a unique population with a different set of discipline needs therefore; no one discipline policy will work as a solution for all schools. A combination of various solutions including codes of behavior, character education, school uniforms, alternative schooling, conflict resolution, collective bargaining contracts, providing better education, Federal Action (Gun-Free Act of 1994), IDEA and state-wide efforts should be used to form effective policies in individual schools.

Implications

The intern recommends that a committee of the stakeholders be formed to revise the Code of Conduct. These stakeholders should consist of parents, teachers, students, staff members and administrators. The survey responses should serve to facilitate the revisions as well as input from the stakeholders participating in the committee. After the revisions are made the school community should be given a copy of the Code of Conduct

and an in-service should be held to facilitate staff members in the implementation of the procedure.

The impact of the study on the intern's leadership growth relates to ISSLC standards one and three. Standard one addresses the school administrator's ability as an education leader to support a vision of learning that is shared and supported by the school community. Standard three addresses the school administrator's ability to lead a school that provides a safe, efficient and effective learning environment. The research project encompassed the mission of both of these standards. The intern realized the importance of a shared vision for the success of the Code of Conduct. The shared vision leads to the provision of a safe, efficient and effective learning environment.

Further Study

After revising the Code of Conduct, a follow up survey for 2004-2005 school year should be distributed to staff members. This survey would determine the effectiveness of the policy for the 2004-2005 school year through a comparison of the previous two years. The table of infractions should be maintained and updated monthly during the 2004-2005 school year in order to make comparisons and to determine patterns in discipline infractions from the previous school year. The collection of this data will generate patterns that will serve to direct discipline procedures in areas that need improvement.

Due to the fact that society and educational needs are changing continuously, the combination of solutions used to improve the safety and learning environment should also be revisited yearly. Educational leaders need to address the ever changing needs of the school community and adjust their discipline policies to meet those needs.

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Appendix A
Discipline Policy 2002-03

Burlington County Institute of Technology

DISCIPLINE POLICY

All teachers and administrators have a responsibility to all students who attend the Burlington County Institute of Technology to maintain a positive atmosphere that is conducive to learning at all times.

Students who are sent out of class or to the office for disciplinary reasons are to report to the Assistant Principal's office immediately where appropriate action will be taken. Failure to report to the office when so directed is cause for administrative action. Do not leave the office until you have been spoken to by a school administrator, or until you have been given instructions to go elsewhere.

Students who disrupt the learning environment, or violate school rules or laws are subject to school disciplinary action. Disciplinary action may include counseling, loss of privileges, detention, assignment to student Resource Center, S.W.A.P., out-of-school suspension, Saturday sessions, parental conference, expulsion, or other appropriate measures. All pertinent information will be considered when disciplinary action is taken. New Jersey law gives school officials the right to take disciplinary action and requires appropriate behavior by students.

Students should understand that all misbehavior is subject to disciplinary action. The Burlington County Institute of Technology is committed to providing a safe, quality learning environment.

Students and Parents are urged to carefully review the following State Laws:

18A:37—1. Submission of pupils to authority

Pupils in the public schools shall comply with the rules established in pursuance of law for the government of such schools, pursue the prescribed course of study and submit to the authority of the teachers and others in authority over them.

18A:37—2. Causes for suspension or expulsion of pupils

Any pupil who is guilty of continued and willful disobedience, or of open defiance of the authority over him, or the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school.

Conduct which shall constitute good cause for suspension or expulsion of a pupil guilty of such conduct shall include, but not limited to, any of the following:

- a. Continued and willful disobedience.
- b. Open defiance of the authority of any teacher or person, having authority over him;
- c. Conduct of such character as to constitute a continuing danger to the physical well-being of others pupils;
- d. Physical assault upon another student;

- e. Taking, or attempt to take, personal property or money from another pupil, or from his presence, by means of force or fear;
- f. Willfully causing, or attempt to cause, substantial damage to school property;
- g. Participation in an unauthorized occupancy by any group of pupils or others of any part of any school or other building owned by any school district, and failure to leave such school or facility promptly after having been directed to do so by the principal or other person then in charge of such building or facility;
- h. Incitement which is intended to and does result in unauthorized occupation by any group or pupils or others of any part of a school or other facility owned by a school district;
- i. Incitement which is intended to and does result in truancy by other pupils; and
- j. Knowing possession or knowing consumption without legal authority of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises.

18A:37—2.1. Assaults by pupil upon teacher, administrator, board member or employee of board of education; suspension; expulsion proceedings

Any pupil who commits an assault, as defined pursuant to N.J.S.2C:12—1, upon a teacher, administrator, board member or other employee of a board of education, acting in the performance of his duties and in situation where his authority to so act is apparent, or as a result of the victim's relationship to an institution of public education of this State, shall be immediately suspended from school consistent with procedural due process pending expulsion proceeding before the local board of education. Said proceedings shall take place no later than 21 calendar days following the day which the pupil is suspended.

18A:32—3. Liability of parents of pupils for damage to property

The parent or guardian of any pupil who shall injure any school property shall be liable for damages for the amount of the injury to be collected by the board of education of the district in any court of competent jurisdiction, together with costs of suit.

Discipline and Students Activities

The Burlington County Institute of Technology school district has an obligation to implement a plan for safe schools and the orderly process of education. Our school must see to it that each student learns through school experiences to recognize the essential worth of each individual, to adjust personal behavior to the welfare of the group and to respect the rights and property of others. Procedures must be developed which enable our schools to provide an atmosphere for the development of effective citizens for the society in which they exist.

With the above in mind, *students must assume responsibility for their actions and behavior*. Negative behavior will not be tolerated and sometimes results in suspension from school.

Multiple offenders must learn modify their behavior or forfeit privileges and/or activities.

A student who is suspended out school for more than 5 days during his/her Junior and Senior years may be excluded from participating in, including but not limited to, the following extra curricular activities.

Athletics/Intramural

Aides (Nurse, Library, Office)	Peer Mediation
School to Work Programs	Prom
Clubs, Organizations, VSO's	Non-curricular school
National Honor Society	Sponsored trips
Newspaper	School sponsored dances
Overnight trips	Student/Class Government
Participation in Graduation	Yearbook

DRESS CODE

The instructor, with administrative approval, may specify dress in any program which requires a uniform. The following code applies to all programs.

The purpose of this dress code is to prepare students for expectations of the world of work and to promote the image of the school district.

Students are urged to emulate the dress codes of successful adults in the occupation for which they are preparing. All students are required to dress in a manner that reflects good taste, modesty, and appropriateness for the type of career major in which the student is enrolled. Choice of attire should be made according to the health, safety, and welfare of all students.

ACCEPTABLE

ITEM

COLOR CHOICES

Skirts, Skorts, Slacks, (no jeans), Bermuda Shorts.....	Khaki or Blue
Collared Shirts for Boys, Collared Shirts or Henley Tops for Girls (short or long sleeves).....	Blue, White, Red (Medford)
Collared Shirts for Boys, Collared Shirts or Henley Tops for Girls (short or long sleeves).....	Blue, White, Gray (Westampton)

Dress Shirts (short or long sleeves).....Blue, White
Sweaters.....Blue, White

***PROHIBITED**

1. Clothing and accessories that contain inappropriate pictures or words (examples: reference to alcohol, drugs, sex, or words/phrases with double meaning).
2. Undergarments visible or worn as outer garments. This includes boxer shorts, sleeveless undershirts and “muscle” shirts.
3. Tank tops, tube tops, mesh, “fish net” styles, spandex-type materials (such as bike shorts) or clothing which expose the back or midriff.
4. Dresses, skirts, skorts or shorts that are not finger-tip length (measures with the arms-hands and fingertips extended-on the side of the body.)
5. Bare feet or thin, one-layer shoes (examples: bedroom slippers, “shower” slippers, or flip-flops).
6. Hats, head covers (exception for religious reasons), pick or sweatbands.
7. Sunglasses or glasses with dark lenses except with a doctor's written permission.
8. Outdoor garments-coats, jackets, windbreakers, warm-up jackets, hats, and gloves-after the homeroom bell.
9. Rings which encompass several fingers and/or have protruding spikes or large necklaces which are a potential safety hazard. Students are encouraged not to wear expensive jewelry to school.
10. Jeans
11. T-Shirts
12. Sweatpants
13. Pants with extended flared cuffs (cuffs must be within the heel to toe of footwear)
14. “Pajama” Pants
15. “Cargo” Pants
16. Hooded sweatshirts

* The administration may designate days when the dress code will be altered. Example of days include: Jean Days, Creative Days, Spirit Days and Theme Days.

OTHER

1. Slacks are to be kept at the waist.
2. With the exception of Physical Education and during instructional time in certain career majors which require protective clothing or a uniform, students are required to adhere to the dress code at all times. Examples of career majors where protective clothing or in uniforms are required: *Automotive Technology, Building Trades, Cosmetology, Culinary Arts, Welding, and Health Occupation.*
3. Physical Education clothing consisting t-shirts, shorts, sneakers, sweatpants, sweatshirts shall be worn in Physical Education classes only.
4. Parents who may need financial assistance to comply with this dress code should contact their child's guidance counselor.

The administration retains the authority to determine if a clothing item or accessory not specifically covered in this dress code is appropriate for school attire.

Any student in violation of the dress code may be sent home to obtain suitable attire. In addition, violations of the above code may be treated as a disciplinary violation and be subject to disciplinary procedures.

DRUGS AND ALCOHOL

The Board recognizes that drug and alcohol abuse presents a growing problem in society, and is aware of the vital role played by the schools in the efforts of the community to control this problem. The board recognizes that an educational and therapeutic approach to the problem is more effective than one, which is solely punitive in nature.

Drug and alcohol use or abuse interferes with the teaching/learning process and poses a serious safety hazard. Therefore, the use, possession, or sale of any type or quantity of drug, drug paraphernalia, or alcoholic beverage by students is strictly prohibited at Burlington County Institute of Technology or at any school function.

For purposes of this policy, "drugs" shall mean:

- A. All dangerous controlled substances as so designated and prohibited in New Jersey statutes; all chemicals which release toxic vapors as defined and prohibited in New Jersey statutes;
- B. All alcoholic beverages;
- C. Any prescription drug, except those for which permission for use in school has been granted pursuant to board policy;
- D. Any drug, drug paraphernalia, or substances represented as a controlled dangerous substance or those substances appearing to be controlled dangerous substances as prohibited by law.
- E. Any anabolic steroids.

District Regulations on Drug and Alcohol Abuse:

A. Staff and Administrative Procedures

Any staff member to whom it appears that a pupil may be under the influence of intoxicating drugs on school property or at a school function shall report the matter as soon as possible to the school nurse/medical inspector and the principal or his/her designee.

Any staff member whom it appears that a pupil is using or in possession of an intoxicating drug on school property or at a school function shall report the matter as soon as possible to the principal or his/her designee.

The pupil shall be placed in a protective environment for observation and care by the school nurse or school physician until his or her parent(s) or guardian(s) can be contacted.

The principal shall request the assistance of the school nurse or school physician in assessing the physical state of pupil. This shall not be construed to limit or condition the right of the Board of Education to seek emergency medical assistance for a pupil when acting in loco parent's and as a agent of the parent(s) or guardian(s) and for the welfare of the pupil.

The pupil's parent(s) or guardian(s) will be notified by phone of the incident. A description of the situation and symptoms shall be provided. If no parent or guardian phone contact can be made within thirty (30) minutes of the incident, the pupil will be transported to the District medical provider.

The principal or his/her designee shall arrange for an immediate examination of the pupil. The examination of the pupil may be performed by a physician selected by the parent or guardian or the services of a medical provider chosen by the Board of Education. If the chosen physician is not immediately available, the examination shall be conducted by the chosen medical provider of the Board of education. The pupil shall be examined within the next two (2) hours for the purpose of diagnosing whether or not the pupil is under the influence of alcohol or other drugs.

If, at the request of the parent or guardian, the medical examination is conducted by a physician other than the school medical provider, such examination shall not be at the expense of the Board of Education.

Provisions shall be made for the appropriate care of the pupil while awaiting the medical examination.

A written report of the medical examination shall be furnished to the parent or guardian, the principal, and the chief school administrator by the examining physician or provider within twenty-four (24) hours.

If the written report of the medical examination is not submitted to the parent or guardian, principal and chief school administrator within 24 hours, the pupil shall be allowed to return to school in an appropriate educational setting as determined by the principal until such time as a positive diagnosis of alcohol or other drug use is received.

If there is a positive diagnosis from the medical examination indicating that the pupil is under the influence of alcohol or other drugs, the pupil shall be returned to the care of the parent or guardian as soon as possible. Attendance at the school shall not resume until a written report has been submitted to the parent or guardian of the pupil, the principal and chief of school administrator, from the physician who examined the pupil, to diagnose alcohol or other drug use. The report shall certify that substance abuse no longer interferes with the pupil's physical and mental ability to perform in school.

In accordance with N.J.A.C. 6:29-6.5(a)8, refusal or failure by a parent or guardian to comply with the provisions of N.J.S.A. 18A:40A – 12 shall be deemed a violation of the compulsory education (N.J.S.A. 18A:38-31) and/or child neglect (N.J.S.A. 9:6-1 et. seq.) laws and the appropriate reports will be made.

While the pupil is home because of medical examination or after his or her return to school, the school may require additional evaluation for the purpose of determining the extent of the pupil's alcohol or other drug use and its effect on his or her school performance.

Any staff member who confiscates any drug (as defined in the policy), drug paraphernalia or substance represented as CDS's, shall turn these over to the principal or his/her designee.

Police may be notified of pupils in possession of items outlined above and pupils may be charged with violations of criminal law; said items may be turned over to the police.

Violence, Vandalism and Substance Abuse Incident Report forms will be filed with the State Department of Education as required by law by the staff member. In

accord with N.J.S.A. 18A:40A-14, any teacher, guidance counselor, school psychologist, school nurse, substance awareness coordinator or other educational personnel, employed by public or private schools, who in good faith reports a pupil to the principal of his designee or to the medical inspector or school physician or school nurse in an attempt to help such pupil cure his abuse of substances shall not be liable in civil damages as a result of making such a report.

B. Medical Aspects

New Jersey Statute 18A:40-4.1 (an act to provide for medical examination of school pupils) will be invoked for those pupils who may be under the influence of drugs or certain toxic chemical compounds. In addition, any student in possession of drugs or certain chemical compounds may be subject to the same type of medical examination as noted in New Jersey Statute 18A:40-4.1.

Upon returning to school, the pupil will be referred to the appropriate counselor. A determination will be made at this time if further counseling or other services are required. (See Education Assessment and Treatment.)

C. Due Process Procedures and Sanctions

In case of possible substance abuse or illegal possession, all applicable student due process rights will be observed.

Any pupil who is suspected of possession or being under the influence of drugs or certain intoxicating chemical compounds can be subject to an interrogation and/or search by school officials.

A parent or guardian will be notified by phone (when possible) of any disciplinary action taken concerning his/her child. An adult student will be notified at the time the disciplinary action is taken. In either case, a letter will be sent to the appropriate person(s).

Disciplinary action for students who are under the influence or in possession of drugs or certain intoxicating chemical compounds may be as follows:

First Offense: Suspension from school for a period not to exceed ten days, police contact, and possible CST referral.

Second Offense: Suspension from school, police contact, and recommendation to Board of Education for expulsion. The recommendation for expulsion will be waived if the student provides evidence that he/she is enrolled in a drug abuse treatment program, or does become involved in a treatment program within thirty days if the offense.

Any pupil caught selling or distributing or in possession with intent to distribute drugs or certain intoxicating chemical compounds on school grounds or at a school function will be suspended from school. A recommendation for expulsion will be made to the Board of Education.

Education Assessment and Treatment:

If it appears that a student has a drug/alcohol related problem that affects his/her performance in school, or is a threat to the student's health an assessment to determine the extent of the pupil's drug or alcohol use and dependency shall be performed. Such assessment may be made through the use of trained service providers, certified alcoholism or substance abuse counselors or in conjunction with a certified teacher or guidance counsel. Any assessment shall include consultation with the Principal and/or Assistant Principals to help assess the impact of any problem on school performance.

Treatment includes, but is not limited to, the following:

Provision for educational instruction, counseling and related services.

Referral to a community agency recommended by the County Alcoholism authority or the State Department of Health.

Provision of support services for pupils who are in care or returning from care for drug or alcohol dependency.

D. Educational Considerations

Appropriate programs:

A pupil who is at home for more than ten (10) days will be eligible to receive homebound instruction in accordance with school policy.

The curriculum shall provide a minimum of ten (10) clock hours per school year of drug and alcohol education pursuant to N.J.S.A.18A:4-28-7.

E. Policy Review

An annual review of policy and procedures will be conducted by a committee appointed by the chief school administrator. The committee will include representatives of the community and will complete the review by January 31 of each school year.

Drug and alcohol policies and procedures for the discipline, evaluation, and treatment of pupils will be published annually in the Teacher's Handbook and Student/Parent Handbook and made available to staff, pupils, and parents or guardians.

F. Police Presence at Extracurricular Activities

The Chief school administrator is hereby authorized to contact the appropriate law enforcement agency and arrange for the presence of an officer(s) in the event of an emergency or when the chief school administrator believes that uniformed police presence is necessary to deter illegal drug use or trafficking or to maintain order or crowd or traffic control at a school function.

G. Confidentiality of Pupil Involvement in Intervention and Treatment Programs.

Nothing in this policy shall be constructed in any way to authorize or require the transmittal of any information or records that are in possession of a substance-abuse counseling or treatment program including, but not limited to the school district's own substance abuse programs. All information concerning a pupil's or staff member's involvement in a school intervention or treatment program shall be kept strictly confidential. See 42 C.F.R.2 and N.J.A.C. 6:3-6.6.

H. Search of School Parking Areas: To ensure a safe and effective learning environment, drug-sniffing dogs from the County Prosecutor's Office and/or the local authorities may be brought in at random to search building area and parking areas for illegal drugs.

The administration met with members of the Burlington County Prosecutor's Office and reviewed the procedures that are used in other schools. The following procedure was developed for BCIT:

1. Select search dates known only to the Superintendent, the Building Principals and the County Prosecutor's Office.
2. Drug-sniffing dogs will search for illegal drugs in lockers, classrooms, hallways and vehicles parked on school property. Note: Lockers are school property.
3. While lockers are being searched, students are kept out of the hallways and/or locker rooms.
4. Before classroom searched, students leave all belongings and are escorted to another part of the building.
5. If drugs are suspected in locker, coat, pocketbook or bookbag, a search warrant will be secured in order to conduct a more thorough investigation.

Note: At no time will students be checked for drugs by drug-sniffing dogs, nor will they have any physical contact with dogs.

In addition to these random searches, items belongings to students participating in class trips will also be searched by drug-sniffing dogs.

Students found in possession of illegal drugs as a result of these searches are subject to actions by the County Prosecutor's office and disciplinary actions in accordance with the district's Drug Policy.

ELECTRONIC DEVICES

Sound reproducing and other electronic such as radios, tape decks, beepers, paging devices, cellular telephones, laser pens, cameras and cassettes can be disruptive to instruction. These items are not to be brought to school without special authorization from the principal or designee. Students who wear/possess such items shall be subject to disciplinary action, including suspension and referral to the police.

Appendix B
Code of Conduct

CODE OF DISCIPLINARY ACTION

The following code is used to interpret the discipline chart.	
AD	Administrative Discretion
AH	Administrative Hearing – Principal Hearing
AMD	AM Detention
CR	Counselor Referral
CST	Child Study Team Referral
EH	Expulsion Hearing – Superintendent
LD	Lunch Detention (20 Mins.)
MPE	Medical, Physical Examination
OSS	Out of School Suspension (the number indicated total day(s) Upon return conference with student, Counselor or CST, Administrator, and parent)
PC	Parent Conference
PCT	Parent Conference (Telephone)
Phys. Ref.	Physician Referral
Police	Police Notification
RC	Removal from class, loss of credit
REST	Restitution or Payment of loss
SS	Saturday Session
TD	Teacher Detention
TRC	Temporary Removal from class
WG	Warning Given
WL	Warning Letter

ACTIONS AGAINST THE RIGHTS OF THE SCHOOL COMMUNITY				
	First Offense	Second Offense	Third Offense	Fourth Offense
A. General misconduct disrupting the activities taking place	Teacher discretion, Possible WG, TD, CR, PCT, CST	TD, CR, CST, PC	AD, CR, CST, TRC, AMD	SS-1, CR, CST, PC, AD
B. Major classroom disruption. Excessive talking, distractive actions	TRC AD OSS, PC			
C. Obscene and Vulgar Language	TRC AD OSS PC	TRC AD-2 PC Police	TRC SS PC Police	TRC OSS 1-3 PC Police
D. Use or possession of tobacco products on school property and/or buses.	OSS-1 PC	OSS-2 Smoking Cessation Workshop	OSS-3	OSS-4
Charges may be filed with local authorities for students violating the district smoking policy. Confiscation of all smoking related materials will take place for all smoking offenses.				
E1. Refusing to respond to the directions of a staff member(s)	AD OSS 1-9 CST, CR	AD OSS 3-9, PC CST, CR	AD OSS 5-9, PC, AH CST, CR	EH
E2. Refusing to respond to the directions of a staff member(s) during emergency evacuation	OSS 1-9 CST, CR	AH	EH	
F. Taking or possessing property without permission of the owner	OSS 1-3 PC Rest. Police	OSS 3-5 PC Rest. Police	AH Rest. Police	EH Rest. Police
G. Willful destruction of school property	OSS 1-3 PC Rest. Police	OSS 3-5 PC Rest. Police CST, AH	AH Rest. Police	EH Rest. Police
H. Possession or use of fireworks/chemical devices	OSS 1-9 PC Police, AH	EH Police		

ACTIONS AGAINST THE RIGHTS OF THE SCHOOL COMMUNITY (Continued)				
	First Offense	Second Offense	Third Offense	Fourth Offense
I. Bomb Threat/Generation of false alarm/terroristic threats	EH Police			
J. Gang Activity-group of two or more persons joined together for destructive or violent purposes	EH Police			
K. Indecent Exposure, including "pantsing"	OSS 1-3 PC, CST, CR	OSS 3-5 PC, Police	AH OSS 3-5, PC	EH

SUBSTANCE ABUSE				
	First Offense	Second Offense	Third Offense	Fourth Offense
A. Use, abuse, possession and/or under the influence of intoxicants or narcotics or controlled foreign substance and/or possession of paraphernalia indicating possession of or use of controlled foreign substance(s) on school property or during a school activity (includes being an informant).	OSS 1-9 AH Police MPE	EH Police OSS-pending EH MPE		
B. Sale or distribution of intoxicants or narcotics or controlled foreign substances.	OSS-Pending AH/EH MPE Police			

ACTIONS AGAINST THE RIGHTS OF THE PERSON				
	First Offense	Second Offense	Third Offense	Fourth Offense
A. Harassment-Annoying or persistent threatening behavior or comments	Administrative Discretion including harassment seminar. OSS 1-9 CST CR PC OSS 1-9 CST CR PC AH EH			
B. Hazing – Forcing other to do ridiculous, humiliating, or painful things	OSS 3-9 AH Police CST CR PC	OSS 3-9	EH	
C. Racial/Ethnic slurs/Gender-related bias and/or inflammatory statements	OSS 2-9 PC CST CR	OSS 5-9 AH CST	EH	
D1. Any Comment or Statement implying physical harm and danger to property and/or person(s).	Administrative Discretion, including but not limited to OSS CST CR			
D2. Incitement and/or hostile encounter. (May or may not result in a physical confrontation).	OSS 1-5 PC CR, CST Police	OSS 5-9 CST, CR PC Police	AH Police	EH Police
D3. Fight-mutually engaged physical altercation	OSS 1-9 CR, CST PC Police Assault Charges Filed	OSS 3-9 CST, CR Police PC Assault Charges Filed	OSS 5-9 Police AH PC Assault Charges Filed	EH Police Assault Charges Filed
D4. Obstructing staff members breaking up a fight	OSS-9 AH Police Assault Charges filed	OSS-9 EH Police Assault Charges filed		

ACTIONS AGAINST THE RIGHTS OF THE PERSON (Continued)				
	First Offense	Second Offense	Third Offense	Fourth Offense
D5. Congregating at the scene of a fight	AD AMD PCT	AD SS PC	OSS 1-9	
D6. Horseplay	OSS 1-3 AD AMD	OSS 3-5 PC SS-1	OSS 5-9 AH	EH
D7. Verbal Assault-Obscene and vulgar language, gestures, and/or threats toward any school employee	TRC OSS 1-9 Police PC CST, CR	OSS 5-9 TRC AH Police PC CST, CR	EH Police PC	
E. Abusive Conduct any act of physical aggression toward any school employee.	EH Police	NJSA 18A:37-2.1		
NJSA 18A:37-2.1 – Abusive Conduct Toward a School Employee a. Any pupil who commits an assault upon a teacher, administrator, board member or other employee of the board of education, acting in the performance of his duties and in a situation in where his authority to so act is apparent, or as a result of the victim's relationship to an institution of public education of the State, shall be immediately suspended from school consistent with the procedural due process pending expulsion proceeding before the local board of education. b. Assaults against teachers and other school staff constitute aggravated assault under the criminal laws of the state NJSA 2C:11-5B (5) (D).				
F. Sexual Harassment (any incidents which involve physical contact and/or verbal comment will automatically be referred to the local authorities).	Refer to Affirmative Action Officer PC AD	OSS 3-7 PC	AH PC	EH PC
G. Gun-Free School Zone Act-any student who is determined to have brought a weapon to school	Expelled from school for up to one year. EH Police			
*Use of an implement as a weapon	EH Police OSS 1-9	*An instrument that can be used to cause physical injury, harm or destruction to another person or property.		
H. Possession of "Look-alike weapons" and/or water guns.	OSS 1-9 AH AD	EH AD		

ACTIONS RELATING TO SCHOOL ATTENDANCE, CLASS ATTENDANCE AND PUNCTUALITY				
	First Offense	Second Offense	Third Offense	Fourth Offense
Excessive violations in ACTIONS RELATING TO SCHOOL ATTENDANCE, CLASS ATTENDANCE, AND PUNCTUALITY category may result in student drug screening				
A. Unexcused lateness to class	TD-1	TD-2 PC	AMD-1 CR	OSS-1 PC
B. Cutting –class, lunch, study hall, teacher assigned detention, homeroom, or late to homeroom, etc.	AMD-1 OSS-1 PCT AD	AMD-2 OSS-2 AD PC	AMD-3 OSS-3 AD PC	AH PC
C. In an unauthorized area without permission and/or supervision. Loitering between classes and/or after school. Failure to report to office when required	AMD-1 OSS-1 PCT AD	AMD-2 OSS-2 AD PC	AMD-3 OSS-3 AD PC	AH PC
D. Violation of suspension rules	OSS+1 Police	OSS+3 AH	EH	
E. Truancy*	PCT AMD-1	AMD-2 PC CST/CR	AMD-3 AH	AD

*Truancy is a violation of NJ attendance laws. (18A:14 and 18A:14-39). Appropriate charges will be filed in court when necessary.

ACTIONS RELATING TO SCHOOL ATTENDANCE, CLASS ATTENDANCE AND PUNCTUALITY				
	First Offense	Second Offense	Third Offense	Fourth Offense
F. Leaving school grounds without permission	OSS 1-3 AD PC	OSS 3-5 AD PC	OSS 5-7 PC CST/CR AH	EH
G. Lateness to school / Failure to sign in to the Main Office	AMD AD	PCT AMD AD	PCT AMD AD	PCT AMD AD
H. After 8 full days absent or a combination of full days absent and lateness or early dismissal (4 lateness and/or early dismissal equal 1 full day absence equaling over 8 days per semester.	Non-Credit For further clarification see Attendance Policy in Student-Parent Handbook and/or Student Agenda.			

Absent from School

Absence from the school jeopardized the ability of a student to satisfactorily complete the prescribed course of student and violated the statutes requiring children to regularly attend school (NJSA 18A: 25-26). We cannot succeed in our task of providing an education as proposed through accepted curriculum and courses of study unless the students for which it is intended are present for all regularly scheduled classroom learning activities. Consequently, there is responsibility on the part of parents and students to attend school as scheduled. The Board of Education cannot condone absences from school for whatever reason and will not issue credit for student who exceed eight (8) absences per school semester.

	First Offense	Second Offense	Third Offense	Fourth Offense
I. Forgery (absence notes, early dismissals, hall passes, using another student's agenda, etc.)	AMD-1	OSS 1-3 PC CST/CR	OSS 3-5	AH

TRANSPORTATION				
	First Offense	Second Offense	Third Offense	Fourth Offense
A. General Bus Infractions	AD	AD	AD	AD
B. Parking violations – Parking on school grounds without permission. Parking in an unauthorized parking space.	WG	Loss of parking privilege PCT	Tow Car	Tow Car and loss of parking privileges indefinitely.
C. Unauthorized transportation of students	Driver: suspension of driving privileges. Passengers: OSS-1 PC	Driver suspension of driving privileges indefinitely. Passengers: OSS-1, PC	OCC 3-9 PC	AH

MISCELLANEOUS				
	First Offense	Second Offense	Third Offense	Fourth Offense
A. Cheating/Plagiarism or participating in cheating/plagiarism situations.	Teacher Discretion possible. Grade of zero on related activity or assignment, TD CR/CST PCT VP informed	Grade of zero on related activity or assignment CR/CST PCT VP informed	Grade of zero on related activity or assignment CR/CST PCT VP informed	AD

MISCELLANEOUS (Continued)				
	First Offense	Second Offense	Third Offense	Fourth Offense
B. Unauthorized Electronic Devices (walkman, pagers, etc.)	AD Confiscation	AD Confiscation	AD Confiscation	AD Confiscation
	Any electronic device will be confiscated and not returned until arrangements are made with the parent and/or local authorities			
C. Taking part in any unauthorized occupancy of a district facility and refusing to leave promptly when directed to do so by a person in authority.	EH			
D. Obstructing administration of law or other government function	EH			
	A person commits this offense if he purposely obstructs, impairs or prevents the administration of law or other governmental function or prevents or attempts to prevent a public servant from lawfully performing an official function by means of intimidation, force, violence, or physical interference or obstacle, or by means of any independently unlawful act.			
	An offense under this section is a crime of the fourth degree. Crimes on the fourth degree are punishable by up to 18 months imprisonment, a fine of up to \$7,500 or both.			

DRESS CODE				
	First Offense	Second Offense	Third Offense	Fourth Offense
Students are expected to wear the designated standard of dress daily. When not in compliance, teachers will send students to the Assistant Principal. Students will not be permitted to return to class until they are in appropriate school attire.	WL AMD-1	PC WL AMD-1 SS	WL AMD-1 SS OSS-1	AH

Appendix C
Discipline Policy 2002-2003 Survey

**BCIT – Westampton
Discipline Policy Survey**

Thank you in advance for completing this survey. It will help to determine the effectiveness of the Discipline Policy for the **2002-2003** school year for my research project. The information gathered in this survey will be used as a source of data for the project. Your name and individual answers will remain confidential. Letti Branin

Name _____ (Optional) Gender Male _____ Female _____

Check the total number of years in education that you have completed:

1-5 _____ 6-10 _____ 11-15 _____ 16-20 _____ 21-25 _____ more than 25 _____

Directions: Following are a number of statements describing the school's discipline policy for the **2002-2003** school year. Read each statement and check the box that most accurately reflects your answer.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The discipline policy was clearly stated and was distributed to all members of the school community.				
Teachers handled all routine discipline problems that they reasonably could in compliance with the discipline policy.				
There were effective support systems in place that helped you to implement BCIT's discipline policy.				
The BCIT discipline policy provided reasonable progressive steps in disciplinary action beginning with the teacher.				
The original discipline policy provided progressive steps in disciplinary action including support services from the child study team and guidance.				

	Strongly Agree	Agree	Disagree	Strongly Disagree
The original discipline policy improved the safety of the environment in the building.				
The implementation of the original discipline policy improved achievement in the classroom.				
Students were given reinforcement instruction on BCIT rules and regulations.				
The original discipline policy provided consistency in discipline.				

Please respond to the following questions.

How would you define the effectiveness of the discipline policy for the **2002-2003** school- year?

What were your major concerns regarding implementation of the original discipline policy?

Appendix D
Code of Conduct Survey

BCIT – Westampton Code of Conduct Survey

Thank you in advance for completing this survey. It will help to determine the effectiveness of the Code of Conduct and conclude my research project. The information gathered in this survey will be used as a source of data for the project. Your name and individual answers will remain confidential. Letti Branin

Name _____ (Optional) Gender Male _____ Female _____

Check the total number of years in education that you have completed:

1-5 _____ 6-10 _____ 11-15 _____ 16-20 _____ 21-25 _____ more than 25 _____

Directions: Following are a number of statements describing the school's discipline policy. Read each statement and check the box that most accurately reflects your answer.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The Code of Conduct is clearly stated and has been distributed to all members of the school community.				
Teachers handle all routine discipline problems that they reasonably can in compliance with the Code of Conduct.				
There are effective support systems in place that help you to implement BCIT's Code of Conduct.				
The BCIT Code of Conduct provides reasonable progressive steps in disciplinary action beginning with the teacher.				
The BCIT Code of Conduct provides progressive steps in disciplinary action including support services from the CST and guidance.				
The implementation of the Code of Conduct has improved the safety of the environment in the building.				

	Strongly Agree	Agree	Disagree	Strongly Disagree
The implementation of the new discipline policy has improved achievement in the classroom.				
Students are given reinforcement instruction on BCIT rules and regulations.				
The Code of Conduct provides consistency in discipline.				

Please respond to the following questions.

How do you define the effectiveness of the Code of Conduct?

What are your major concerns regarding implementation of the Code of Conduct?

Appendix E
Table of Infractions

TABLE OF INFRACTIONS

	September 2003	October 2003	November 2003	December 2003	January 2004
Cut class	30	61	13	13	26
Cut administrative detention	13	14	5	17	7
Unacceptable Behavior	13	27	4	12	7
Refusal to follow teacher directive	12	17	6	6	13
Profanity	4	6	2	6	6
Leaving assigned area without permission	0	7	1	0	0
Leaving school grounds without permission	0	5	0	1	0
Dress Code Violation	71	127	45	29	28
Late-excessive	2	2	1	1	2
Late to school/class/career major	12	10	6	64	42
Fighting	5	5	4	8	0
Hazing/Harassment	1	0	0	2	0
Sexual Harassment	2	1	0	1	1
Deface/Destroy School property	1	0	2	0	1
Theft	1	4	0	3	5
Verbal Confrontation	1	1	1	0	0
Physical Assault- student	1	7	1	1	0
Physical Assault- staff member	0	0	1	0	0
Threatening anyone	1	4	2	0	0
Possession of a weapon	1	1	0	0	0
Possession of tobacco	3	2	0	0	1
Fire Alarm Violation	0	0	2	0	0
Smoking	0	2	4	4	3
Under Influence	0	0	2	0	0
Bias Incident	0	0	1	0	2

Appendix F
Discipline Procedure Survey Results 2002-2003

RESULTS
BCIT – Westampton
Discipline Procedure Survey 2002-2003

	Strongly Agree	Agree	Disagree	Strongly Disagree
The discipline policy was clearly stated and was distributed to all members of the school community.	6	6	10	4
Teachers handled all routine discipline problems that they reasonably could in compliance with the discipline policy.	3	15	8	0
There were effective support systems in place that helped you to implement BCIT's discipline policy.	2	8	11	5
The BCIT discipline policy provided reasonable progressive steps in disciplinary action beginning with the teacher.	2	11	9	4
The original discipline policy provided progressive steps in disciplinary action including support services from the child study team and guidance.	0	11	13	2
The original discipline policy improved the safety of the environment in the building.	2	10	12	2
The implementation of the original discipline policy improved achievement in the classroom.	1	10	12	3
Students were given reinforcement instruction on BCIT rules and regulations.	2	11	9	4
The original discipline policy provided consistency in discipline.	0	5	12	9

Appendix G
Code of Conduct Survey Results 2003-2004

RESULTS
BCIT – Westampton
Code of Conduct Survey 2003-2004

	Strongly Agree	Agree	Disagree	Strongly Disagree
The Code of Conduct is clearly stated and was distributed to all members of the school community.	17	15	3	0
Teachers handled all routine discipline problems that they reasonably could in compliance with the Code of Conduct.	6	19	10	0
There were effective support systems in place that helped you to implement BCIT's Code of Conduct.	2	21	9	2
The BCIT Code of Conduct provides reasonable progressive steps in disciplinary action beginning with the teacher.	5	24	3	3
The BCIT Code of Conduct provides progressive steps in disciplinary action including support services from the child study team and guidance.	2	27	4	3
The implementation of the Code of Conduct has improved the safety of the environment in the building.	6	19	8	1
The implementation of the new discipline policy improved achievement in the classroom.	3	14	11	2
Students were given reinforcement instruction on BCIT rules and regulations.	3	18	15	1
The Code of Conduct provides consistency in discipline.	6	17	6	5

Biographical Data

Name	Letitia Branin
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Present Occupation	Mathematics Teacher B.C.I.T. Westampton, NJ