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THE DEVELOPMENT OF A CODE OF BEHAVIOR
FOR HOLY NAME PARISH SCHOOL

By
Patricia Coonelly Munyan

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
May 14, 1999

Approved by

Professor

Date Approved April 25, 1999

Abstract

Patricia Coonelly Munyan

Development of a Code of
Behavior for Holy Name
Parish School
1999
Dr. Theodore Johnson
School Administration

The purpose of the study was to review the current discipline code in the school and to revise it if necessary. The study was carried out at Holy Name Parish School in Camden, New Jersey. The predominantly Hispanic school had a student population of 96 in the sample group, grades five through eight. A committee comprising the intern, one faculty member, five students, and four family representatives reviewed the current code and examined codes of other schools.

The intern examined school records for statistics on student disciplinary problems and found that no formal records existed in this area. For her data, the intern relied on informal recall and teacher input as well as some minimal correspondence from the student files.

The result of the study was the development and pilot implementation of a new Code of Student Behavior which focused on nine basic expectations stated in positive terms; definitions of the expectations; and incremental consequences for not achieving expectations. The Code will be implemented throughout the school in the fall of 1999 with plans for ongoing assessment and revisions.

Mini-Abstract

Patricia Coonelly Munyan

Development of a Code of
Behavior for Holy Name
Parish School
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Dr. Theodore Johnson
School Administration

The purpose of the study was to review the current discipline code in the school and to revise it if necessary. The study's major findings were that the code was ineffective and that discipline records were poorly maintained. A committee developed and implemented a new, positive Code of Student Behavior.

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Joshua Lopez, Grade Eight

Ramon Vela, Grade Eight

Lynda Lopez, Grade Seven

Ian Miranda, Grade Seven

Mariannie Zayas, Grade Six

Ms. Judy Navedo

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Ms. Selena Ratliff

Rev. Frank Moan, S. J.

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Chapter 1

Introduction: Focus of the Study

“How do you solve a problem like Maria?” (The Sound of Music). Or Jose? Or Jim? Or any middle school child for whom rules are suggestions and who sees stars buy their way out of trouble? One starts with a set of clear, defined expectations and a set of clear and defined consequences for not meeting those expectations. But how does one get to that point? The focus of this study will be to review the current discipline policy at Holy Name School; to determine which parts, if any, continue to be successful in fostering appropriate student behavior; and to determine which parts, if any, need to be revised to secure the desired student behavior.

Purpose of the Study:

The purpose of this study is to develop a new and effective discipline code for the students of Holy Name School using qualitative assessment of the current code as well as examination of successful discipline codes of other schools. Among the leadership competencies that the intern intends to develop are her communication skills with students, parents, staff, and other interested stakeholders in a positive manner and to facilitate the group process in shared decision making.

From this process, the intern intends to assist the cultural climate of the school in general, and of the students in particular, to one of problem solving alternatives rather than one of “fight or flight.” Gaustad highlights the ideas of teaching conflict resolution and skill streaming to students and to incorporating peer conflict management in

stemming the rising tide of disruptive behaviors, especially in the middle school setting, the primary focus of the new discipline code at Holy Name School. Of great importance in developing a new discipline policy is to ensure that all adults in the building will be cooperative in enforcing the code and its consequences uniformly (Mayeski) in order to avoid the appearance of a double standard: a sure sign to students that the policies are open to interpretation.

Limitations of the Study:

The discipline policy code will be revised for the students, particularly in grades five through eight, at Holy Name School in Camden, New Jersey. Because the project will be qualitative in nature, it cannot be reduced to a few factors or broken down into independent parts (Wiersma 1995). The research will take place in the natural setting of the school and the perceptions of the students, teachers, and parents will be important in the development of this project. The intern will interview faculty, students, and parents to obtain input on their perceptions of the current policy and their ideas for changes. She will also observe interaction between faculty and students in situations where discipline is necessary. She will choose, in consultation with faculty, sixth, seventh, and eighth graders to participate in the project.

In order to expand input, parents participating in the project will not be from the same families as the students who are on the committee.

Because Holy Name is a small school (fewer than 150 families) and because so many of the families are related, there may be some difficulty in recruiting parents whose children have not previously been the “target” of the existing discipline code. In addition, given the limited English proficiency of many families, it will be necessary to

provide all information in both English and Spanish. It will also be necessary to ensure that all information at meetings will be read aloud as some parents are not fully literate in either language.

Setting of the Study:

The study will take place at Holy Name School in Camden, New Jersey, with a committee comprising the school principal (the intern), faculty, students from sixth, seventh, and eighth grades, and parents. The committee will act to develop a new discipline policy for the entire school, but will focus most closely on grades five through eight.

Holy Name School is located in North Camden, New Jersey, an area isolated by geography, crime, poverty, language, unemployment, and violence. All too often, the rules of the street, e.g. "Don't stay hit," come into the building with the students. A wrong word, a misperceived look, or some other "challenge" sets the stage for confrontation. Most disruptive behavior, however, is not violent or criminal but still interrupts lessons for all students and even more so for the disruptive student (Gaustad 1992) who must often report to the principal for further disciplinary action.

At the inception of this project, the population of Holy Name School comprises 218 students from pre-kindergarten through eighth grade. Of those 218 students, 202 are Hispanic, thirteen are African-American, two are white, and one is Asian. There are 104 female students and 114 males. The faculty consists of one lay principal (the intern), twelve full-time teachers. Both male teachers are white. Of the ten female teachers, one is Hispanic. There are three religious sisters teaching in the school. The office

administrator is Hispanic as are the food program manager and the parent coordinator. There is a large volunteer staff in the school as well including a volunteer speech and drama coach; an Ignatian Lay Volunteer who tutors and does clerical relief work; a Jesuit Volunteer (male) who oversees a specialized academic program within the school; one retired female reading tutor; two female physical education volunteers; one Hispanic male teaching Spanish and geography; and one white male writing teacher. Both members of the maintenance staff are Hispanic. Title I BSIP services and supplemental instruction are provided through Camden Board of Education using employees of that board. Speech and English as a Second Language services are provided through Camden County Educational Services Commission employees.

One goal of the intern is to develop a discipline code that will be effective *in* the classroom and lessen the number of “go to the principal’s office” behaviors. It is necessary for the teachers to have the tools, the training, and the authority to carry out the discipline code when they need to. By involving teachers and students in the development process, those who will be affected by the change will have the opportunity to participate in the planning, design, and the implementation of the code. This partnership will help to establish ownership, build commitment, and reduce anxiety (Razik 1995).

Organization of the Study:

Chapter Two of this study will be a review of literature, both theoretical and practical, that deals with discipline, classroom management, violence prevention, and behavioral changes for both students and faculty.

Chapter Three will detail the design of the study which is qualitative in nature. It will describe the codes of behavior that the committee studied in its task of revising the discipline code for Holy Name School. This chapter will also note some of the incidents that led to the need for the revision of the previous discipline code.

Chapter Four will detail the behaviors which led to the formation of the new policy and will discuss its relevance in terms of current literature and the input of faculty, staff, students, and parents at Holy Name School.

Chapter Five will present the study's conclusions, their implications for immediate and longer term review and revision as well as addressing the need for formal periodic evaluation of the new policy in light of its effectiveness, consistency of application, and community support.

Chapter 2

Review of Literature

Why do some schools seem to operate smoothly with only the occasional wrinkle in the behavior of their students while others seem to exist in chaos and confusion with administrators facing almost constant discipline referrals from harried teachers who cope with student misbehavior by sending acting out students to the principal's office for corrective action? It is generally accepted that effective schools, while they may differ in size, ethnic make up, location, and socioeconomic status, share three main characteristics. Effective schools are characterized in part by high expectations and clear goals for all students and teachers; a strong emphasis on academic standards; and a safe and orderly climate in the school. While the first two are the hallmarks of exceptional schools, they can not be reached unless the third component is present. How then does a school establish and maintain a safe and orderly climate in the school?

Ubben and Hughes (1997) write that "fundamental to an orderly learning climate are well-understood, appropriate, and consistently applied rules and procedures." They further acknowledge that rules must be articulated in a manner that promotes understanding by all students and that there must be regular evaluation of the rules and their application. In other words, are the rules appropriate for the student population; are the consequences appropriate; and are they applied consistently? Ferreira and others (1995) allege that one of the biggest obstacles to the effective discipline in schools is

fragmentation and inconsistency within the [discipline] code itself. Since the primary purpose of school discipline is to ensure the safety of staff and students and to create an environment conducive to learning (Gaustad 1992), the necessity for clear school rules that are applied with consistency is paramount. The repeated restating of school rules, especially after summer vacation or extended time off, is one of the key points for ensuring the success of appropriate school discipline.

No one involved in education in the end of the twentieth century will dispute that many of today's students come to school with a host of problems that can make self-discipline difficult. This does not mean, however, that misbehavior should be tolerated. What tools, then, are available to teachers and administrators that will enable them to limit unacceptable behavior? One of the most frequently used tools in dealing with student misbehavior is in-school suspension. The idea behind in-school, or in-house, suspensions is the removal of the student from the situation in which he or she is having difficulty. Marilyn E. Gootman (1998) recommends modifying the traditional in-school suspension to help address the root cause of the suspension. She proposes three factors that can help: a relationship with an adult who thinks that the student is worthwhile, sensitivity to students' feelings, and a sense of power and control in students' lives. Gootman advocates that the adult, rather than acting as a sergeant-at-arms, should assume the role of a supportive resource and establish a personal connection with troubled students, taking an interest in them, and treating them with empathy while remaining firm in the idea that schools should be reinforcing resilience, not rigidity. Her recommendations for reinforcing this resilience include brainstorming for alternatives to

the undesirable behavior; establishing a peer support network; or seeking alternative classroom arrangements that allow some flexibility in the student's behavior. In the event of a relapse, the student can then return to the trusted adult (supportive resource) to seek other solutions.

The most important goal, however, is not the immediate intervention but the long-term prevention. After an in-house suspension, Gootman recommends that the supportive resource touch base with the students to provide encouragement and redirection if necessary. By implementing immediate intervention and long-term prevention, administrators should see a decrease in the number of in-school suspensions and an increase in the students' abilities to make positive choices.

Gaustad proposes changing the cultural climate of the school in general, and of the students in particular, to one of problem solving alternatives rather than one of "fight or flight." Again, she highlights the ideas of teaching conflict resolution and skill streaming to students and of incorporating peer conflict management in order to stem the rising tide of disruptive behaviors, especially in the middle school setting. Of great importance in developing a new discipline policy is ensuring that all adults in the setting are willing to enforce the code and its consequences uniformly (Mayeski) in order to avoid the appearance of a double standard, a sure sign to students that policies are open to interpretation.

In his book The Quality School: Managing Students Without Coercion, William Glasser (1992) advocates the necessity of understanding that student misbehavior is their way of dealing with a "coercive system that has punished them for years for not being

willing to expend the effort to learn, often by rote, what seems to them to be a great deal of nonsense.” He states that the staff must take the initiative and stop punishing students. He promises that “only through treating them with much less coercion than they expect, at best none, will these hard-core discipline problems be persuaded to take the ‘war pictures’ out of their quality world...the only effective time to fix them is when they are not broken.” Glasser makes a very valid point when he writes that most students will agree that punishment does not work for them or for their friends even though they fully expect to be punished for their misdeeds. His counterpoint to this is to put the problem into the students’ laps, asking them if they have any dissatisfaction with the school and what changes they think would aid in the lessening of discipline problems. He stresses that students must know that “this school is becoming a good place and will get even better if students like you will give it a chance.” His further recommendations include sending students home until they can come up with a written plan to avoid trouble. He advises sending them home again if they are unsuccessful after three days, repeating this cycle as often as necessary until the students themselves learn that “they must be orderly or they cannot be in the school...they will almost always see it [misbehavior] as a foolish choice.”

While many experts proffer discipline theories, today’s schools need concrete tools that will enable them to help their students become productive, problem-solving citizens. Students need intrapersonal, interpersonal, systemic, and judgment skills that will enable them to undertake a positive approach to self-discipline, thereby keeping to a minimum the number of rules and regulations schools impose upon them.

Nelson et al (1997) state that students with strength in these skills are at low risk for drug abuse, teen pregnancy, suicide, delinquency, and gang involvement. They stress that strong intrapersonal skills lend “the ability to understand personal emotions, to use that understanding to develop self-discipline and self-control, and to learn from experiences.”

Interpersonal skills, the authors assert, develop the ability to “work with others through listening, communicating, cooperating, negotiating, sharing, and empathizing.” When systemic skills are added, students develop the ability to “respond to the limits and consequences of everyday life with responsibility, adaptability, flexibility, and integrity.” The students’ abilities to develop “wisdom and evaluation situations according to appropriate values” are derived from good judgment skills.

Their book Positive Discipline in the Classroom offers information on barriers to and builders of a positive classroom experience for all students. Among their most important recommendations is the one dealing with the barrier of “Adultisms.” According to Nelson, “adultisms” occur when teachers and administrators lose sight of the fact that students are not mature adults. Yet, all too often, school personnel expect students to think and act like adults. They advocate eliminating “almost anything that begins with the words *should* or *ought* or with an angry tone of voice” because these statements are usually adultisms which produce shame and guilt rather than support and encouragement. “The message of an “ism” is, ‘Since you don’t see what I see, you are at fault.’”

Chapter Seven of the Nelson, Lott, and Glenn book is entitled “Focusing on Solutions Instead of Punishment.” One of the most striking passages in this chapter reads: “Where did we ever get the crazy idea that to make people *do* better, first we have to make them *feel* worse? People *do* better when they *feel* better.” It has been the intern’s experience that, although this simple premise is so obvious, it is rarely put into practice. What would happen if schools focused on helping students do better instead of imposing punishments? To this end, the authors offer the “Four Rs of Solutions.” Nelson, Lott, and Glenn do not advocate doing away with consequences; however, they propose that consequences should be related, respectful, reasonable, and revealed.

Related means that the solution is “directly related to the behavior.” Sending students to the office for incomplete homework is not a related solution. A related solution would be making up the assignment or losing points for having missed it.

A respectful solution is one in which both teacher and student maintain an attitude of respect in their manners and tones of voice. To be reasonable means that solutions such as doubling the work for students who miss assignments would be outmoded. If a student failed to write five sentences, could one reasonably expect him to write ten?

The final R, revealed, means that students know the consequences for their actions ahead of time. Students need to know ahead of time what will happen, for example, if they miss an assignment.

To implement these in a classroom, the authors also maintain that involving students in determining consequences is vital. More and more, the intern finds that

making students partners in classroom and school discipline decisions is deemed more effective than the older style imposition of rules and regulations.

All of this is well and good, but how would a school go about setting up a discipline code or policy that would fit into an already healthy school climate or one that would foster a change in a negative school culture?

There are five foundational phases for designing a schoolwide discipline plan (Walker, Colvin & Ramsey 1995). Phase One is to “formulate a basic direction for establishing expected behavior and managing problem behavior.”(p. 126) This requires setting schoolwide behavioral goals in a broad, general manner. “The purpose of a schoolwide discipline plan is to establish and maintain student behavior that allows the accomplishment of school goals.” (p. 127) West Deptford Middle School, in its recently adopted Code of Conduct (1997), proposes that the new code will “be fair and consistent for all students; encourage parental involvement at every level; provide for the safety and well-being of all members of the school community; promote a positive, safe atmosphere for teaching, learning and mutual respect; and ensure that students develop a sense of personal responsibility.”

Phase Two of the process is to specify schoolwide expected behaviors. These specifications define “desirable behaviors or actions of students that facilitate the teaching and learning process and the efficient operation of a schoolwide discipline plan.” (p. 128) Examples of this from the West Deptford Code include “All students will be positively involved in the learning process;” “All students will be honest and do their own work at all times;” and several others. Walker et. al remind their readers that

behavioral expectations differ from setting to setting. While the general behavioral expectations are constant, special considerations are necessary for the safe passage of students in hallways, on stairs, and in the cafeteria. Other considerations must be given to school buses, playgrounds, and lavatories.

It is Phase Three, to develop procedures for teaching schoolwide behavioral expectations, that could pose the greatest difficulty. Walker et al. stress that all too often, it is the negative student behaviors that receive the greatest focus, while the positive behaviors administrators strive to see in their schools go untaught or unrecognized. They recommend establishing “schoolwide positives” which provide for the public acknowledgment of exemplary student behavior, awards for good citizenship presented at assemblies, or the distribution of “caught-in-the act” coupons distributed in the hallways to students who are following school rules governing hallway behavior. (p. 129) West Deptford Assistant Principal Thomas F. Schulte explained the discipline code to the students and then provided written copies of the policies to parents. His letter of September 1997 points out that “Students who meet the expectations...will be recognized and acknowledged at the conclusion of each marking period through our ABC Incentive Program.” The language of the code and the letter stress the positive expectations of the new policy.

Phase Four is to develop procedures for correcting problem behavior. Walker, Colvin and Ramsey suggest the application of nonpunitive correction procedures to the management of inappropriate behavior. This calls for identifying problem behavior as either a *minor infraction* or as a *serious school violation*. Consequences for students

whose behaviors are not in line with the positive statements in the code fit the severity of the undesirable action. In the West Deptford Code, for example, the stated desired behavior is that “All students are to arrive at school on time.” Both the first and second offenses carry warnings. Continued lateness incurs administrative detention and parental notification.

More serious consequences come when a student does not meet an expectation such as “All students are expected to attend school and school functions free of weapons.” Consequences range from parental notification, police notification, and a Board of Education hearing through removal from the school for one year. In other words, as Walker, Colvin, and Ramsey espouse, “the punishment fits the crime.”

Phase Five is crucial to the effective implementation of a schoolwide discipline plan. This phase involves developing procedures for record keeping, evaluation, and dissemination of information. “Tracking systems are important because they help to (1) ensure that the schoolwide plan is being implemented in a planned, consistent manner, (2) frequently remind staff of the importance of the schoolwide discipline plan, and (3) provide information on whether the plan is accomplishing its goals.” (p. 146)

The West Deptford plan carefully notes that parents have been informed of the code of conduct. This is crucial to the success of any schoolwide discipline plan. As important stakeholders and partners in their children’s educational process, parents and their reactions to school discipline can make or break a school’s code of conduct. For this reason, it is of the utmost importance that any attempt to formulate a schoolwide

discipline policy or code of conduct include not only education professionals but also parents and representatives of the student body when appropriate.

Until this point, the intern has focused on literature and a code of conduct developed for a public school. What then, has been written concerning the disciplinary nature of the Catholic school such as the one the intern administers in her role as the school principal? Bryk, Lee, and Holland (1993) give over only a small segment of their text Catholic Schools and the Common Good to discipline, couching it in the nature of *formation of personal character*. The authors allege that in Catholic school “the approach to student conduct was much richer than maintenance of a minimal social order” than one would find in a public school. Faculty in Catholic schools are free to discuss the basic principles for which they (the schools) stand: truthfulness, caring, social responsibility; and responding to infractions of the rules often afforded public opportunities to teach the beliefs of the community. (p. 134)

One thing remains clear throughout all of the intern’s reading on schoolwide discipline policies. The code of conduct should focus on the desired behaviors for all students; the code should be developed and implemented with input from representatives of a wide range of stakeholders; consistency in the code’s application is vital to its success; and on-going documentation and follow-up are crucial in assessing the effectiveness of the code.

Chapter 3

Design of the Study

The design of this study, which will result in the development, construction, and implementation of a Code of Student Behavior at Holy Name School in Camden, is primarily ethnographic in nature. The intern has chosen this method of design because ethnographic studies focus on organizations, which consist of people who interact in regular and structured ways with collection social action based on rules and relations that have been developed by consensus. The behavior of any one group is influenced by how that group interacts with another (Wiersma 1995). Qualitative in nature, ethnographic research is an integrated process in which procedures are conducted concurrently as Wiersma describes (fig. 1).

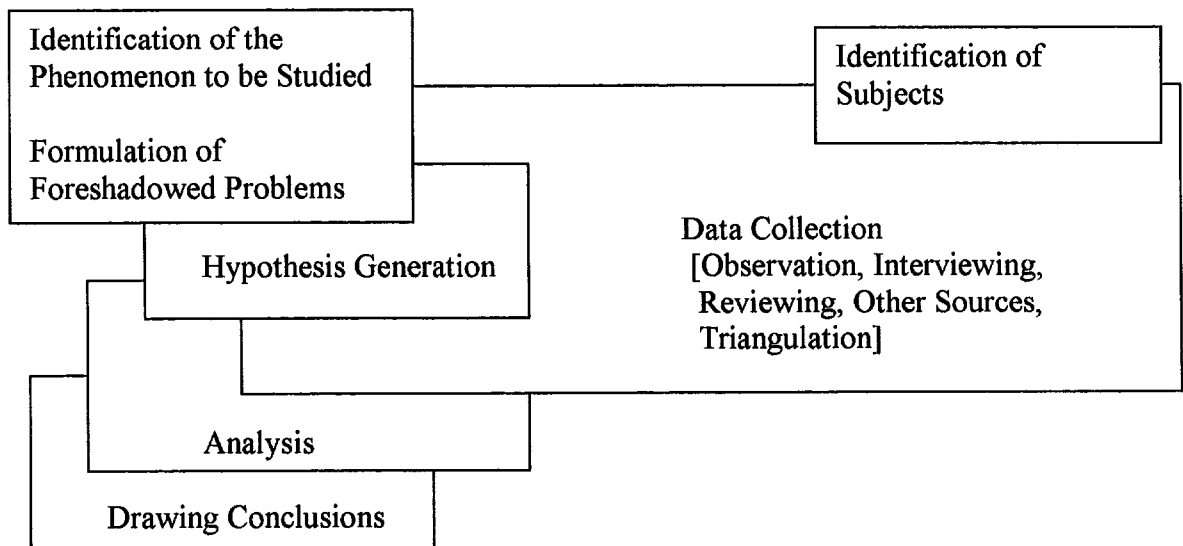


Figure 1. The Activities of the Ethnographic Research Process

Identification of the Phenomenon to Be Studied:

This study was conducted on the effectiveness of the current discipline code at Holy Name School. Stated in question form, “How effective was the current discipline code at Holy Name School in maintaining an orderly atmosphere that was conducive to learning and that was applied consistently and fairly by the member of the school community?”

The following were foreshadowed problems associated with the study:

1. Interaction among students in the school, particularly in grades five through eight
2. Interaction between faculty and students, again particularly in grades five through eight.
3. The role of the faculty in maintaining an orderly, educationally conducive atmosphere in the school.
4. Established discipline code that may have a negative effect on the desired school atmosphere.
5. Determination of an acceptable code of student behavior.

Identification of the Subjects:

The subjects in this study were the students at Holy Name School, primarily those in grades five through eight. Ancillary subjects were the faculty at the school, the administrator (the intern), and the parents.

Hypothesis Generation:

The hypothesis generated in this study was that the current discipline code at Holy Name School was ineffective in producing student behavior that would contribute to an

effective educational atmosphere. Because this was an ethnographic study, any hypothesis must be considered fluid and subject to change during the study.

Data Collection:

Observation: From her own knowledge of the student body at Holy Name School, however, the intern was able to determine that the majority of suspensions occurred in upper grades, i.e. grades five through eight. Suspensions were used primarily in cases of students' fighting or for deliberate defiance of a teacher's request. In addition, there was one incident of a student's bringing a pocketknife to school and using it to intimidate another student. There was also an incident of student alcohol use on school premises, which resulted in that student's being dismissed from the school after the Diocesan Policy for alcohol offenses had been followed. Ethnographic research was ongoing and for this reason, the intern continued to observe student interaction and student-teacher interaction.

Reviewing Other Sources: In this research, no specific instruments were used for the collection of data. Rather, the intern reviewed student files to determine the number of students who had suspensions noted and the frequency with which such suspensions were assigned. Holy Name School had scattered notations regarding suspensions and there was no policy in place that would mandate that this information be placed in student files. In fact, the Diocese of Camden, of which Holy Name School is a part, had a policy that precluded prejudicial information from being entered into student records.

The intern had access to the discipline codes of three other parochial schools from the Camden Diocese (St. John Regional School, Paulsboro; St. Joseph Regional School, Swedesboro; and St. Catherine School, Clayton), all of which closely resembled that

ineffective code already in place at Holy Name. The intern and her committee also had access to the Code of Behavior that had been recently implemented at West Deptford Middle School in West Deptford, New Jersey.

Triangulation: Because of the ethnographic nature of this project, the intern met with teachers and students regarding the nature of the discipline code currently in force at the school. Teachers as a whole felt that the current “point” system was ineffective with older students because there was no definitive path of increasing corrective action with an increase in inappropriate behavior. In addition, teachers noted that there was no differentiation among penalties. For example, being late for class earned one “point,” as did not completing an assignment. Teachers kept track of points in two separate books for each grade level. One book held “academic points” and the other held “behavior points.” It was interesting to note that the fifth grade homeroom teacher refused to keep a point book of either type for any of her classes. This teacher also had the lowest rate of discipline problems and had fewer students miss assignments in her classes.

Analysis:

Because of the inconsistent record keeping on disciplinary infractions at the school, analysis of data in this research was difficult. At this point, however, the intern noted from her own sources that since the inception of this project that included herself, a teacher representative, five students, and four parents, there has been only one incident requiring suspension of upper grade students this year. The number of disciplinary referrals from teachers to the principal’s (intern) office decreased to the point that there were no entries in the intern’s diary on this subject.

Conclusions:

Conclusions based on this research will be held in abeyance and outlined completely in Chapter 5, which will describe the study's major conclusions and implications for further study.

Chapter 4

Presentation of Research Findings

What Information Was Found?

During her research through the disciplinary records at Holy Name School, the intern learned that record keeping in this area had been extremely lax. While there were some notations in individual student files, there was no procedure for centralizing disciplinary records. Because of the culture of the school itself, the individual faculty members did most of the disciplinary record keeping and these anecdotal records were usually destroyed at the end of the school year. This was in keeping with the policy of the Diocese of Camden that prohibited the forwarding of any disciplinary records to other schools in cases of student transfers or graduations.

An examination of the student files for grades five through eight, the targeted student population for this study, showed that at the inception of this project there were ninety-six students on the class rosters. Eleven of these students were transfer students in September and had no disciplinary files whatsoever. Of the remaining eighty-five students, the intern collected the following information. It should be noted that this information was imprecise because of the aforementioned haphazard disciplinary record keeping.

The most common offense that resulted in suspension was fighting. The intern found eight instances of suspensions for fighting. Only one student was involved in more than one fight. The most common consequence for this action was a three-day in-school

suspension followed by a conference with the student, at least one parent, and the school principal. The student who engaged in fighting on more than one occasion merited a three-day out-of-school suspension for carrying a knife. This student was placed on probation and required to participate in regular counseling sessions with a social worker. One session included the student's parents, the school principal, the student, the social worker, and the other student who was intimidated by the knife.

The next most common cause of suspension was lack of academic effort, especially missing assignments. Six or seven students served one-day in-school suspensions during which time they were required to complete all outstanding assignments under the supervision of another faculty member. This proved largely ineffective because during the suspension time, the students missed out on current class assignments and had to make them up as well. Most students who were suspended for lack of academic effort received more than one suspension during the previous school year.

Three students received in-school suspensions for defiance and/or disrespect to a faculty member or teacher. During these suspensions, students met with the school principal and written notices were sent to the parents outlining the problem and asking for their support in correcting it. These suspensions were successful in that no student was suspended for this offense more than once during the 1997-1998 school year.

The most interesting aspect of the intern's findings was that no two teachers handled classroom discipline in the same way. In her conversations with students about how their teachers handled homework and discipline the students were very forthright and open; they did, however, request anonymity, to which the intern agreed.

Teacher A eschewed the use of the “point system” in favor of personal communication with the students. This teacher gave students second chances to make up work and then used lunch time study halls for students to complete their assignments under direct supervision. Only after this proved futile did she institute grade penalties for missing assignments. This teacher had the fewest incidents of missing assignments and discipline problems in the departmental setting. In the previous school year (1997-1998), one student from this teacher’s class was dismissed from the school for stealing and violation of the safe and drug free school zone policy.

Teacher B also limited the use of points but was less successful in this approach. This faculty member also gave second chances for the completion of missing assignments; however, this teacher did not use lunch time study halls to guide supervise students in completing their work. Preferring to back off from “nagging” the students, the teacher would let missing assignments pile up and then demand that the principal suspend students for lack of academic effort. This teacher had a history of discipline problems with certain students who felt that the hot and cold approach to completing work was unfair. During the last school year (1997-1998) two students from this teacher’s homeroom were dismissed from the school, one for setting a fire in the school yard; the other for bringing firecrackers and matches to school.

Teacher C had the most discipline problems with students and there were students who felt singled out. This made the students feel uncomfortable and would often set the tone for hostile exchanges in the classroom. This teacher referred the most students to the principal’s office, preferring “not to get into it with them because you know what will happen.” This teacher also initiated conversations with the principal, beginning them

with, "So-and-So needs to be suspended." In the previous two school years (1996-1997 and 1997-1998) six students from this teacher's class were dismissed from the school because of unresolved discipline problems.

Teacher D had very few classroom discipline problems. This teacher handled these routinely with little or no involvement from the principal. Most of the difficulties for this teacher came from lack of homework. As in the case of Teacher A, this teacher held supervised lunch time study periods and also required students to take part in after-school study hall programs to make up missing assignments. In the last week of the previous (1997-1998) school year, two students in this teacher's homeroom were denied graduation party privileges for bringing an inappropriate videotape to school. In addition, one student from this teacher's homeroom was dismissed from the school for chronic lack of academic effort, open defiance and public disrespect to a teacher and the principal. The student's parents appealed this decision to the Diocesan Office, which upheld the principal's decision.

Teacher E was a part-time teacher without a homeroom. This teacher handled discipline and homework issues individually with his students, involving the principal only as a last resort. All conferences on this level involved the teacher, the principal, and the student. There were occasional shouting matches between this teacher and students, after which there were long periods of calm and sustained academic production.

What Does This Mean?

The most obvious meaning of the information that the intern discovered was that the present discipline code was vague, misunderstood, and inconsistently applied. There were no incremental steps within the code and student suspensions were often requested

without any preliminary steps such as warnings, detentions, or parental notifications. This fostered feelings of insecurity among the students who were uncertain as to which teacher would apply which consequences for an action. The major failings of the current discipline policy were its negativity, inconsistency, and ineffectiveness.

Therefore, after informal conversations with faculty, staff, students, and parents, the intern decided that one focus of the Holy Name School community for the 1998-1999 school year would be the creation and implementation of a code of student behavior. This code would focus on desired behaviors rather than on inappropriate student actions. Each desired behavior would have defined descriptors and incremental consequences for student offenses.

The intern presented this plan to the faculty and asked for suggestions for parent and student committee members to aid in this process. The eighth grade teacher volunteered to represent the faculty on the committee. Students were chosen for the committee on faculty recommendation. The faculty selected seven students; however, only five students returned parental permission letters for this effort. Those students were:

- a. Joshua, eighth grade: chosen because of a history of disciplinary problems and multiple suspensions for fighting.
- b. Ramon, eighth grade: chosen because of a “too cool for school” attitude and a history of questioning the current discipline code.
- c. Lynda, seventh grade: chosen because of her unofficial title as “Queen of Attitude” and her sometimes stubborn and defiant streak.

- d. Ian, seventh grade: chosen because of his “average” behavior and academic standing and his wavering between following school policy or following peers.
- e. Mariannie, sixth grade: chosen because of her excellent academic and behavior characteristics.

The faculty also submitted recommendations for parent input. The intern rejected two of the suggestions because their children had already been selected for the project. One family was eliminated because they are active in nearly every school and parish function, and the intern wanted to include parents who did not have the opportunity to participate in other community activities. The following parents were asked and agreed to participate in the process:

Judy N, mother of two students, grades one and five;

Pedro and Silquia P, parents of two students, grades one and four;

Selena R, mother of two students, grades five and six;

John and Carmen R, parents of one student, grade seven.

The faculty representative for this project was Sister John Patrice McMenamin, SSJ, eight grade homeroom teacher and mathematics curriculum coordinator.

Student Discipline Referrals Resulting in Dismissal

	1996-1997	1997-1998
Teacher A	0	1
Teacher B	0	2
Teacher C	4	2
Teacher D	0	1
Teacher E	n/a	n/a

Chapter 5

Conclusions, Implications and Further Study

On March 5, 1999, the intern and the faculty representative presented the completed Code of Student Behavior to the faculty of Holy Name School at its monthly faculty meeting.

In mid-March of 1999, the intern and her committee presented the completed Code of Student Behavior to an assembly of students in grades four through eight. Prior to the presentation, the committee provided every student with a copy of the Code. After a brief introduction by the intern, the student committee made the presentation, providing brief explanations of the expectations and consequences outlined in the Code. In preparation for this assembly, the intern and the committee rehearsed the presentation to streamline its presentation and to anticipate questions and prepare answers. The committee will provide bi-lingual Codes to parents in early May, during which time the student committee will present the Code again in a Parent-Teacher Assembly.

The committee decided to proceed with a pilot implementation of the Code during the last trimester of the school year. During this time period, the intern and the committee will solicit input from faculty, students, and parents as to the Code's clarity, simplicity, equity, and effectiveness. The committee will continue to meet, although with less frequency, to assess the aforementioned attributes and to make changes as necessary. The committee will continue to solicit parent review for the Code, located in Appendix B, as well.

At the start of the 1999-2000 school year, the intern and the remaining student committee members will again present the Code to students in grades four through eight as a review for the new school year. After this point, the committee will recommend that homeroom teachers review the Code after major interruptions in the school calendar to refresh student knowledge of the Code, its expectations and consequences.

During this process, the intern developed a close working relationship with the student committee who took their work very seriously. At time, in fact, the students on the committee suggested more severe consequences for infractions than the principal or the faculty representative would have imposed. This provided the intern and the faculty representative the opportunity to have an open exchange of ideas with the students with positive outcomes. This also gave the students a view inside the policy-making process of the school.

The intern selected two students for the committee herself and then asked for recommendations from the faculty at large. She received six nominations and sent letters of acceptance to the parents of these students, seeking their permission for the students' participation on the committee. Three parents responded positively, and the other three parents did not respond at all. Upon questioning these three students, the intern learned that the students had "forgotten" to deliver the request or had "forgotten" to return the response. The intern named the student committee members in Chapter 4 and gave the reasons for their inclusion on the committee. In this Chapter, the intern will relate the changes she noted in the students during and as a result of this process.

There were two eighth grade students named to the committee. The intern chose one and the other came via faculty recommendation. The intern's candidate was a male

student with a history of disciplinary infractions, fighting, and multiple in-school and out-of-school suspensions. He approached the task seriously and during the entire process, this student had no disciplinary referrals at all. After speaking with the intern, he undertook the scheduling of a “ball area” in the schoolyard to lessen the conflict of which grade level got to use the limited ball playing area during lunch recess.

The second eighth grade student came as a recommendation from the faculty. This student had no serious disciplinary record, but had developed a “too cool for school” attitude at the end of his seventh grade year. Initially, he voiced opposition to suspensions for fighting and espoused the all too commonly heard “don’t stay hit” phrase. This opened a dialogue on the committee, and the student took time to consider the opinions of other students, the intern, and the faculty representative. After his reflection, this student became quite conscious of the philosophy of making right choices and the consequences one faces by choosing other actions. He was an advocate for very stringent penalties for serious infractions.

One seventh grade student was the choice of the intern. The intern chose this female student because of her sometimes petulant, defiant, and uncooperative attitude. During this process, the student demonstrated open-mindedness and cooperation. It was not until the last week of the process that the student demonstrated any lapse of judgment in her behavior and this was only after provocation by another student. The intern and the student discussed the matter and the intern brought to her attention the idea that walking away from a potentially serious situation was not the same as backing down. The student agreed to work toward developing this skill to avoid further confrontations.

The male seventh grade student representative had the most difficult time in eliciting support and suggestions from his peers. He was, however, diligent in his efforts and eventually did receive input from his classmates. This student came to the committee at the recommendation of the faculty because of his middle-of-the road disciplinary history. Usually a well-mannered and competent student, this young man could also be led into situations with undesirable consequences. The intern worked with this student often during this process to help him to progress in his own decision-making skills and to exercise forethought.

The last committee member was a sixth-grade girl recommended by the faculty. This young lady was an exemplary student in both academic and behavioral attributes. She brought a note of seriousness to the committee and was good at expressing desired behaviors and expectations based on her own standards and conduct.

The faculty representative volunteered for her position on the committee. She was one of the teachers most frustrated by the previous Discipline Policy and its ineffectiveness and the inconsistency with which teachers applied it. She provided wisdom based on her experiences as a classroom teacher and as a former school administrator. She also provided lavish praise for the students during this process.

The intern felt that the student representatives took pride in their work and that they were invested in this new Code because of the opportunity to develop it from the ground up. The intern believed that she had met her goal of affecting change through the involvement of the primary stakeholders in the decision-making process. The students on the committee sensed pride of ownership for a policy that affected their daily school lives. They were committed to its implementation and were more secure that once

implemented the inconsistencies and irregularities that plagued the previous Discipline Policy would vanish. They were also aware that even after its implementation, this new Code of Student Behavior would always be work in progress, subject to review and revisions over time.

The Committee decided to include the fourth grade students in this pilot program because these students had their classroom in the same part of the building as grades five through eight and because these students would need to become familiar with the Code in the fall of 1999. The Committee acted on this decision with the consent and approval of the fourth grade classroom teacher.

In the first week of its implementation, there was a rash of warnings issued as the faculty and students developed their acquaintanceship with the Code. Teacher A issued written notice and a one-day suspension to a fifth grade student for altering a report card grade. Two fourth grade students received warnings and parental notification for having made inappropriate sexual comments to a classmate. The intern's informal survey of the faculty at the end of the first week of the Code's pilot period showed that Teacher A had issued a dozen warnings for those students who came to class unprepared to learn. Other teachers reported fewer warnings in this area. The intern confiscated several pieces of jewelry which students had worn in violation of the appropriate dress clause of the Code. Up until this point, students who violated the dress code received verbal warnings and had the opportunity to remove jewelry. Although the intern had attempted to track dress code violations, the student population and the other duties of her office prevented this from being carried out on a regular basis.

During this project, the intern was able to improve her communication skills with a group in a positive manner. She was also able to facilitate the group process to enhance shared decision making, i.e., including students in the process by which they would be affected. The formation of a student committee enabled the intern to aid in the development of leadership among students at Holy Name School. The Code itself embodied clear, concise, and properly written communication that could be understood by parents, faculty, staff, and students, all of whom were stakeholders in this venture.

In facilitating this enterprise, the intern used McGregor's (1990) Theory Y which operated on the following assumptions:

- (a) People voluntarily work when conditions are appropriate.
- (b) Workers will achieve organizational goals to which they are committed.
- (c) Commitment to organizational goals is based on the rewards of goal achievement
- (d) Workers will seek responsibility when conditions are appropriate.
- (e) Many workers possess the ability to solve organizational problems.
- (f) Human intellectual potential is not fully utilized in organizations.

This integration principle, Theory Y, was based on the belief that workers can achieve their best goals by working toward organizational success (Razik 1995).

In this enterprise, the students worked voluntarily because they had a stake in the process and in its outcome. They were committed to the development of a Code which was, in their minds, fair and equitable. These students assumed responsibility for their roles in the group process and worked with their peers seeking out information and input throughout the entire process. The students saw that their input and thoughts were valued

and valuable. This led to a more active and interested participation on the students' part. Additionally, the parents involved in the process, although less actively so than the students, had the opportunity to share their ideas and beliefs and to add suggestions to the work of the student committee. One definite improvement at Holy Name School has been the increased involvement of both students and parents in the development and implementation of school policy. This enterprise marked the beginning of a new era at Holy Name, one in which students and parents will continue to have a greater voice in school governance.

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Appendix A
Correspondence

HOLY NAME SCHOOL
Fifth and Vine Streets
Camden, New Jersey 08102-1919
609-365-7930
609-365-8041 (fax)

September 29, 1998

Dear Parents,

For quite some time now, we have wanted to review our school's discipline policy and make it more relevant to our students' needs. Sister John Patrice and I have decided to move ahead with this project during this school year.

We are asking that your child, Joshua, be permitted to assist us with this task. We would like to include several students in this project because they are the reason for the policy to start with. This does not mean that your child will be responsible for writing a new discipline policy but that we want to ask for input from our students so that they know from the beginning what we expect from them. This will also let us know what they expect from us.

All meetings will be during lunch and recess times, so there will be no added time in your child's school day. Sister John Patrice and I hope that you will allow your child to participate in this important project with us.

Please discuss this with your child and let us know of your decision by signing the bottom of this letter and returning it to me at Holy Name no later than Monday, October 5, 1998.

Thank you for your help and cooperation in this project.

Sincerely yours,

Patricia C. Munyan
Principal

Parent Signature _____

HOLY NAME SCHOOL
Fifth and Vine Streets
Camden, New Jersey 08102-1919
609-365-7930
609-365-8041 (fax)

29 de Septiembre 1998

Estimados Padres,

Por bastante algún tiempo ahora, nosotros hemos querido revisar disciplina de nuestra escuela política y hacer lo más pertinente a necesidades de nuestros estudiantes. La Hermana John Patrice y Yo he decidido mover adelante con este proyecto durante este año escolar.

Nosotros pedimos que su niño, Joshua, ser permita para nos ayudar con esta tarea. Quisiéramos para incluir varios estudiantes en este proyecto porque ellos son la razón para la política para comenzar con. Esto no significa que su niño responsabilizará con escribir una política nueva de disciplina pero que nosotros queremos pedir aporte desde nuestros estudiantes para que ellos sepan desde el comenzar qué nosotros esperamos desde ellos. Esto dejar también nos sabrá qué ellos esperan desde nosotros.

Todas las reuniones estarán durante el almuerzo y recesadas las veces, tan ningún habrá tiempo agregado en la escuela de su niño día. La Hermana John Patrice y Yo espero que usted permita su niño participar en este proyecto importante con nosotros.

Por favor discutir esto con su niño y nos dejar saber de su decisión firmando el fondo de esta carta y volviendo lo mí en el Santo Nombre a más tardar Lunes, Octubre 5, 1998.

Gracias para su ayuda y cooperación en este proyecto.

Sinceramente,

Patricia C. Munyan
La Principal

Firma de los padres _____

HOLY NAME SCHOOL
Fifth and Vine Streets
Camden, New Jersey 08102-1919
609-365-7930
609-365-8041 (fax)

October 31, 1998

Dear Parents,

Our student committee on revising the code of conduct has met twice recently. The students who are serving on the committee are taking their responsibilities very seriously, and Sister John Patrice and I are impressed by their commitment to improving Holy Name School from within.

As I promised earlier, I am writing to keep you informed of our progress. I am enclosing a copy of the notes of our meetings on October 16 and October 23. We would appreciate your comments and input on our progress so far. Our next meeting will be on Friday, November 13. If you could call me or send your comments to the school before November 10, we would appreciate it.

Because of the dedication of the students involved, we anticipate that we might be able to implement the new code of behavior on a trial basis after Christmas. In this way, we can assess which parts are working well and which parts may need some reworking before we do a whole-school implementation in the fall of 1999.

Please let us hear from you. You are an important part of this process. If you feel that we should meet as an adult committee, please let me know. We want to create a strong, workable code of conduct for Holy Name School, and we want this to be true team effort. Thank you again for your help and support. We look forward to your comments and suggestions.

Sincerely yours,

Patricia C. Munyan
Principal

HOLY NAME SCHOOL
Fifth and Vine Streets
Camden, New Jersey 08102-1919
609-365-7930
609-365-8041 (fax)

January 4, 1999

Dear Parent Committee Members,

May the blessings of the Infant Jesus be with you in this new year as you continue to assist us in the development of our Code of Student Behavior. I am enclosing a copy of a draft of our Code for you to review.

Please feel free to make comments and suggestions on this draft and to let us know as soon as possible what changes you believe the Committee should consider.

We appreciate your continued help with this project.

Sincerely yours,

Patricia C. Munyan
Principal

HOLY NAME SCHOOL
Fifth and Vine Streets
Camden, New Jersey 08102-1919
609-365-7930
609-365-8041 (fax)

March 1, 1999

Dear Parent Committee Member,

At long last, the student committee has finished its work on the Code of Student Behavior and we are happy to submit it to you for review and comment. We will be presenting the code to the teachers on Friday, March 5, 1999, at the regular faculty meeting. Shortly thereafter we will present it to the student body in grades four through eight. Each student will receive a copy of this code, and we will pilot the code for the remainder of this school year. We will continue to look at the code to see how well it works and to see where it needs to be changed.

I want to thank you for taking your time to read over the materials I have sent you and for the comments you have forwarded to me. I have relayed them to the students on the committee and they gave them serious consideration. I am very impressed with the work of the students and both Sister John Patrice and I found that they were harder on each other regarding consequences than we would have been without them.

We will hold a parent information night after Easter to present this code to parents. This will enable us to have the time to have it translated into Spanish so that each family will be able to refer to the code and to understand it more fully.

Again, thank you for all that you have done to help us with this project. We are proud of it and we hope that you will be also. Please continue to bring your comments to me. This code, although "finished," is still and always will be a work in progress as we continue to work toward the highest behavior standards for our students.

Sincerely,

Patricia C. Munyan
Principal

HOLY NAME SCHOOL
Fifth and Vine Streets
Camden, New Jersey 08102-1919
609-365-7930
609-365-8041 (fax)

March 20, 1999

Dear Parents and Guardians:

On Friday, March 12, 1999, your child received a copy of a new Code of Student Behavior that was written by and for students at Holy Name School. The purpose of this code is to state in positive terms the behaviors we expect our students to maintain during their time at Holy Name School. The Code also outlines the definitions of those behaviors as well as the consequences that follow offenses.

Please take some time to review this code with your child. If you have any questions about the code, please do not hesitate to ask us in writing so that we can respond promptly with an answer.

The Code went into effect on Monday, March 15, 1999, on a trial basis. From that date until the end of the school year, we want to try the Code and make any additions, corrections, or deletions that will aid in its consistency of application throughout the school, especially in our departmental grades (fifth through eighth). At this time, teachers and students in grades four through eight are using the Code.

I would like to thank Sister John Patrice for her help with this project. I would also like to thank the students who served on the committee with Sister John and me. They are Joshua Lopez and Ramon Vela in eighth grade; Lynda Lopez and Ian Miranda in seventh grade; and Mariannie Zayas in sixth grade. I would also like to thank the parents who have been so faithful in reading our works in progress and providing us with input and feedback. They are Ms. Judy Navedo (first and fifth grade), Mr. and Mrs. Pedro Perez (first and fourth grade), Ms. Selena Ratliff (fifth and sixth grade), and Mr. and Mrs. John Reiners (seventh grade).

The Code will go into effect throughout the school beginning in September of 1999. We will continue to study the Code and its effect on student behavior in the school. We welcome your suggestions and advice at any time, and we ask for your help in working with your child so that he/she can meet the expectations of the Code.

Thank you for your help and for your cooperation.

Sincerely yours,

Patricia C. Munyan
Principal

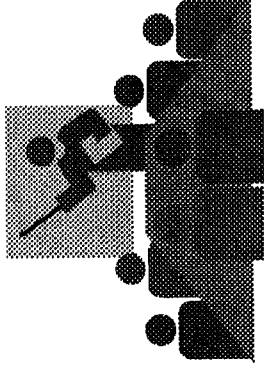
Appendix B

The Code of Student Behavior

Holy Name School

Fifth and Vine Streets
Camden, New Jersey 08102

Code of Student Behavior



Developed 1998-1999 Academic Year

Patricia C. Mulyan, Principal
Sister John Patrice, SSJ, Faculty Advisor

Student Committee

Joshua Lopez, Grade Eight
Ramon Vela, Grade Eight
Lynda Lopez, Grade Seven
Ian Miranda, Grade Seven
Mariannie Zayas, Grade Six

Parent Advisory Panel

Ms. Judy Navedo
Mr. and Mrs. Pedro Perez
Ms. Selena Ratliff
Mr. and Mrs. John Reiners

Expectations	Definition	Consequences		
		1st Offense	2nd Offense	3rd & Subsequent Offenses
All students will come to class prepared to learn.	Students will have books, pens, glasses, etc. Homework will be done.	Verbal warning Make up work	Make up work Additional assignment	Parental notification Make up work Additional assignment
Students will bring to class only what is needed for school work.	No laser pens, games, electronic devices, etc.	Confiscation of item Returned to student at end of school day Possible notification of parents	Confiscation of item Returned to parent at end of school year Possible detention	Confiscation of item Returned to parent at end of school year Possible suspension
Students will treat themselves, each other, faculty and staff with respect in word and action	No laughing at mistakes Not interrupting No "body art" No improper words, actions, looks, gestures No name calling No racial, ethnic, sexual comments No verbal or non-verbal intimidation No "mind games"/bullying	Verbal reminder Verbal reminder Removal of "art" Verbal reminder Warning and parental notification Warning and parental notification	Written apology Possible detention Removal of "art" Community service Detention with assignment Parental notification One-day suspension Parental notification One-day suspension	Written apology Possible suspension Removal of "art" Community service Possible counseling One-day suspension Possible counseling Parental notification Saturday detention Possible counseling Possible expulsion Parental conference at a Saturday detention Possible counseling Possible expulsion

Expectations		Consequences		
	Definition	1st Offense	2nd Offense	3rd & Subsequent
	<p>No physical contact</p> <p>No inappropriate body language</p> <p>No personal questions</p> <p>No comments on physical characteristics</p>	Warning and parental notification	Parental notification One-day suspension	Parental conference at a Saturday detention Possible counseling Possible expulsion
Students will dress appropriately according to the school uniform dress code.	<p>Please refer to the uniform dress code for appropriate attire</p>	Parental notification Confiscation of jewelry Lending of ties/belts	Parental notification Loss of privileges Confiscation of jewelry Lending of ties/belts	Parental notification Loss of privileges Confiscation of jewelry Lending of ties/belts Payment of fine
Students are expected to behave appropriately in the hallways and on the stairs.	<p>No talking</p> <p>No physical contact</p> <p>Form and walk in lines as per teacher direction</p> <p>Demonstrate respect for classes in session</p> <p>Walk quietly</p> <p>No running</p>	Verbal reminder and warning	Loss of privileges Written essay on appropriate behavior	Teach appropriate behavior to lower grade students After-school detention with practice of behavior
Students are expected to behave appropriately in the cafeteria and in the After-School Program. **teachers assign door holders/line leaders	<p>No food fights</p> <p>Low noise level</p> <p>Follow instruction of adults</p> <p>Proper disposal of trash</p> <p>Orderly lines**</p> <p>Orderly dismissal with Chairs pushed in</p>	<p>Clean up</p> <p>Warning</p> <p>Loss of privileges</p> <p>Clean up</p> <p>Practice instead of recess</p>	<p>Notification/suspension</p> <p>Silent lunch/one week</p> <p>Loss of privileges/week</p> <p>Community service</p> <p>Detention</p>	<p>Parent conference</p> <p>Parent conference</p> <p>Parent conference</p> <p>Saturday cleaning duty</p> <p>Detention</p>

Expectations	Definition	Consequences		
		1st Offense	2nd Offense	3rd & Subsequent
Students are expected to enjoy a safe recess period.	Organized games "Ball area" Schedule for "ball area" "Quiet room" for inside recess Ask permission to leave room during inside recess	Loss of privileges/one day Verbal reminder Lunch detention	Loss of privileges/two days with parental notification Loss of privileges/one day Lunch detention and after-school detention	Loss of privileges/one week with parental notification Loss of privileges/two days Office detention
Students will treat school property with respect.	No writing on: walls, desks, other furniture, books, book covers, etc. No damage to walls, desks, etc.	Book recovering or cleaning Payment for repairs	Parental notification One-day suspension	Parental notification Two-day suspension Possible expulsion
Students will act with honesty in word and action.	No lying No cheating No forgery	Parental notification Detention Loss of grade Parental notification One-day suspension Parental notification One-day suspension	Parental notification One-day suspension Loss of grade Parental notification Two-day suspension Parental notification Two-day suspension	Parental notification Two-day suspension Possible counseling Loss of grade Parental notification Two-day suspension Possible counseling Parental notification Two-day suspension Possible counseling

Biographical Data

Name	Patricia Coonelly Munyan
High School	Archbishop Prendergast High School Drexel Hill, PA
Undergraduate	Bachelor of Arts English Glassboro State College Glassboro, NJ
Graduate	Master of Arts School Administration Rowan University Glassboro, NJ
Present Occupation	School Principal Holy Name Parish School Camden, NJ