



Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”

Guidelines for Developing

- **Model Codes of Conduct**
- **Model Behavior Support Process**
- **Model Progressive Discipline Process**
- **Model Parental Involvement Process**

Table of Contents

	Page
1. Guidelines/Model for Developing Student Code of Conduct	3
2. Guidelines/Model for Developing Behavior Support Process	14
3. Guidelines/Model for Developing Progressive Discipline Process	21
4. Guidelines/Model for Developing Parental Involvement Process	39

**GUIDELINES FOR DEVELOPING
A
STUDENT CODE OF CONDUCT**

Guidelines for Developing A Student Code of Conduct

Introduction

In addition to academic preparation, schools are responsible for instilling in our youth the behaviors that are required to sustain society. To achieve this goal, schools must identify what is acceptable behavior and what is unacceptable behavior. The latter would be incomplete without also specifying what consequences these bring. To a great degree, the level of effectiveness of this approach determines how successfully a school can teach academics.

Schools generally define and shape desirable behavior within the framework of a code of conduct. Consequences and punishments for unacceptable behaviors are specified in a discipline policy. Neither by itself is sufficient to completely address the spectrum of student behavior. Merely stating desired behavior has no provision for inevitable misconduct; having only a discipline code dwells on the negative and does not provide a positive direction.

Georgia law (O.G.C.A. 20-2-735) requires that all local boards of education adopt a student code of conduct including standards of student behavior and disciplinary action for students who violate the code of conduct. Georgia law also requires school systems to provide an opportunity for parental involvement in developing and updating student codes of conduct. Local boards of education shall provide for the distribution of student codes of conduct to each student upon enrollment and to the parents and guardians of each student. Signatures may be solicited from students, parents and guardians in acknowledgement of the receipt of the student codes of conduct.

Definitions

Codes of conduct specify behavior that is accepted or prohibited in the school as well as in any setting that is related to the school. Codes of conduct generally state the behavior expected to be demonstrated by the student.

Discipline policies outline consequences/punishments that will occur in response to specific misbehavior.

The code of conduct and discipline policies may be separate documents, but generally are integrated into one document.

Elements of an Effective Code of Conduct

Establish expected behavior. Students are expected to behave themselves in a way so as to facilitate a safe and secure learning environment for themselves and other students. Students are also expected to respect their teachers and other school personnel. Pursuant to Georgia law (O.C.G.A. 20-2-751.5), codes of conduct should address the following:

1. Verbal assault, including threats of violence, of teachers, administrators, and other school personnel;
2. Physical assault or battery of teachers, administrators or other school personnel;

3. Disrespectful conduct toward teachers, administrators, other school personnel, persons attending school related functions or other students, including use of vulgar or profane language;
4. Verbal assault of other students, including threatening violence or sexual harassment as defined pursuant to Title IX of the Education Amendments of 1972;
5. Sexual harassment as defined pursuant to Title IX of the Education Amendments of 1972 or physical assault or battery of other students;
6. Guidelines and consequences resulting from failure to comply with compulsory attendance as required under Georgia law (O.C.G.A. 20-2-690.1);
7. Willful or malicious damage to real or personal property of the school or to personal property of any person legitimately at the school;
8. Inciting, advising, or counseling of others to engage in prohibited acts;
9. Marking, defacing or destroying school property or the property of another student;
10. Possession of a weapon, as provided for in Georgia law (O.C.G.A. 16-11-127.1);
11. Unlawful use or possession of illegal drugs or alcohol;
12. Willful and persistent violation of student codes of conduct;
13. Bullying as defined in Georgia law (O.C.G.A. 20-2-751.4);
14. Any off-campus behavior of a student which would result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process.

1. Encourage parent, community, staff, and student support. Community and parent support of the system and its discipline code is critical. The system must ask parents, and may wish to include staff, students and community representatives to serve on the team developing the code. This cross-section of the community will allow for broad representation of ideas and values. Codes must also specify how communications with parents and the community will be maintained throughout the discipline process. Once completed, the code should be shared with all interested parties and any feedback should be given serious consideration.
2. Are written in easy-to-understand terms. Write codes in clear and concise language identifying unacceptable behavior and specify the consequence that will be administered for engaging in the behavior.

Clear and concise codes are essential for understanding and support of an orderly school by the community and parents. Clear and concise codes also help teachers and other school personnel who are responsible for administering them to act swiftly and with authority.

An example of a code statement is as follows:

Behavior:	Destruction of school property.
Consequence:	Parent conference; After-school detention; Assignment to In-School Suspension.

Student codes of conduct/discipline policies shall identify consequences to address specific misbehavior as specified by law (O.C.G.A. § 20-2-751.5).

3. Include consequences for unacceptable behaviors, as defined by the local system, from minor to severe. Schools must facilitate the development of self-discipline in students. Neglecting to address minor unacceptable behaviors such as rudeness and other disruptive actions may

lead to more serious behaviors. Codes that focus on one or the other may undermine the development of self-discipline in students. For schools to maintain a safe and orderly environment, systems must handle the full range of unacceptable behaviors.

4. Match consequences with the severity of the misbehavior. Codes should list separately minor and severe misbehavior with the resulting disciplinary action. Codes constructed in this format allow students to immediately identify the range of actions, from loss of privileges to expulsion, that may result from misbehavior.
5. Require prompt removal of dangerous and chronically disruptive students from the learning environment. Georgia law authorizes teachers to remove from his or her classroom any student who repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the other students to learn. When the student's behavior violates the code of conduct, steps are outlined as to the procedure schools must use to notify parents and obtain appropriate placement of the student. Appropriate placement may range from suspension to participation in an alternative school.
6. Provide for the annual review and updating of the code of conduct. Based on the statistical data collected regarding discipline, the school should review the code to determine if corrections, additions or deletions are necessary. Data and feedback of staff, parents, and students are critical to keeping the code of conduct relevant to the student body. Sharing the data with the community and parents ensures the perception of a safe and orderly school.
7. Take in to account any disability of the student when addressing misbehavior. All discipline of students with disabilities must follow the requirements of Section 504 of the Rehabilitation Act of 1973, IDEA, and the Georgia Special Education rules.

MODEL CODE OF CONDUCT

These are model codes of conduct appropriate for elementary and middle/high school students. These models should not be considered as requirements, but as guides for local system to use in developing or revising their codes of conducts. Each local board of education should allow its board attorney to review the codes of conduct before adoption by the board.

Code of Conduct

The purpose of this code is to provide students in the ABC County School System an effective and safe learning environment. This brochure has been prepared in accordance with the Discipline Procedures of the ABC County School System. It contains information for school personnel, students, and parents. Included in the brochure is an outline of expected behaviors and the consequences relating to various violations. Expected behavior is behavior that promotes learning and encourages maturity during the school day as well as during all school-related activities. Students and their parents need to know and understand this code in order to achieve these goals. Students SHOULD:

Participate fully in the learning process. Students need to report to school and class on time, attend all regularly scheduled classes, remain in class until excused or dismissed, pay attention to instruction, complete assignments to the best of their ability, and ask for help when needed.

Avoid behavior that impairs their own or other students' educational achievement. Students should know and avoid the behaviors prohibited by this code, take care of books and other instructional materials, and cooperate with others.

Show respect for the knowledge and authority of teachers, administrators, and other school employees. Students must obey reasonable directions, use acceptable and courteous language, avoid being rude, and follow school rules and procedures.

Recognize and respect the rights of other students and adults. All students should show concern for and encouragement of the educational achievements and activity participation of others.

Disciplinary action for violations of expected behaviors will include appropriate hearings and reviews. In all cases, the rights of individuals will be ensured and protected. The ABC County School System will make every reasonable effort to administer the discipline code consistently in all schools. When applicable, individualized plans (i.e. IEP, 504, and SST) will be reviewed for appropriate consequences.

DISCIPLINE GLOSSARY OF TERMS

Bus Suspension – The student is suspended from the bus for a specified period of time by the local school administrator. The student is expected to attend school, but the parents are responsible for providing transportation to school.

Detention – Student attends a work/study session outside of regular school hours. Student makes arrangements for transportation.

Disciplinary Probation – A student found guilty of certain offenses may be placed on probation by the local school and/or the Student Disciplinary Panel. Probation is a trial period during which a student violating school and/or school system rules is subject to further disciplinary action.

Due Process – A student is afforded oral or written notice of the charges against him/her and is given an opportunity for a review, hearing or other procedural rights in accordance with state and federal laws.

In-School Suspension – The student is removed from regular classes for a specified period of time at the local school. Class work assignments are sent to the student by the teachers.

Long-Term Suspension – The student is suspended out-of-school for more than ten (10) days.

Non-Prescription Drug – Over-the counter drug not authorized by a registered physician and not prescribed for the student. Student use is prohibited except in accordance with local school policy.

Permanent Expulsion – The student is removed from all public school property and activities or events for an indefinite period of time. This action may be taken by the Board of Education or Student Disciplinary Board. School work may not be made up or credit given.

Prescription Drug – Use of a drug (medication) authorized by a registered physician *and* prescribed for the student. Student or parent should inform the school on the use of medically prescribed drug.

Short-Term Suspension – The student is suspended out of school up to ten (10) days by the local school administrator. The student may be suspended for an accumulation of offenses, as well as a major offense. Suspended students may make up those tests and assignments that the teacher determines will have impact on the student's final grade and mastery of course content. Assignments that the teacher does not require to be made up will not count towards a student's final grade. It is the student's responsibility to make arrangements to make up work within five (5) school days upon return to school. During the term of suspension the student is not allowed on the school campus or at any school activity or school-sponsored event.

Student Disciplinary Panel – A three-member panel composed of an administrator, teacher, counselor, social worker or school officials. The Panel hears evidence presented by the school system, the student, and parents when a student is referred by the local school principal or his/her designee. The Panel has the authority to make decisions ranging from returning the student to the local school to recommending to permanent expulsion of the student.

Transmission – The passing of any substance, article, or weapon to another person.

Waiver of Right to Attend Student Disciplinary Panel – Parents may sign a waiver if they cannot attend or do not elect to attend the panel hearing. In the event a parent or student does not attend the hearing, it will proceed as scheduled.

Zero Tolerance – There will be consequences for serious drug, weapon, and youth gang/hate group offenses on school property or at a school activity, function or event. The school system will be proactive. Each individual case will be reviewed.

AWOL – Unauthorized absence and/or leave from class, school, activity, or event.

Bus Misconduct – Failure to comply with rules of bus safety or Student Conduct Behavior Code.

Chronic Lack of Supplies – Repeatedly reporting to class without necessary materials such as books, physical education attire, supplies, etc.

Disobedience/Insubordination – Failure of the student to comply with a reasonable direction or instruction by staff.

Disrespect – Responding in a rude and impertinent manner.

Disruption – Behaving in a manner which interferes with educational activities.

Fighting – Involves the exchange of mutual physical contact such as pushing, shoving and hitting, with or without injury.

Harassment/Intimidation/Verbal Abuse – Disturbing consistently, by pestering or tormenting in the classroom, on the school bus, or elsewhere on the school site.

Inappropriate Dress – Dressing in a manner that disrupts the teaching and learning of others or in violation of the school's dress code.

Inappropriate Personal Property – Possession of personal property that is prohibited by the school rules, such as food, beverages, and electronic equipment.

Profanity/Vulgarity – Writings, speech, or gestures that convey an offensive, obscene, or sexually suggestive message.

Tardiness – Failure to be in assigned place at the assigned time without a valid excuse.

Truancy – The student stays out of school without permission or valid excuse.

Arson – Intentionally starting or attempting to start any fire or combustion.

Assault – A verbal threat to or an attempt to physically harm someone without actually touching him/her.

Battery – A beating or other wrongful physical violence or constraint without the person's consent.

Bomb/Explosive – A device containing combustible materials and a fuse.

Burglary – Unauthorized entry into a school district building (unoccupied) with the intent of committing a felony when the building is closed to the students and the public [See Theft].

Disorderly Conduct – Behaving in a violent or seriously inappropriate manner which disrupts the educational process.

Drug/Alcohol/Chemical Offense – Any controlled substance or alcohol; includes any transfer of a prescription drug or any substance represented or believed to be a drug, regardless of its actual content.

Extortion – Use of “mild” threats or intimidation to demand money or something of value from another (no weapon).

False Fire Alarm – Reporting a fire to school or fire officials or setting off a fire alarm without a reasonable belief that a fire exists.

Felony – Any offense punishable as a felony under Georgia or federal law.

Gambling – Playing any game of skill or chance for money or anything of value.

Loitering/Trespassing – Entering any school property or school facility without proper authority (includes student entry during a period of suspension or expulsion).

Robbery – Taking property from a person by force or violence, or threat of aggression.

Sexual Assault/Offenses – Intentional sexual contact of a harmful or offensive manner.

Theft/Larceny – Unlawful taking and carrying away of property belonging to another person (while the building is occupied) with the intent to deprive the lawful owner of its use [See Burglary].

Vandalism/Graffiti – The willful or malicious destruction or defacement of public or private property.

Weapon – An article or implement that can cause bodily harm. This includes guns, knives, razors, clubs, and nun chahka, or any other object intended to be used to inflict bodily harm, as identified in O.C.G.A. § 16-11-127.1.

MODEL CODE OF CONDUCT - Elementary Disciplinary Procedures

Violation	Level I	Level II	Level III	Level IV	Level V	Comments
1. Classroom Disruption.	X	X				
2. School disruption, participating in riot, pulling fire alarm, or arson		X	X	X		
3. Destruction, damage, defacing or theft of school or private property.		X	X	X		
4. Rude as disrespectful behavior.		X	X	X		
5. Refusal to follow instructions.	X	X		X		
6. Threatening staff or students.			X	X		
7. Assault and Battery.			X	X	X	
8. Bullying/Gang Activity.			X	X	X	
9. Profanity, vulgarity, obscene language, writing, etc.	X	X				
10. Fighting or instigating a fight.		X	X			
11. Weapons and related objects.				X	X	
12. Drugs and drug paraphernalia.				X	X	
13. Tobacco products and paraphernalia.			X	X		
14. Alcoholic beverages possession, use or being under the influence.			X	X		
15. Inappropriate bodily contact.	X	X	X			
16. Skipping class/chronic tardiness.	X	X				
17. Truancy.	X	X				
18. Conduct outside of school time/away from school that poses a threat to the school.		X	X	X		
19. Gambling.	X		X	X		
20. Loitering, trespassing.			X	X		
21. Disruptive behavior on bus.	X			X		
22. Cheating.	X		X	X		
23. Paging Devices.	X	X	X	X		
24. Refuse to serve ISS.		X	X	X		
25. Misuse of equipment.		X	X	X		
26. Inappropriate dress.	X	X	X			
27. Any other conduct .considered by the principal to be disruptive.		X	X	X		

MODEL CODE OF CONDUCT - Middle/High School Disciplinary Procedures

Violation	Level I	Level II	Level III	Level IV	Level V	Comments
1. Classroom Disruption.	X	X				
2. School disruption, participating in riot, pulling fire alarm, or arson.		X	X	X		
3. Destruction, damage, defacing or theft of school or private property.	X	X	X	X		
4. Rude as disrespectful behavior.	X	X	X	X		
5. Refusal to follow instructions.	X	X	X	X		
6. Threatening staff or students.		X	X	X		
7. Assault and Battery.			X	X		
8. Bullying/Gang Activity.		X	X	X		
9. Profanity, vulgarity, obscene language, writing, etc.	X	X				
10. Fighting or instigating a fight.	X	X	X	X		
11. Weapons and related objects.				X		
12. Drugs and drug paraphernalia.	X	X	X	X		
13. Tobacco products and paraphernalia.	X	X				
14. Alcoholic beverages possession, use or being under the influence.		X	X			
15. Inappropriate bodily contact.	X	X	X			
16. Skipping class/chronic tardiness.	X	X	X			
17. Truancy.	X	X	X			
18. Conduct outside of school time/away from school that poses a threat to the school.		X	X	X		
19. Gambling.	X	X				
20. Loitering, trespassing.	X	X	X			
21. Parking, traffic violations.	X	X	X			
22. Cheating.	X	X				
23. Paging Devices.		X	X			
24. Refuse to serve ISS.		X	X	X		
25. Misuse of equipment.		X	X			
26. Inappropriate dress..	X	X				
27. Any other conduct considered by the principal to be disruptive.	X	X				

Parent Form

Please sign below indicating that you have read the Student Code of Conduct and return the form to your child's school. If you have any questions, please talk with your child's principal or his/her designee. Thank you for your cooperation in helping the system provide quality education for all of our children.

Parent or Guardian Signature

Date

Student Signature

Date

**Guidelines for Developing
a
Behavior Support Process**

GUIDELINES FOR DEVELOPING A BEHAVIOR SUPPORT PROCESS

The Behavior Support process developed pursuant to the Improved Student Learning Environment and Discipline Act of 1999 “shall be designed to create the expectation that the process of disciplining students will include due consideration, as appropriate in light of the severity of the behavioral problem, of student support services that may help the student address behavioral problems and that may be available through the school, the school system, other public entities, or community organizations.” [O.C.G.A. § 20-2-735 (c)]

Introduction

Students have changed as society has changed. Students today come to school with needs that seemingly are different from the needs of students in the past. Therefore, they need services that exceed what a regular classroom teacher can provide. These services must recognize the need for comprehensive and flexible support that is school and community-based and available to all children and their families. The behavior support process must recognize and build on strengths that exist in all young people, their families and communities, creating a system of supports and opportunities that promote positive choices and behavior.

Definition

A behavior support process is a mechanism for identifying and addressing those behaviors and environmental influences that promote the positive emotional, mental, social, and academic achievement needs of students.

This process is designed to provide services to the chronic disciplinary problem student (Level III, IV, and V offenses); however, it may be used at any level at the discretion of the school professionals.

Guiding Principles

The delivery model of the Behavior Support Process should be:

- Student Centered – belief in the ability of the student to effect positive change in behavior.
- Family Focused – including parents as essential partners in promoting self-discipline of students.
- Prevention Oriented – being proactive about helping students to avoid negative behaviors initially as well as helping troubled students to avoid future difficulties.
- Community-Based – utilizing services that are accessible to students and their parents.
- Goal Oriented – actively working to see that desired behavior occurs by fostering positive school climate.

Although the Behavior Support Process and the Student Support Team Process are not the same thing, these two entities can complement each other. For example, the Behavior Support Plan can be used as a part of the required Student Support Team documentation and the Student Support Team can develop a Behavior Support Plan as a part of its attempt to assist a student. A student is not required, however, to go through the Student Support Team Process for the development of a Behavior Support Team.

Basic Elements of the Process

1. Develop a plan based on a multi-strategy approach that seeks to organize the school, school system, parent, and community efforts into a comprehensive and integrated framework that is an integral part of the school's overall mission.

Central to the framework is its ability to encompass existing programs as models. It is important that the plan identify a case management system and an individual that will manage the process for each student.

2. Provide for support strategies that build on strengths of students rather than those that focus on behavioral deficits.
 - Help students establish individual goals, relevant benchmarks, and a time frame for accomplishment.
 - Focus on youth development, e.g., service learning, problem solving skills development, leadership development, mentoring, peer mentoring, peer mediation, and conflict management.
3. Customize supports and services for the student.
 - Use assessment methods, both formal and informal, that build on student strengths.
 - Individualize assessments using multiple methods to develop a profile of the whole child.
 - Use an interdisciplinary team approach, such as the Student Support Team (SST) to determine and/or provide supports and services that meet the needs of the student. The composition of the team can vary based on the needs of the referred student. Suggested representation would be the parent, school psychologist, social worker, teacher, counselor, and principal. Other agency representatives should be included as appropriate.
 - Integrate school-based and community-based services.
 - Link support services to the student code of conduct and discipline policies.
 - Consider the discipline and behavioral history.
 - Ensure that supports are developmentally and age appropriate.
 - Ensure that supports and services are congruent with the behavior.
 - Evaluate student's progress and modify the strategies accordingly.
4. Utilize relevant and effective community resources.
 - Have representatives of youth organizations and services provide input as to availability of resources.
 - Use community organizations and services that are culturally relevant, complete, and responsive to the schools request for assistance.
 - Conduct follow-up with service providers regarding the services delivered and the impact on the student's behavior.

Behavior Support Process
Referral Form

Date: 1/25/00 Case Manager Assigned/Phone No.: Jane Doe/404-555-1234

Student Name: John Smith DOB: 10/10/88

School: ABC Middle Grade: 7 Referring Teacher: Mary Jones

How long have you known the student? From 8/98 to 1/00

Reason for the referral:

John has repeatedly used profanity with other students and teachers when he is in a frustrating situation. This is the third occurrence of this type of behavior.

Is this student absent excessively? YES: _____ NO : X

Describe typical behavior in school.

John is an average student who seems to be a loner. He associates with students who wear gang colors. He is a follower in this group. He does not participate in school activities. He often is unprepared for class.

Describe significant strengths. (academic and/or behavioral).

John will complete tasks assigned in language arts and reading. He will apologize when he has acted inappropriately in conference with mother present. He will listen to Mr. Bob, the basketball coach when he is corrected for using profanity.

Describe significant weaknesses. (academic and/or behavioral).

He has problems with word problems in math. He is unable to concentrate for long periods of time. He is easily distracted. He is easily frustrated. When frustrated he stutters. When children make fun of him or the teacher corrects him, he uses profanity.

Current academic and/or behavioral assessments given and results.

ITBS:	Date	%tile	Date	%tile	Date	%tile
Tot. Read.	3/98	54				
Tot. Lang.	3/98	48				
Tot. Math.	3/98	35				

Other Test Data:

Teacher Observation:

John is big for his age. He acts very immaturity and is easily lead to misconduct. He is easily frustrated.

Have the parent(s)/guardian(s) been contacted about the problem(s) indicated?

YES: X NO: _____ If YES, how many times? 3

How was contact made or attempted?

<u>Date</u>	<u>Form of Contact</u>
1/5/99	Parent called.
4/99	Parent called.
10/99	Letter sent through mail scheduling parent conference.
11/99	Certified/ Return receipt requested letter.

Parental response:

1/5/99	Parent cordial on phone. She will talk with John about his behavior.
4/99	Parent not at home - did not return call.
10/99	Parent attended conference – will work with student.
11/99	Parent signed for letter/did not attend conference..

Describe behavioral and discipline history. (list specific code of conduct violations and consequences)

<u>Date</u>	<u>Behavior</u>	<u>Consequence</u>
1/5/99	Classroom disruption	Teacher phone call/parent conference
4/99	Classroom disruption	Detention
10/99	Rude Behavior toward teacher, and used profanity	2 days ISS
11/99	Rude Behavior toward teacher, and used profanity	Short-term Suspension (3 days)

Describe effectiveness of past discipline procedures.

Parent conference and detention have stopped classroom disruptions.
ISS was not effective. Student continues to be rude and disrespectful to teachers and use profanity. Suspension seems to have stopped this behavior.

What support services has the student previously received through the school setting?

Individual and group counseling.

Tutoring in math by teacher.

Are other community agencies involved with the student and/or the family? YES: X NO: ___

Which agencies are involved and how?

Dept. of Children and Family Services – Family counseling

Boy's Club – After-school program

Big Brothers/Big Sisters – Mentoring

Does the student have a current IEP or 504 Plan? YES: _____ NO: X

Completed By: James Joyce Date: 1/25/00

Behavior Support Process
Behavior Support Plan

Date: 1/25/00

Student Name: John Smith DOB: 10/10/88

School: ABC Middle Grade: 7

Teacher(s):	Mary Jones	Mary Smith
	Joe Johnson	Alice Faye
	Al Hurt	Doug Williams

Case Manager Assigned/Phone No.: Jane Doe / 404-555-1234

Support Plan Members	Agency Represented
Margaret Mitchell	Middle School Counselor
Joe Ward	DFACS
Mary Jones	Referring teacher
Carol Smith	Parent
Jane Doe	DFACS
Christine Robinson	Assistant Principal

Student Behavior Goals:	Timelines:
To refrain from use of profanity at school and home.	3/00
To speak to teachers in a moderate tone and respectful manner.	2/00
To participate in one after-school activity.	4/00
To attend math tutoring at least two times per week.	2/00

Intervention strategies to be implemented:
Group counseling.
Continue mentoring.
Parenting classes on discipline for mother with middle school children.
Daily behavior sheet.
Behavior contract with review every four weeks.

School and community resources and responsibilities for implementing intervention strategies:

Group counseling	School and DFACS
School Activity	Basketball coach
Case Management	DFACS
After-school activity	Boys' Club
Mentoring	Big Brothers/Big Sisters
Math tutoring	100 Black Men

Parent/family involvement for implementing intervention strategies:
Mother will talk with counselor.
Mother to attend parenting classes.
Mother to sign daily behavior sheets and behavior contract.
Mother will assist John with completion of math homework.
Mother will monitor attendance at Boys' Club and 100 Black men activity.
Mother will attend at least one basketball game or one school function.

Behavior support follow-up:

Date: At least 30 school days after implementation of plan

Progress on student goals: Impact of plan on student behavior: (list specific code of conduct violations since implementation of plan).

No code of conduct violations in last 30 days.

Report from counselor: John is attending sessions and progressing well. Has made friends with two students in group.

Report from Boys' Club: John is attending regularly. He is not using profanity with other students.

100 Black Men: John increased by a minimum of 10 % his proficiency on fraction word problems.

Mother attended all parenting classes.

Intervention strategies revisions (if needed)

None

Completed by: Jane Doe Date: 1/25/00

**GUIDELINES FOR DEVELOPING
A
PROGRESSIVE DISCIPLINE PROCESS**

GUIDELINES FOR DEVELOPING A PROGRESSIVE DISCIPLINE PROCESS

Definition

“Progressive discipline processes...shall be designed to create the expectation that the degree of discipline will be in proportion to the severity of the behavior leading to the discipline, that the previous discipline history of the student being disciplined and other relevant factors will be taken into account, and that all due process procedures required by federal and state law will be followed.” (O.C.G.A. 20-2-735)

Guiding Principles

1. Each incident of inappropriate behavior is unique in terms of situational variables. Similarly, disciplinary action will reflect consideration of a number of factors specific to the student involved in the misbehavior.
2. This model strives for a safe and orderly student learning environment through a systematic process of behavioral correction.
 - ◆ Inappropriate behaviors are followed by consequences.
 - ◆ Inappropriate behaviors are substituted with those that are consistent with the character traits identified in Georgia’s Character Education Program.
3. Students in violation of the code of conduct cannot be assumed to have had sufficient instruction and/or practice in utilizing the particular character trait(s) related to the misbehavior. As such, disciplinary action should include engaging students in activities/events that reflect desirable character traits.
4. Parents are viewed as integral partners to be utilized when addressing students’ misbehavior.
5. Students who engage in continual minor acts of misconduct, as well as those who engage in even a single act of more serious misconduct, are considered candidates for the school’s Behavior Support Processes.

Common Elements

1. Disciplinary action shall be in response to alleged violations of the student code of conduct established and approved by local board policies.
2. Due process procedures required by federal and state law will be followed.
 - ◆ The degree of disciplinary action will be in proportion to the severity of the misbehavior.

Note: Local board policies shall require that, upon finding that a student has committed the offense of bullying for the third time in a school year, such student shall be assigned to an alternative school as minimum punishment. (O.C.G.A § 20-2-751.4)

3. In most situations, disciplinary action should reflect both a consequence and an opportunity to be successfully engaged in related character traits from Georgia’s Character Education Program.
4. It is the policy of this state that it is preferable to reassign disruptive students to isolated and individual oriented in-school suspension programs or alternative educational settings rather than to suspend or expel such students from school.

Considerations

1. All progressive discipline components noted in this section are minimum requirements. Additional components may be set forth by the local board of education.
2. Students are responsible to all those with whom they come in contact during the school day. As such, progressive discipline supports granting authority to professional staff members to impose discipline consequences for *minor* acts of misconduct. (Teachers, for example, may require students to serve a classroom detention after school for a minor infraction occurring during that class.) However, when a student is believed to be engaging in a similar pattern of minor misbehavior, or when a student has committed a more serious violation of the school rules, the principal must assume responsibility for the discipline process.
3. Georgia's Character Education Program reflects character traits that must be routinely demonstrated and identified by all stakeholders in the education process.
4. Utilization of the Behavior Support Process should be considered for students who repeatedly engage in minor acts of misbehavior and for those who have engaged in behaviors resulting in Level III, IV or V discipline.

MODEL PROGRESSIVE DISCIPLINE - ELEMENTARY

This progressive discipline model is divided into five levels. Each level represents progressively more serious misbehavior and consequences. The level of discipline imposed shall be based on the severity of the misbehavior.

Level I Discipline

Level I discipline is used for minor acts of misconduct which interfere with orderly school procedures, school functions, extracurricular programs, approved transportation, or a student's own learning process. Students may be disciplined by the professional staff member involved or may be referred directly to the principal.

Professional staff members may utilize any of the discipline management techniques appropriate for the situation, including, but not limited to the following:

1. Classroom detention after-school.
2. Loss of recess or other free choice time.
3. Isolation during lunch.
4. Classroom isolation from peers.
5. Student participation in conference with parent/guardian and teacher.
6. Participation in a school-service project which enables the student to be engaged in the desired character trait(s).
7. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s).

The principal may utilize any of the above discipline management techniques, and/or may employ:

1. Student participation in conference with parent/guardian, teacher, and/or principal.
2. Restriction from school programs and special assemblies.
3. Assignment to after-school detention hall.
4. Partial day in-school suspension (ISS).
5. Full day in-school suspension (ISS) for one school day.
6. Participation in the cleaning/repair of any damage caused to the school-related environment.
7. Any other disciplinary technique that positively promotes the student code of conduct and desired character trait(s).

Level II Discipline

Level II discipline offenses are intermediate acts of misconduct that require administrative intervention. These acts include, but are not limited to, repeated, unrelated acts of minor misconduct and misbehaviors directed against persons or property, but which do not seriously endanger the health, safety or well being of others. Consideration of necessary behavior support services should be given, if not already provided.

Students guilty of a Level II offense may receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including, but not limited to the following:

1. Student participation in conference with parent/guardian, teacher and/or principal.
2. Restriction from programs and special assemblies.
3. Assignment to after-school detention hall.
4. Assignment to lunchtime detention hall.

5. Partial day in-school suspension (ISS).
6. Full day in-school suspension (ISS) for up to five school days.
7. Suspension from school for up to three school days, which shall include any time during which the student was subject to suspension pending Investigation.
8. Participation in the cleaning/repair of any damage caused to the school-related environment.
9. Financial restitution for the repair of any damage caused to the school-related environment.
10. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s).
11. Participation in a school service project which enables the student to be engaged in the desired character trait(s).
12. Any other disciplinary technique that positively promotes the student code of conduct and desired character trait(s).

Note: Level II differs from Level I in that it omits classroom detention, classroom isolation, loss of recess, and lunch isolation, while adding assignment to lunch detention hall, increasing the maximum number of days in ISS from one to five, adding financial restitution for the repair of any damage caused to the school-related environment, providing for out-of-school suspension for up to three days, and prompting consideration of behavior support services.

Level III Discipline

Level III discipline offenses are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, serious disruptions of the school environment, threats to health, safety, or property, and other acts of serious misconduct. These offenses must be reported to the principal. Offenses that threaten the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school-sponsored activities for up to three school days, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the principal is an element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services should be given, if not already provided.

Students guilty of a Level III offense may receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including, but not limited to the following:

1. Restriction from programs and special assemblies.
2. Full day in-school suspension (ISS) for up to ten school days.
3. Suspension from school for up to five school days, which shall include any time during which the student was subject to suspension pending investigation.
4. Participation in the cleaning/repair of any damage caused to the school-related environment.
5. Financial restitution for the repair of any damage caused to the school-related environment.
6. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior and the related character trait(s).
7. Participation in a school-service project which enables the student to be engaged in the desired character trait(s).
8. Any other disciplinary technique that positively promotes the student code of conduct, and desired character trait(s).

Note: Level III differs from Level II in that it requires student and parent/guardian participation in a conference with the principal for any discipline incident in this category, omits assignments to detention hall, omits partial day assignments to ISS, increases the maximum number of days

in ISS from five to ten, provides an option to immediately suspend a student from school for up to three school days in situations in which the health, safety, or well-being of others is at-risk during the disciplinary investigation, and increases the maximum number of out-of-school suspension days from three to five.

Level IV Discipline

Level IV discipline offenses represent the most serious acts of misconduct. These offenses must be immediately reported to the principal. These violations are so serious that they may require use of outside agencies and/or law enforcement. Such acts may also result in criminal penalties being imposed. Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school-sponsored activities for up to three school days, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the principal is an element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services should be given if not already provided.

Students guilty of a Level IV offense may receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including but not limited to the following:

1. Restriction from programs and special assemblies.
2. Suspension from school for up to ten school days, which shall include any time during which the student was subject to suspension pending investigation.
3. Participation in the cleaning/repair of any damage caused to the school-related environment.
4. Financial restitution for the repair of any damage caused to the school-related environment.
5. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s).
6. Participation in a school-service project which enables the student to be engaged in the desired character trait.
7. Any other disciplinary technique that positively promotes the student code of conduct and desired character trait(s).
8. Expulsion.

Note: Level IV differs from Level III in that it requires student and parent/guardian participation in a conference with the principal for all discipline incidents in this category, and increases the maximum number of days suspended from school from five to ten.

Level V Discipline

Level V discipline is utilized for students in grade six or the age equivalent whose behaviors cause them to be excluded from the regular school program. Examples of Level V behavior include chronically disruptive behavior, extremely violent behavior, and weapon possession.

Because Level V discipline results in placement in a separate alternative educational program for no less than ten days, students in this discipline level have benefit of due process, such as the process provided by the school discipline tribunal or the procedural safeguards and other requirements identified in the 1997 federal Individuals with Disabilities Education Act and the Georgia Board of Education's special education rules.

MODEL PROGRESSIVE DISCIPLINE - MIDDLE AND HIGH SCHOOL

This progressive discipline model is divided into four levels. Each level represents progressively more serious misbehavior and consequences. The level of discipline imposed shall be based on the severity of the misbehavior.

Level I Discipline

Level I discipline is used for minor acts of misconduct which interfere with orderly school procedures, school functions, extracurricular programs, approved transportation, or a student's own learning process. Students may be disciplined by the professional staff member involved or may be referred directly to the principal.

Professional staff may utilize any of the discipline management techniques appropriate for the situation, including but not limited to the following:

1. Classroom detention after school.
2. Isolation during lunch.
3. Classroom isolation from peers.
4. Student participation in conference with parent/guardian and teacher.
5. Participation in a school-service project which enables the student to be engaged in the desired character trait(s).
6. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior and the related character trait(s).

The principal may utilize any of the above discipline management techniques, and/or may employ:

1. Student participation in conference with parent/guardian, teacher, and/or principal.
2. Restriction from school programs and special assemblies.
3. Assignment to after-school detention hall.
4. Partial day in-school suspension (ISS).
5. Full day in-school suspension (ISS) for up to three school days.
6. Participation in the cleaning/repair of any damage caused to the school-related environment.
7. Any other disciplinary technique that positively promotes the student code of conduct and desired character trait(s).

Level II Discipline

Level II discipline offenses are intermediate acts of misconduct which requires administrative intervention. These acts include, but are not limited to, repeated, but unrelated, acts of minor misconduct and misbehaviors directed against persons or property but which do not seriously endanger the health, safety or well-being of others. Consideration of necessary behavior support services should be given, if not already provided.

Students guilty of a Level II offense may receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including, but not limited to the following:

1. Student participation in conference with parent/guardian, teacher, and/or principal.
2. Restriction from programs and special assemblies.
3. Assignment to after-school detention hall.
4. Assignment to lunchtime detention hall.
5. Partial day in-school suspension (ISS).

6. Full day in-school suspension (ISS) for up to five school days.
7. Suspension from school for up to three school days, which shall include any time during which the student was subject to suspension pending investigation.
8. Participation in the cleaning/repair of any damage caused to the school-related environment.
9. Financial restitution for the repair of any damage caused to the school-related environment.
10. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s).
11. Participation in a school-service project which enables the student to be engaged in the desired character trait(s).
12. Any other disciplinary technique that positively promotes the student code of conduct and desired character trait(s).

Note: Level II differs from Level I in that it omits classroom detention, classroom isolation, and lunch isolation, adds assignment to lunch detention hall, increases the maximum number of days in ISS from three to five, adds financial restitution for the repair of any damage caused to the school-related environment, provides for out-of-school suspension for up to three days, and prompts consideration of behavior support services.

Level III Discipline

Level III discipline offenses are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, serious disruptions of the school environment, threats to health, safety, or property and other acts of serious misconduct. These offenses must be reported to the principal. Offenses that threaten the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school-sponsored activities for up to three school days pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the principal is an element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services should be given, if not already provided. Due process procedures required by federal and state law will be followed. These may include such procedures as the school disciplinary tribunal and/or procedural safeguards provided by the 1997 Individuals with Disabilities Education Act.

Students guilty of a Level III offense may receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including, but not limited to the following:

1. Restriction from programs and special assemblies.
2. Full day in-school suspension (ISS) for up to 15 school days.
3. Suspension from school for up to five school days, which shall include any time during which the student was subject to suspension pending investigation.
4. Placement in an alternative education program for up to one semester, and until such a time as the student meets the exit requirements for the alternative school program.
5. Participation in the cleaning/repair of any damage caused to the school-related environment.
6. Financial restitution for the repair of any damage caused to the school-related environment.
7. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior and the related character trait(s).
8. Participation in a school-service project which enables the student to be engaged in the desired character trait(s).
9. Any other disciplinary technique that positively promotes the student code of conduct and desired character trait(s).

Note: Level III differs from Level II in that it requires student and parent/guardian participation in a conference with the principal for any discipline incident in this category, omits assignments to detention hall, omits partial day assignments to ISS, increases the maximum number of days in ISS from five to 15, increases the number of days for out-of-school suspension from three to five days, provides an option to immediately suspend a student from school for up to three school days in situations in which the health, safety or well-being of others is at-risk during the disciplinary investigation, and adds alternative school placement options.

Level IV Discipline

Level IV discipline offenses are the most serious acts of misconduct. These offenses must be immediately reported to the principal. These violations are so serious that they may require use of outside agencies and/or law enforcement. Such acts may also result in criminal penalties being imposed. Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school-sponsored activities for up to three school days, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the principal is an element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services should be given, if not already provided. Due process procedures required by federal and state law will be followed. These may include such procedures as the school disciplinary tribunal and/or procedural safeguards provided by the 1997 Individuals with Disabilities Education Act.

Students guilty of a Level IV offense may receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including, but not limited to the following:

1. In-school suspension (ISS) for up to 30 school days.
2. Suspension from school for up to ten school days, which shall include any time during which the student was subject to suspension pending investigation.
3. Placement in an alternative education program for up to two semesters, and until such a time as the student meets the exit requirements for the alternative school program.
4. Expulsion from the regular school program for up to one calendar year.
5. Participation in the cleaning/repair of any damage caused to the school-related environment.
6. Financial restitution for the repair of any damage caused to the school-related environment.
7. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior and the related character trait(s).
8. Participation in a school-service project which enables the student to be engaged in the desired character trait.
9. Any other disciplinary technique that positively promotes the student code of conduct and desired character trait(s).

Note: Level IV differs from Level III in that it requires student and parent/guardian participation in a conference with the principal for all discipline incidents in this category, eliminates restriction from programs and activities as an independent consequence, increases the maximum number of days in ISS from 15 to 30, increases the length of placement in an alternative school program from up to one semester to up to two semesters, increases the maximum number of days suspended from school from five to ten, and provides for expulsion for up to one calendar year.

Model Progressive Discipline Chart - Elementary

Consequence	Level I	Level II	Level III	Level IV	Level V
Implemented by professional staff					
	Classroom detention after school				
	Loss of recess or other free-choice time				
	Isolation during lunch				
	Classroom isolation from peers				
	Student participation in conference with parent/guardian and teacher				
	Participation in a school service project which enables the student to be engaged in the desired character trait(s)				
	Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s)				
Implemented by principal					
	Student participation in conference with parent/guardian, teacher, and/or principal	Student participation in conference with parent/guardian, teacher, and/or principal			
	Restriction from school	Restriction from school	Restriction from school	Restriction from school	

Consequence	Level I	Level II	Level III	Level IV	Level V
	programs and special assemblies	programs and special assemblies	programs and special assemblies	programs and special assemblies	
	Assignment to after-school detention hall	Assignment to after-school detention hall			
		Assignment to lunchtime detention hall			
	Partial day in-school suspension (ISS)	Partial day in-school suspension (ISS)			
	Full day in-school suspension (ISS) for one school day	Full day in-school suspension (ISS) for a specified number of days (up to five)	Full day in-school suspension (ISS) for a specified number of days (up to ten)		
		Suspension from school for up to three school days, which shall include any time during which the student was subject to suspension pending investigation	Suspension from school for up to five school days, which shall include any time during which the student was subject to suspension pending investigation	Suspension from school for up to ten school days, which shall include any time during which the student was subject to suspension pending investigation	
		Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s)	Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s)	Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s)	
		Participation in a school service project which enables the student to be engaged in the desired character trait(s)	Participation in a school service project which enables the student to be engaged in the desired character trait(s)	Participation in a school service project which enables the student to be engaged in the desired character trait(s)	
	Participation in the cleaning/repair of any	Participation in the cleaning/repair of any	Participation in the cleaning/repair of any	Participation in the cleaning/repair of any	

Consequence	Level I	Level II	Level III	Level IV	Level V
	damage caused to the school-related environment	damage caused to the school-related environment	damage caused to the school-related environment	damage caused to the school-related environment	
		Financial restitution for the repair of any damage caused to the school-related environment	Financial restitution for the repair of any damage caused to the school-related environment	Financial restitution for the repair of any damage caused to the school-related environment	

Progressive Discipline Chart - Middle and High School Levels

Consequence	Level I	Level II	Level III	Level IV
Implemented by professional staff				
	Classroom detention after school			
	Classroom detention during lunch			
	Isolation in lunch room			
	Classroom isolation from peers			
	Student participation in conference with parent/guardian and teacher			
	Participation in a school service project which enables the student to be engaged in the desired character trait(s)			
	Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s)			
Implemented by principal	Any of the above discipline management techniques and/or:			
	Student participation in conference with parent/guardian, teacher, and/or principal	Student participation in conference with parent/guardian, teacher, and/or principal	Requires student participation in conference with parent/guardian, teacher, and/or principal, even if such a	Requires student participation in conference with parent/guardian, teacher, and/or principal, even if such a

Consequence	Level I	Level II	Level III	Level IV
			conference has previously occurred	conference has previously occurred
	Restriction from school programs and special assemblies	Restriction from school programs and special assemblies	Restriction from school programs and special assemblies	
	Assignment to after-school detention hall	Assignment to after-school detention hall		
		Assignment to lunchtime detention hall		
	Partial day in-school suspension (ISS)	Partial day in-school suspension (ISS)		
	Full day in-school suspension (ISS) for a specified number of days (up to three)	Full day in-school suspension (ISS) for a specified number of days (up to five)	Full day in-school suspension (ISS) for a specified number of days (up to 15)	Full day in-school suspension (ISS) for a specified number of days (up to 30)
			Offenses that threaten the health, safety, or well-being of others may result in immediate suspension of the student from school and/or school-sponsored activities for up to three school days, pending disciplinary investigation of the allegations	Offenses that threaten the health, safety, or well-being of others may result in immediate suspension of the student from school and/or school-sponsored activities for up to three school days, pending disciplinary investigation of the allegations
		Suspension from school for up to three school days, which shall include any time during which the student was subject to suspension pending investigation	Suspension from school for up to five school days, which shall include any time during which the student was subject to suspension pending investigation	Suspension from school for up to ten school days, which shall include any time during which the student was subject to suspension pending investigation
		Development of a written or graphic representation that reflects understanding of the specific	Development of a written or graphic representation that reflects understanding of the specific	Development of a written or graphic representation that reflects understanding of the specific

Consequence	Level I	Level II	Level III	Level IV
		misbehavior, the nature of the expected behavior, and the related character trait(s)	misbehavior, the nature of the expected behavior, and the related character trait(s)	misbehavior, the nature of the expected behavior, and the related character trait(s)
		Participation in a school service project which enables the student to be engaged in the desired character trait(s)	Participation in a school service project which enables the student to be engaged in the desired character trait(s)	Participation in a school service project which enables the student to be engaged in the desired character trait(s)
	Participation in the cleaning/repair of any damage caused to the school-related environment	Participation in the cleaning/repair of any damage caused to the school-related environment	Participation in the cleaning/repair of any damage caused to the school-related environment	Participation in the cleaning/repair of any damage caused to the school-related environment
		Financial restitution for the repair of any damage caused to the school-related environment	Financial restitution for the repair of any damage caused to the school-related environment	Financial restitution for the repair of any damage caused to the school-related environment
			Placement in an alternative education program for up to one semester , and until such time as the student meets the exit requirements for the alternative school program	Placement in an alternative education program for up to two semesters , and until such time as the student meets the exit requirements for the alternative school program
				Expulsion from the regular school program for up to one calendar year
	Any other disciplinary technique that positively promotes the student code of conduct and the desired character trait(s)	Any other disciplinary technique that positively promotes the student code of conduct and the desired character trait(s)	Any other disciplinary technique that positively promotes the student code of conduct and the desired character trait(s)	Any other disciplinary technique that positively promotes the student code of conduct and the desired character trait(s)
				Convene a disciplinary tribunal

**Guidelines for Developing
A
Parental Involvement Process**

Guidelines for Developing A Parental Involvement Process

Safe, orderly high achieving schools require the collaboration and support of students, staff, parents, and the community. Improving Student Learning Environment and Discipline Act of 1999 requires that school systems develop a plan to involve parents in the creation and maintenance of a safe and orderly school environment which positively impacts the learning environment.

This parent component may be coordinated with other programs as a part of the system's/ school's overall plan for involving parents. Title I, Middle School After-School, and Special Education are just a few of the educational programs that require some form of parent involvement.

Guiding Principles

1. There are many parents who want to help their children learn more, yet they are unable come to school due to a variety of circumstances. This fact should not be taken as evidence that they do not care about their children.
2. Special efforts must be made to include racial and ethnic minorities, and non English speaking parents who traditionally have had negative school experiences.
3. Surveys show that most parents, regardless of their backgrounds, want guidance from the school on ways to help their children learn and establish socially acceptable behavior.
4. Parents look to schools for help even if they do not or cannot make the first contact themselves.
5. Making parents feel welcome in the school is the first step to helping them.
6. Strategies which encourage two-way communication through personal contacts are extremely valuable. It is important to provide ongoing opportunities for schools to hear parents concerns and comments as well as providing them information.
7. Resources that may be used to identify activities to improve parent involvement include but are not limited to the following:
 - The Parent Institute, Educators' Notebook on Family Involvement (1999). Fairfax Station, VA.
 - The Parent Institute, What's Working In Parent Involvement, Ways Schools Can Promote Parent Involvement at Home and School (1997). Fairfax Station, VA.
 - The documents listed below may be ordered free of charge in hard copy from the United States Department of Education and are available on the Internet. Both options can be accessed at the following web site: <http://www.ed.gov/pubs/edpubs.html>.
 - Parents and Families Learning Together
Phone: 1-877-4-ED-Pubs
 - Early Childhood Digest: How Busy Parents Can Help Their Children Learn and Develop
<http://www.ed.gov/offices/OERI/ECI/publications.html>
Phone: 1-877-4-Ed-Plus
 - Challenge Young Minds: 50 Ways to Better Education
<http://www.edex.org/FS3OurMS.htm>
 - Family Involvement in Education: A National Portrait
<http://www.stw.ed.gov/products/1464/1464.htm> (download a zipped file)
 - Achieving the Goals: Goal 8: Parental Involvement and Participation
<http://www.ed.gov/pubs/AchGoal8/>

- New Skills for New Schools: Preparing Teachers in Family Involvement
<http://www.ed.gov/pubs/NewSkills>
- Family Involvement in Children's Education: Successful Local Approaches
<http://www.ed.gov/pubs/parents/pfie.html>
- Nutrition Education – A Comprehensive Guide for Better Student Nutrition, The Georgia PTA and the Nutrition Education and Training Program, The School And Community Nutrition Division, Georgia Department of Education.
- Look Who's Cooking! How Food Preparation Can Help Children Learn and Develop, (video) School and Community Nutrition Program, Georgia Department of Education
- Parent Involvement in Education: Insights and Applications from the Research.
Phi Delta Kappa International
Post Office Box 789
Bloomington, IN 47402-0789
(800) 766-1156
[\$15 plus \$3 shipping fee]
- Parenting Disruptive Students
<http://www.disciplinehelp.com>

MODEL PARENTAL INVOLVEMENT PROCESS

- Establish a Parent Discipline Advisory Committee. (This committee may be an existing committee, or a subcommittee. It can follow the same structure as other committees. The system/school should strive for as equal representation of the various groups in the school/system as possible.)
- Review discipline data with the committee members.
- Share data with parents and discuss openly school safety. This may be accomplished through the PTA or other established parent meetings.
- Obtain input and feedback from the committee and other parents on safety, and discipline issues. This can be accomplished through meeting or by phone or paper survey.
- Revise the code of conduct and discipline policies incorporating parental feedback.
- Offer in-service training to teachers and other staff regarding policy changes and implications for classroom discipline.
- Provide many opportunities for parents to obtain information on effective parenting strategies and other topics of interest to them.
- Present the revised code of conduct to the parents, students, and staff.

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