NSRN SCHOOL DISCIPLINE HANDBOOK

National School Resource Network

NATIONAL SCHOOL RESOURCE NETWORK
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The National School Resource Network

WHO WE ARE

The National School Resource Network (NSRN) is an information and resource-sharing organization committed to helping schools nationwide create safer and more positive school environments. NSRN was begun in June, 1979, and is the first Federally funded initiative focused on reducing violence, vandalism, and disruption in schools. The Network is supported by a cooperative agreement with the Office of Juvenile Justice Delinquency Prevention of the Department of Justice. It is operated by the Center for Human Services (CHS), a nonprofit organization located in Washington, D.C.

WHAT WE DO

Technical Assistance

NSRN provides expert consultants who give on-site technical assistance to schools and school districts to help find solutions to problems. The Network also arranges visits among schools to provide school personnel with the opportunity to see other programs in action. This year, technical assistance visits have been focused on the areas of discipline, school climate, and security. Sessions have been held on such topics as classroom management skills for teachers, crisis intervention, school climate improvement, student involvement, and improving school security.

Publications

NSRN has also developed numerous publications which are available free of charge. They include the following:

- Forty technical assistance bulletins which describe successful programs in operation across the country.
- A training curriculum for school personnel featuring seven courses: planning, discipline, school climate, interpersonal relations, security, environment, and community involvement.
- A program resource guide which indexes over 250 school and community programs.
- Three technical assistance packages on the topics of discipline, school climate, and security.
- A Case Study Journal which highlights 21 exemplary school programs.
- A compendium listing of over 1,000 documents relating to education.

THE ROLE OF THE NETWORK

NSRN works with a consortium of 34 nationally prominent organizations in the fields of education, youth, and juvenile justice to expand its impact and visibility nationwide. In addition, a Policy Advisory Council of 12 members helps form Network policy and direction.

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Discipline: A Look at Some Current Perceptions

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According to recent Gallup Polls on education, parents, teachers, and students agree on one thing: discipline is the most pressing problem in our public schools today. Disciplinary problems are keeping students from learning as well as teachers from teaching. The 1978 Safe School Study reported that 282,000 secondary school students were assaulted and 112,000 students were robbed in 1976. Parents complain about the ready availability and use of drugs on school property. A 1980 National Education Association (NEA) poll of teachers reported that more than half said that student misbehavior frequently disrupts their teaching, and that they averaged three students with chronic behavioral problems in their classes. In 1979, 1 out of every 20 teachers was physically assaulted. Nearly one in four had personal property stolen by students. One-third of our teachers said they were dissatisfied with teaching; and two out of five said they would not become teachers if they had to do it all over again.

School administrators tend to see discipline problems as being less urgent and widespread. According to the Critical Issues Survey administered by the American Association of School Administrators (AASA) in 1979, only one-third considered discipline a serious problem. However, most administrators did see such discipline-related concerns as curriculum, instruction, and student achievement as critical areas.

The disciplinary problems that administrators mentioned most often were, in order of frequency:

- Apathy; lack of motivation
- Smoking
- Insubordination; profanity; defiance
- Use of marijuana
- Use of alcohol
- Tardiness
- Absenteeism
- Class-cutting
- Vandalism
- Theft of student property
- Disruptions outside of class
- Students' use of other drugs
- Classroom disruptions
- Outsiders on campus
- Fighting among students.

Problems least frequently mentioned by administrators were of bringing weapons on campus, assaults on teachers, and student gangs. Theft of teacher property was not included among the top 20 items. Further, a 1978 study by the National Institute of Education reported that only 2 percent of administrators thought thefts, personal attacks, and vandalism were serious problems; and one of AASA's Critical Issues Reports indicated that administrators felt that wide publicity on violent and destructive student behavior had given citizens a mistaken notion about school discipline.

The Problem

Most parents, students, and teachers think discipline is the number one problem in their schools. Most administrators do not. Most teachers consider classroom disruptions as a major obstacle to learning. The one-third of administrators who think discipline is a serious problem relegate classroom disruptions to 13th place on their list of disciplinary problems. Most teachers think that antisocial and destructive behavior have become intolerable. Administrators think that the widely publicized reports of violent and destructive behavior are overblown and give the general public a distorted view of the problem. The problem, therefore, as Alfred S. Alschuler has observed (School Discipline), is that "it's as though physicians claimed cancer is not a serious problem because it kills only 1 in every 20 persons. If the official authorities in schools do not see a problem and admit it exists, there is little chance of initiating constructive solutions."

It seems certain that when teachers and administrators fail to communicate regularly and retain such different understandings of the disciplinary problems in their schools, solutions are not likely to emerge. It also seems certain that when administrators insist discipline is primarily the responsibility of individual teachers, that teachers, abandoned to their own resources, develop disciplinary procedures that tend to be individualistic, ad hoc, piecemeal, and unsupported within the classroom, and diverse and inconsistent within the school and the district. Students become the exclusive target of efforts aimed at improving discipline; the goal of discipline becomes conformity to school rules; and the purpose of rules becomes order for the sake of order. Punishments are aimed at the student and designed to harm the rule violator.

Solving the Problem

When teachers and administrators communicate regularly and attempt to work together, involving students, parents, and other community members, common perceptions about discipline problems can be found and solutions to problems can begin to emerge. Students can become part of the process of improving school discipline, and the goal of school discipline can become improvement of school climate so that learning and teaching can take place.

Inventive and enterprising programs based on communication among administrators, teachers, students, parents, and other community members have been developed and are now proving successful in many schools and school districts.

Characteristics of these successful new programs are that they tend to be:

- System-Wide Rather Than Individualistic. Their focus, planning, and execution involve the entire school system (administrators, teachers, parents, students, community), not just the teacher and student in a "one-on-one" with the principal as referee.

- Developmental Rather Than Regimented. They strive to promote an environment that fosters self-discipline rather than one which forces conformity.

- Preventive as Well as Remedial. They seek to remove precipitating causes of impermissible behavior, as well as to intervene when permissible limits have been exceeded.

- Anticipatory Rather Than Reactive. They emphasize the detection of warning signs of trouble and early responses that defuse situations before they get out of hand.

- Corrective Rather Than Punitive. They devise consequences of misbehavior which lead to restored acceptable behavior, not simply pain, for the student.

- Reliant on Ongoing Internal Problemsolving Processes Rather Than on One-Shot, Externally Prescribed Remedies. Their plans are based on the maximal, regular, organized use of the entire system's resources, rather than on an overdependent, protracted use of outside help.

This NSRN School Discipline Handbook is designed to introduce readers to a number of issues pertaining to school discipline. Included are examples of new programs and approaches, information on discipline codes, guidelines to in-school suspension programs, a discussion of legal issues pertaining to school discipline, and a bibliography of current works about discipline.

NSRN has also developed a Planning Kit which details a planning process for improving school discipline. The Kit contains worksheets, action plans and information on community involvement and public relations.

Elements of a Good Discipline Program

Elements of a Good Discipline Program

What are the elements of a good discipline program? What makes one school more successful and productive than another? Why do some schools have more discipline problems than others?

Defining what makes one school orderly, safe, or more productive than another might seem difficult to analyze. Yet, experts in the fields of education, discipline, classroom management, and school climate tell us that there are some commonalities found in "successful" schools.

A School Responsive to Its Members

First, these schools are responsive to the needs of their members. This certainly includes the students, but also the faculty, security force, and support staff, as well as the usual leaders (the principal and the administrators). All members of the school share in the power and the processes of the school. Administrators act as key leaders and help direct the energy, and provide the leadership, direction, and skills to move the school where it wants to go. But it does so only as determined by its members. The principal, thus, is a leader, catalyst, and forward thinker. He or she serves as the connector to the next highest level of authority, and bridges communications between all staff as well as students, parents, and the community. A strong, creative principal is essential for school improvement.

Student Involvement

Students are actively involved in the school's processes. They have a voice in how the school is run (through such forums as discipline task forces or student senates). They may be involved in a range of programs to further their sense of responsibility and their personal growth. Students have roles in the school as learners, but may also be teachers (working with others as peer counselors or tutors). They may work in the community as part of a class assignment--or develop innovative projects at school. They may participate in experiential education, or the outdoors may be their teacher.

Peer Counseling

Peer counseling or other counseling methods are available for students with problems. Counseling is accepted and encouraged in the school and exploring behavior or behavior patterns is done in workshops, or counseling sessions.

Parent Involvement

Parents play a key role in the successful school. They may be actively involved in the school and contribute time, and energy at school functions, or they may serve as teacher's aides or lecturers, or be part of task forces which govern the school.

Community Involvement

The school is not isolated from the community. Local businesses and organizations support school efforts, and local social service agencies work with the schools to provide services such as counseling or drug prevention programs.

Methods for Dealing with Disruptive Students

Students who disrupt classes are not suspended from school, but are removed from class and work in an in-school suspension room or alternative program. Disruptive students receive the intensive attention that they need to resolve their personal problems as well as their intellectual ones.

Discipline Codes and Student Handbooks

Discipline codes and student handbooks clearly outline the rules of the school. The codes are developed by all members of the school community. Often a discipline task force examines the discipline issues and collaboratively develops a code of conduct which contains rules as well as sanctions.

Innovative Curriculum

The curriculum relates to student needs. Curriculum content, as well as method of presentation, varies, since some students learn best visually, others through lectures, and others through doing. There is variety in the curriculum experience, and students frequently choose how they want to learn. Students may study courses such as law-related education, drug prevention, or understanding behavior or work in the community.

In-Service Training for Teachers

Support is given to faculty for training in techniques teachers need to improve their teaching methods or to maintain discipline in the classroom. Teachers feel supported and work together. A positive attitude exists among teachers and administrators.

Forums for Resolving Conflict or Submitting Grievances

Mechanisms for submitting grievances are in place, such as grievance courts, student-faculty senates, or conflict-resolution teams. Ombudspersons or human relations workers serve to mediate disputes or differences between members of the school community.

What makes a school successful? What constitutes a good discipline program? It may or may not consist of the elements described here. But whatever programs are instituted, there is mutual agreement among members of the school that the school is a place where they will be challenged, gain confidence, and grow. School is a place where people can work together. The section of this handbook, "Successful Programs Bringing Positive Results" discusses in more detail these innovative strategies and gives more specific program information.

Current Approaches to Discipline Problems

Current Approaches to Improving School Discipline

Many different approaches may be taken to improve school discipline and classroom environments. Although the approaches may differ, most help students and teachers to reassess their roles, redefine their goals, and take more positive and appropriate actions. Each approach usually uses specific techniques and is based on certain points of view concerning human behavior in general, and the individual school situation in particular.

During the past few years, several approaches have been used nationwide to improve school discipline and climate. The following pages briefly describe several of the most popular methods being used. They are:

- Teacher Effectiveness Training (T.E.T.)
- Reality Therapy
- Assertive Discipline
- The Least Approach to Discipline
- Behavior Modification
- Democratic Problemsolving Process
- Behavior Contracts
- Social Literacy Training

Teacher Effectiveness Training (T.E.T.)

Teacher Effectiveness Training, developed by Dr. Thomas Gordon, a clinical psychologist, is based on nonauthoritarian and democratic philosophies. Gordon states that his work is influenced by Carl Rogers with "shades of Girard and a little bit of Skinner." Self-disclosure is another technique used in the training. Gordon has also designed training for parents and youth.

In 1974, Gordon wrote the popular book Teacher Effectiveness Training. Some key ideas from that book follow.

1. Express yourself directly, honestly, and without judgments. Use an "I" message, rather than a "you" message:

   You Message: "You're so inconsiderate."

   I Message: "When you come into class late, it interrupts what I'm trying to do and frustrates me."

   Instead of making a judgment about the entire person, an "I" message focuses on the specific behavior in question and its specific effect on you. There are three parts to an "I" message:

   - The feeling generated within the person because of a certain behavior. For example: "I get very worried..."; "I become very frustrated..."
   - The behavior which is causing problems. This description usually begins with the word "when" and factually describes the problem behavior. For example:

     "I get very worried when students run in the hall..."

     "I become very frustrated when students call out in class..."

     "I'm concerned when Jan and David fight..."

   - The tangible, concrete effect that this behavior has on the teacher or others. For example:

     "I get very worried when students run in the hall because it interrupts the lesson and makes it difficult to continue smoothly."

     "I'm concerned when Jan and David fight because I'm responsible for students' health and safety in class."

   "I" messages are extremely important, says Gordon, since:

   - They have a probability of promoting desirable change.
   - They contain very little negative evaluation of the student as a person.

- They do not injure the relationship between student and the teacher and, hopefully, in the long run, will improve their relationship.

2. Improve your listening skills. "Active listening" is a process for decoding the messages that a person sends. Briefly, when a student makes a certain statement, the teacher goes through a decoding process to find the real meaning behind the statement. This meaning is derived from what is said, the tone of voice, and the nonverbal clues of the sender. For example, a student may say, "Are we going to have a test real soon?" The teacher might feel that the student is worried about having a test, the student wants a test, or the student forgot that the test is next week. The teacher expresses his or her impression back to the student, trying to reflect as accurately as possible the message received. In this case, the teacher might say "That's right." The student will know he or she was heard and understood.

3. Avoid communication roadblocks. Dr. Gordon describes 12 types of messages which hinder communication:

   - Ordering, commanding, directing--Tells students they are unimportant; produces fear, resentment; shows lack of trust.

   - Warning, threatening--Same as ordering, but adds consequence if person doesn't follow order; also breeds fear and resentment.

   - Moralizing, preaching, giving "should's" and "ought's"--Conveys lack of trust; uses guilt and fear of authority.

   - Teaching, lecturing, giving logical arguments--May be appropriate at certain times but not at others; can foster feelings of inferiority; often evokes defensiveness; rejection of one "lecture" can lead student to reject all other messages.

   - Judging, criticizing, disagreeing, blaming--Makes students feel stupid and inadequate more than any other type of message, breeds anger, leads student to hide feelings or to strike out.

   - Praising, agreeing, giving positive evaluations--Praise is not always beneficial; student may feel that the teacher is using praise to manipulate; can be seen as another form of judging--"If you judge me good today, you'll just as easily judge me bad tommorow"; can be embarrassing in public or at expense of others.

   - Name-calling, stereotyping--Devastates self-concept.

   - Interpreting, analyzing, diagnosing--Tells students they are "figured out," that the teacher thinks he or she is wiser than they are; can discourage students from sharing themselves.

   - Reassuring, sympathizing, consoling, supporting--Can convince students that the teacher doesn't understand, wants them to stop feeling the way they feel; can breed hostility.

- Questioning, probing, interrogating, cross-examining--Can convey doubt or suspicion; can be seen as an attempt to entrap, particularly when students do not understand why the teacher is asking the question; can block students from talking about what they want to talk about, particularly in a problemsolving situation.

- Withdrawing, distracting, being sarcastic, humoring, diverting--Says that the teacher is not interested in students, doesn't respect their feelings, and may want to reject them.

4. Adopt a problemsolving approach to discipline. Gordon suggests the following as a series of problemsolving steps:

    1. Teacher and student meet privately to discuss the problem.

    2. Each discusses what he/she feels the problem is.

    3. Teacher and student generate possible solutions to the problem.

    4. Teacher and student eliminate unacceptable solutions and mutually agree to try a solution satisfactory to both.

    5. Teacher and student determine how and when the solution will be implemented.

    6. If necessary, teacher and student meet again to assess how well the plan is working.

Effectiveness Training Workshops are offered in 36-hour sessions. For more information, contact:

Sherry Viner
531 Stevens Avenue
Solava Beach, California 92075
(714) 481-8121

Reality Therapy

In his two books, Schools Without Failure and Reality Therapy, Dr. William Glasser, a psychiatrist, has outlined concepts and guidelines for improving student behavior by focusing on present behavior and the present situation. In his reality therapy model, students are asked to take responsibility for themselves, focus on their discipline problems, and to decide what they want to do to correct them. Teachers work with students in the process, and behavior contracts are often used to structure solutions. (For more information on a model school based on reality therapy principles, see "Schools Without Failure" in the Comprehensive Programs and Approaches section of this handbook.)

The seven steps of the reality therapy model are:

1. Involvement. This is the first and most important step in reality therapy. The helper must become involved with students by being personal and friendly. Involvement entails respectful, constructive communication (dialogue) among teachers and students. Teachers can communicate respect and encourage involvement by actively listening to students and using their ideas.

2. What are you doing? When problem behavior occurs, it is first necessary to identify the behavior. The helper (counselor, teacher, parent) asks the child to merely state what he or she is doing. Rather than taking a historical approach ("You always do this," or "You did this last week"), the focus is upon recent or present behavior.

3. Is it working? At this point, the helper asks the student to make a value judgment about his or her behavior. Is this behavior helping him or her, the people around him or her, or anybody? Are there any rules related to this behavior? The helper may wish to objectively review the rules to ensure that the student understands their meaning and purpose.

4. Making a plan. If a student is unsatisfied with his or her grades, relationships with his or her classmates, or the consequences of his or her behavior, he or she is asked to make a plan. In this step, the helper and student explore specific behavioral strategies which may be included in a plan to help the student change his or her behavior and help him or her to experience more success. A plan should be very simple. Rather than expecting one plan to transform the student, many plans, which build on the success of previous plans, should be anticipated.

5. Commitment to follow the plan. The plan must be modified until the student makes a commitment to try the plan. It is helpful to have the plan in writing, stating when, where, and how the plan is to be initiated. Since the student participates in the development of the plan, decides what he or she wants to accomplish, and determines what he or she is willing to do to reach his or her objective, commitment to the plan does not require coercion.

6. Check back. When commitment is made to follow the plan, a time should be arranged for an evaluation of the success of the plan. "Is the plan being followed?" "Are things better?" Then,

a. If the plan appears to be succeeding, the helper should provide reinforcement for the student for following the plan. Success at this plan may lead to a new plan: "What are you going to do next to continue your success?"

b. When the plan is not followed, do not punish the student. Punishment is ineffective because it does not teach the student how to be more successful as a student or as a person. If the plan is not followed, recycle; that is, go back to step one, start over, renew and strengthen the involvement. Then, proceed again through the steps.

7. Don't give up. Be persistent. Things may be very frustrating for the helper. It is important to request help and support from friends and associates rather than go it alone.

For further information, contact:

Institute for Reality Therapy
1163 San Vicente Boulevard
Los Angeles, California
(213) 826-3617

or

Educator Training Center
100 East Ocean Boulevard
Long Beach, California 90806
(800) 421-3743 or (213) 435-7951

Training in reality therapy is available in one-week long, intensive session which can lead to certification in reality therapy.

Assertive Discipline

Assertive discipline is an in-depth, competency-based technique for improving discipline in the classroom and the school. The techniques used are based on assertiveness training, which is a systematic approach to help individuals learn how to more effectively express their wants and feelings and increase their ability to get their needs met in professional relationships. Assertive discipline has been pioneered by Lee Canter, a psychologist interested in helping teachers take charge in the classroom and deal more effectively with student behavior.

1. Training in assertive discipline

- Training is conducted in school districts, universities, and regional workshops sponsored by State administration associations.
- Six staff trainers conduct sessions, all of whom are psychologists and former teachers.
- Six-hour workshops are available (either on a full day or two consecutive half-days).
- Workshops use lecture, role-playing, and discussion. A high degree of teacher involvement is encouraged.
- Training focuses on the following areas: motivation, roadblocks to learning, and competencies. Competencies are based on: knowing what behavior is wanted from the student, limit-setting in the classroom, and using positive reinforcement.

2. Structure of workshops

During the workshop, teachers role play various disruptive classroom settings. They act out both student and teacher roles. The "student" plays to different teaching styles, including a nonassertive teacher, a hostile teacher, and an assertive teacher (the Canter model). Post-role-playing focuses on role modeling and formulating class plans. Class plans contain general guidelines for setting behavior in the classroom, yet are specific enough to meet the teacher's specific discipline situation, and are designed to be implemented the next day. Tips on maintaining a manageable teaching environment and implementing sanctions for disruptive behavior are also discussed.

For more information, contact:

Canter and Associates, Inc.
P.O. Box 64517
Los Angeles, California 90064

The Least Approach to Discipline

The LEAST approach to discipline has been developed into a step-by-step approach by the Carkhuff Institute of Human Technology, the National Foundation for the Improvement of Education, and the National Education Association. It has been designed and implemented by teachers at all grade levels. The five steps in the LEAST program are:

1. Leave the thing alone. Leave a situation or a student alone when all indications are there is no real problem. This is generally the case when (a) the behavior will go away without your getting involved; (b) no one is being harmed; and (c) there is no danger of a ripple effect (other students imitating or repeating an action).

2. End the action directly. End the action whenever, in your judgment, a true disciplinary problem exists. This is generally the case when (a) the problem-related behavior is disrupting individual and/or group learning activities; (b) the situation will worsen rather than improve if left alone; and (c) someone may get hurt.

3. Attend more fully. Attend more fully when the situation is severe and complex and (a) a high level of emotion is evident in a student's behavior; (b) a student needs to know you are really hearing him or her; and (c) you need to hear more from the student about what is going on.

4. Spell out directions. Spell out directions in any situation that threatens loss of control or danger and (a) the disruption is severe enough to make further learning impossible; and (b) students are risking harm to themselves and/or to others.

For more information, contact:

The National Education Association
Publications Department
1201 18th Street, N.W.
Washington, D.C.

Behavior Modification

The purpose of behavior modification is to change behavior, or help students find new behavior which will help them feel more worthwhile, by reinforcing certain behaviors while ignoring other behaviors. Some of the principles outlined below may give teachers insight into behavior and give them an awareness of how they can influence student behavior in a more positive way. Generally, behavior modification is not easily learned without intensive training.

1. Five principles of behavior modification

   - Behavior that is rewarded is more likely to be repeated.
   - Reinforcements may be positive or negative. Anything can be a positive reinforcement if it increases the likelihood of the behavior. Negative responses to behavior can also be reinforcing--for example, a student gets attention from the teacher for talking in class, being disruptive, or chewing gum.
   - The more promptly a reinforcement follows an action, the more effective it will be.
   - Continued reinforcement of the same kind may lose effectiveness.
   - Ignoring unproductive behavior may be effective in eliminating it.

2. Ways to use behavior modification in the classroom

   - Establish reasonable and ethical goals. Work directly with the student to establish behavioral objectives. Separate behavior which actually interferes with learning or threatens safety from behavior which conflicts with your values or convenience. Set goals for helping the student to learn more, not just to decrease disruptive behavior. Allow as much variance among students as possible. Avoid conflicts as much as possible between school goals and family goals.
   - Make class rules. Make rules short and to the point. Phrase rules positively. Review the rules with the class at times other than when someone misbehaves.
   - Observe and record behavior. Identify the specific problem behavior(s). Keep an objective record of the frequency of the behavior. This task can be assigned to teachers, volunteers, or the students themselves. Note the frequency of the behavior before and after the reinforcement program is introduced. Use only one reinforcer at a time so that its effects can be pinpointed. Note any changes which occur when the reinforcer is suspended for a time, and then reinstate it.
   - Increase productive behavior. Observe the student when he or she is being productive. Point out productive behavior for the class. Start small; give praise and attention at the very first signs of

productive behavior. Devise individually effective reinforcers, depending on the likes and dislikes of the student. Try contingency contracts--written agreements by which a student will receive a certain reinforcer if he or she does X.

Democratic Problem-Solving Process

In a democratic classroom, students and teachers plan, organize, implement, and participate in shared activities. This does not mean that everyone does what they want, but, rather, that decisions affecting the group are made by the group. Thus, the teacher acts as a leader and facilitator rather than as the person "in charge," and shares his/her power with the students while accepting them as equals.

This is a new concept for many teachers as well as students, and one they may not immediately feel comfortable with. Both teachers and students need to be trained in techniques and responsibilities of democratic problemsolving and equal sharing of power. Dr. Thomas Gordon, developer of Teacher Effectiveness Training, has outlined six steps to use to establish a democratic problemsolving process in the classroom. For each step, he poses questions and suggests techniques for working through the process.

Step 1: Define The Problem

Questions:

a. What is the student actually doing? When? Where? To what degree? When does it increase, decrease, or otherwise change?

b. Is the behavior a problem? For whom? Does it actually harm you or hinder your ability to teach (or does it simply differ from your values and opinions)? Does it actually harm other students or hinder them from learning? Does it actually harm the student who is doing it or hinder her/her ability to learn?

c. What does the student think about his/her behavior? Is he/she aware it is a problem for you? For others? Is it a problem for the student?

d. Does the student have control over what he/she is doing? Why or why not?

Techniques:

a. Select a time that will allow for little interruption.

b. Tell the student there is a problem which must be solved. Use an "I" message instead of a "put-down" message.

c. Emphasize that you want to help to find a solution which is acceptable to both of you.

d. Discover if the student recognizes the behavior as a personal problem and feels any need to change.

e. Look past the symptoms, and identify the "real problem".

Step 2: Generate Possible Solutions

Questions:

a. What are all the possible things that could be done which might solve the problem?

b. Could you accomplish anything more by taking an old idea and reworking it?

c. What are some new ideas?

Techniques:

a. Write down both the student's suggestions and your own.

b. Do not evaluate, judge, or belittle any of the suggestions offered. Write them all down.

c. Keep pressing for additional alternatives until it looks as though there won't be any more.

Step 3: Evaluate the Alternative Solutions

Questions:

a. What will you absolutely not agree to?

b. What must be a part of any agreement you make?

c. What has the best chance of achieving what both you and the student want?

Techniques:

a. Eliminate those suggestions which are immediately unacceptable.

b. Mutually combine alternatives to create a better alternative.

c. Judge each alternative on the basis of: how well it satisfies the student, how well it satisfies you, practicality, its effect on others, and probability of being a lasting solution.

Step 4: Decide on the Best Solution

Questions:

a. Which alternative promises to be most satisfying to both you and the student?

b. Is this alternative(s) possible? How can it be made possible?

Techniques:

a. A solution may come from two alternatives--a compromise.

b. If the decision involves a number of points, you may want to write it down.

Step 5: Implement the Decision

Questions:

a. Are you and the student really willing to make an earnest commitment?

b. What preliminary steps do you need to take before the solution can be implemented?

Techniques:

a. Make sure the student understands who is responsible for doing what and when.

b. Complete the preliminary steps.

c. Set a time when you will evaluate your progress.

d. Once a commitment is made, stick to it.

Step 6: Evaluate and Use Feedback

Questions:

a. To what degree is the problem solved?

b. In what ways is the solution most effective?

c. To what degree do you and the student feel as satisfied as you had originally hoped?

d. How can your experience be used to improve your future actions?

Techniques:

a. Not all decisions turn out to be good ones. You and the student may need to modify your plan and change your approach.

b. The alternative you tried may create more problems. If so, change that approach, modify your approach to the original problem, and use democratic techniques to find solutions for any subsequent problems.

Behavior Contracts

Behavior contracts are one way to clearly articulate desired forms of behaviors for students as well as for teachers or parents. In such contracts, behavior that the teacher wants the student to achieve, as well as the actions that the student promises to take, are clearly stated in writing. Successful contracts are negotiated, mutual agreements that are concrete and specific, positive in nature, and made rationally. Three examples of the use of behavior contracts follow. (Behavior contracts are also a part of Glasser's reality therapy method.)

1. John B. Hood School, Dallas, Texas

At the beginning of the school year, parents, teachers, and students at Hood School sign documents committing themselves to objectives involving attendance; communication between teachers, parents, and students; provision of study time; respect for the rights and feelings of others; and having a generally positive attitude about school. Although signing the contracts is not legally binding, it has symbolic and psychological value and assists communication between students, teachers, and parents by clearly articulating some of the fundamental values of the school. The contracts are part of a larger program called "Because I Care," a theme which has been used to motivate many kinds of behavior, including depositing litter in wastepaper baskets. These contracts have been successful because they are tailored specifically to the needs of the school's students, parents, and staff.

2. Headrest Youth Services Bureau, Modesto, California

Behavior contracts are used by Headrest for students who want to obtain work permits (necessary for those under 18) in order to work. In California, only schools issue work permits, and no one is eligible unless he or she is a full-time student, which means attending classes at least four hours per week. Headrest makes arrangements for the Unified Public School District in Ceres, California, to provide classes for Headrest youth. The program also requires that its youth sign a standard behavior contract stipulating class attendance for the necessary four hours per week. The contract serves to communicate the exact and inflexible requirements of State law to students by helping them to clearly understand that if they cut classes, they are not fulfilling the minimum legal requirements to maintain a work permit, and will thus lose their permit.

3. Wilde Lake High School, Columbia, Maryland

Instead of out-of-school suspensions for such actions as unexcused absences or smoking, students at Wilde Lake High School are sent to the "contract room." There, they begin by working on behavior contracts and writing down why they have been sent there. After students identify their problem, they then decide what to do about it, and write a behavior contract stipulating the corrective steps they agree to take. Only a few students require more than one day to write their contract and return to regular classes. In this system, both punishment and uncertainty on the part of students as to why their behavior is unacceptable are avoided. Further, students understand clearly why they are in the contract room and what they have to do to get out and stay out.

For further information on programs using behavior contracts, see NSRN Technical Assistance Bulletin #7, or contact:

National School Resource Network
5530 Wisconsin Avenue, Suite 1600
Washington, D.C. 20015
(301) 654-2550, or toll free (800) 638-8090

Social Literacy Training

Social literacy training works to change oppressive rules and practices. In the field of education, it has been pioneered by Alfred Alschuler at the University of Massachusetts. Social literacy training is based on some of the ideas championed by Paulo Freire, a Brazilian educator who prepared slum dwellers in Recife for democratic participation in Brazil's government. These ideas include:

- People can and should create "a world in which it is easier to love."
- People develop the ability to create their world.
- Problem-posing education facilitates this development.

Social literacy is a broad, problemsolving process which helps persons to name problems, analyze causes, and act to solve them. It is focused specifically on systematic change and resolving conflict through dialogue and partnership. A Social Literacy Project, begun at the University of Massachusetts School of Education in 1971, created a "survival guide," which stated the formal and informal rules of the school, made plans for orientation of new teachers, and explored causes of teacher stress. Other social literacy support groups have been formed to name common problems of teachers, analyze ways in which the system contributes to those problems, and provide mutual support in solving the problems.

For more information, read School Discipline by Alfred Alschuler, or contact:

Alfred Alschuler
Social Literacy Project
456 Hills South
University of Massachusetts
Amherst, Massachusetts 01002

Discipline Codes

Discipline Codes

The backbone of an effective discipline program--and discipline can be one of the most crucial components in ensuring that schools provide students the freedom to learn--is a "good" student code of conduct. Discipline problems are minimized if students are aware of the rules; but students need to know in advance the rules that are to govern their conduct. This means rules should be clearly stated in writing and distributed to all students whenever they enter a school. Furthermore, students, like other individuals, are more likely to understand, respect, and obey rules that they have had a part in formulating. Thus, representatives of the student body, the school staff/faculty, the administration, and the community should work jointly to determine codes of acceptable and unacceptable behavior, to establish an enforcement system, and to develop mechanisms for handling grievances and appeals. Of course, the Constitutional rights of students or others must not be infringed upon.

Discipline Codes: What To Include

1. Purpose of code. Most codes have introductory statements on the purpose of the code which set the overall tone of the rules and sanctions and clarify the code's objectives. Philosophical approaches in school discipline vary from an authoritarian administration to student self-governance.

2. Students' rights and responsibilities. Codes usually include lengthy discussions of students' rights and responsibilities. A right is the power or privilege of free actions; a responsibility is an obligation to answer for that action. For example, a code may reiterate the guarantee of freedom of speech, the freedom of expression of ideas, and the freedom of the press; and follow it with interpretations of libel, slanderous remarks, and unnecessary obscenity in verbal and written expression. Because laws are dynamic, their implications need to be frequently reviewed for their impact on student rights and responsibilities.

3. Rules. Most codes include a section on rules. Rules are established standards, guides, or regulations prescribing, directing, or forbidding action. For example, "visitors must secure a pass at the principal's office."

4. Sanctions and penalties. Most codes include a section on sanctions and penalties, which may be categorized as either authoritarian or educational and which also need to be clearly outlined. Due process procedures must be clearly and carefully presented.

5. Procedures. Many codes also include information on common procedures such as how to handle discipline problems, what to do in emergency situations, how to appeal a discipline decision, and how to amend the discipline policy.

Other Points to Remember

1. When designing the discipline code, provide for differences among readers.

   - Cover designs and formats should attract or appeal to the various kinds of users (e.g., newspaper type for students; more formal, official looking version for adults).

- Language(s) should be appropriate for the intended audience and for different users (e.g., bilingual editions, suitable reading level(s), and appropriate tone to encourage acceptability).

2. Write the code as clearly and simply as possible.

3. Use positive statements whenever possible.

4. Print the code on durable paper stock and suitably bind it.

5. Develop dissemination strategy(s) in consideration of how, when, and where the different groups of users can best be reached. For example:

- Introduce students to the code in a social studies class;
- Prepare posters or exhibits and place them around the school;
- Reach parents through home or school visits;
- Reach teachers through faculty meetings that focus on the document.

6. Reexamine and update the policy every few years to ensure its relevance and to allow for ongoing user involvement and support.

7. Find out how other schools have developed policies and codes and how they have worked--and not worked.

8. Make sure the rules are consistent and apply equally to all students. Rights and privileges, of course, may differ for ninth and twelfth grade students or for faculty and staff, but rules (i.e., the laws) for students operate the same for all students (e.g., regarding truancy and tardiness).

9. Draft a sample code book and have it reviewed by members of the school community.

For further information and thorough guidelines for discipline code writers, see NSRN's Resource Handbook on Discipline Codes, which is available from:

Oelgeschlager, Gunn & Hain, Inc.
1278 Massachusetts Avenue
Harvard Square, Cambridge, Massachusetts 02138

In-School Alternatives to Suspension Programs: Some Guidelines

In-School Alternatives to Suspension Programs: Some Guidelines

Referral

There needs to be a clear statement of the circumstances under which a referral to the in-school alternative is appropriate, as well as a procedure for making the referral. This statement must be communicated in writing to the school staff, students, and parents.

Who Decides

Designate a specific person to be the "gatekeeper." This staff member should have the authority to evaluate the need for, and the wisdom of, the student's referral, based on a preassignment investigation involving conversations with the student, her/his parents, and the referring educator.

Justification

A referral should be accompanied by sufficient documentation to justify the referral. The document should state what behavior prompted the referral, and what efforts were made to identify and solve the problem prior to referral.

Due Process

Students should be afforded the minimal due process rights outlined in Goss v. Lopez before the assignment takes place. The student should be advised as to why the assignment has been recommended and should have an opportunity to present her/his side of the story.

Time

The issue of how long the student will stay with the program is very important. In most cases, an assignment of from one to three days will probably be sufficient to work with the student to try and identify the problem. No student should stay in the program for more than three days without a review of her/his progress during those three days. Any recommendation made that the student remain in the program beyond three days should be accompanied by documentation detailing the rationale for the recommendation, an explanation of the activities and services proposed for the student, and what is to be accomplished during the remaining days.

Location

If the assignment of a student to a specific place within the school building for a specific period of time is part of the in-school alternative, attention needs to be given to the location of this facility. It may be a classroom that is not in use, a portable classroom, or even a converted storage area. One school even set up a program in an unused area behind the stage. Regardless of what kind of facility is used, it should be somewhat removed from the normal traffic patterns within the school. The facility should probably be an austere setting which does not provide the visual stimulation usually found in normal classrooms. Chairs, desks or study carrels, book cases, and file

cabinets are all that is required. However, students should have access to study materials and aids that would otherwise be available to them in the regular classroom.

Staff Selection

No aspect is more crucial in developing an in-school alternative to suspension than selecting the staff who will work with the students assigned to the program. The staff of the program must be selected from individuals who:

- Want to work with the program
- Want to work with students who have problems
- Have demonstrated their ability to work successfully with students with problems
- Can relate well to students with a variety of class and cultural orientations
- Are more interested in identifying and solving real problems than in merely responding to or modifying misbehavior symptoms
- Are patient, caring, and committed to students.

The interview and selection process of the staff for the program could be aided by creating a special selection panel. The panel should include administrators and teachers who are experienced and successful in working with the types of students who may be assigned to the in-school alternative program. It is probable that staff members will also have to relate to members of the student's family and possibly visit her/his home.

Perceptions of Others

Another important dimension of the in-school alternative program is how it is perceived by regular classroom teachers and school administrators, and how they relate to it. It is critical that the regular school personnel understand the philosophy behind the program, why it has been created, and how it will work. The best chance for gaining the understanding and support of such personnel is to make special efforts at the very initial stages of the planning to discuss the concept with them, receive their views and suggestions, and incorporate their ideas into the program, when appropriate.

Homework

Alternative programs which involve temporarily assigning students to a separate facility in the school will necessitate teachers sending a student's daily assignment to the staff of the alternative program. This assignment may be the same as given to other students, or it may be tailored so as to be more intensive and to require more activities of the student who is assigned to the alternative. In either case, there will have to be a close working relationship between the classroom teacher and the staff of the alternative program.

Diagnosis

Teachers and administrators may also have to work with the alternative program staff to assist them in identifying and correcting the root problem responsible for the student's misbehavior. This will take time, and it may not always be a pleasant experience, since the teacher or the administrator may be part of the problem.

Involving The Parents

It is also necessary for the staff of the alternative program to involve the parents of students in discussions about and analysis of a student's behavior. This may be a long and difficult process that may require home visits.

Instruction

It should be made clear that if students are in an alternative program which temporarily removes them from the regular class, they must receive a quality of instruction comparable or superior to that which they would otherwise receive. Such instruction should be at a level appropriate for the student. Any tests or other important work being given in the student's regular classroom should also be available to the student in the in-school alternative program. Thus, the student who is in the alternative program should not be academically penalized or be permitted to do nothing in the program.

Counseling

The in-school alternative should also include a component which involves individual or group counseling. Unless there is some opportunity to work with students--and even parents, peers, and teachers--within the context of a counseling model, it is unlikely the root of the student's misbehavior will be identified, or that the student will be successfully involved in its solution.

Support Services

While the in-school alternative program may be somewhat separate from the activities of the regular school program, its staff must have access to the school system's support services. In developing the program, thought must be given on how such school personnel as psychologists, attendance workers, special education consultants, counselors, community relations staff, ombudspersons, and transportation supervisors will relate to the alternative program staff in order to assist them in working with students.

Follow-Up

Once a student leaves the in-school alternative program, it is important to have some process of followup to determine how the student is getting along in regular classes. One component of this followup should be to determine how successful the in-school alternative has been in helping to solve the root problems of the student's misbehavior. One approach is to use a form or card which enables each teacher the student sees throughout the course of a normal school day to indicate how the student is getting along in class. This is turned in to a school administrator, with a copy to the alternative program staff, at the end of each school day.

Funding

The extent to which additional funding may be required to provide the services and staff for an in-school alternative program depends largely on how creatively an administrator uses the services and staff already available to her/him, and how many students may be involved in the program. It should not be assumed that an in-school alternative cannot be implemented without additional funding.

The Emergency School Aid Act can provide funds to eligible districts for a range of services and personnel if the districts meet the program's criteria. Title IV-C of the Elementary and Secondary Education Act can also provide funds. Some staff for the alternative program may be funded through the Comprehensive Employment and Training Act. The Juvenile Justice and Delinquency Prevention Act is the only Federal legislation which specifically provides funds to prevent unwarranted and arbitrary suspension.

Program Evaluation

The in-school alternative should be carefully monitored and evaluated at regular intervals throughout the school year in order to determine if it is achieving its intended purposes. The following questions may provide a useful framework for determining the success of the program:

- Has the program actually resulted in a significant reduction in the number of out-of-school disciplinary suspensions? (Compare suspension data from prior to the implementation of the alternative program with data for a comparable period of time while the program has been in operation.)

- What does data concerning referrals and assignments to the alternative program reveal? (Compile data that includes information on the race, sex, grade level of students referred to the program; compares the number and types of students referred to those actually assigned to the alternative program; reveals the number of referrals made by individual teachers or administrators; indicates how many students spent how many days in the alternative program; cites the reasons students were referred and/or assigned to the program; and provides information on the number and types of students who were referred and/or assigned to the alternative program during a given period of time.)

- Have students involved in the in-school alternative program significantly increased their academic, social (coping, interpersonal skills), and attendance success as a result of having participated in the program?

- Has the alternative program resulted in students developing greater self-discipline (as manifested by students not being assigned to the alternative more than once)?

- Has the alternative program resulted in more parents being involved in the disciplinary process?

- Has the alternative served a broad range of students (by sex, race, socioeconomic background, etc.) who have violated school rules, rather than served only one group identified as "the discipline problem?"

- Has the alternative served only those students most in need, or has it been excessively used as a disciplinary response? (Check to see if the number of students participating in the in-school alternative is equal to or more than the number of students formerly receiving out-of-school suspensions.)

Based on a converstaion with M. Hayes Mizell, Associate Director, Southeastern Public Education Program, American Friends Service Committee, 401 Columbia Building, Columbia, South Carolina.

Legal Issues: Discipline

Legal Issues: Discipline

Introduction

School staff members must solve student discipline problems on a daily basis. Often, the decisions being made regarding student discipline have legal ramifications. The question may be asked: What, then, are the basic areas of student rights? And how do we implement discipline decisions and yet not abridge these rights? Consider the following situations, for example:

- What can be done if students publish shocking and offensive views in the school newspaper?
- Who decides what dress standards students must follow?
- What happens when a gun is believed to be hidden in a student's locker?

The information given below is intended to provide an overview of the major areas of student rights and to suggest how school officials may take disciplinary action without ignoring protections granted to students.

A bibliography of further readings is also attached. In addition, the reader is referred to the Handbook of Selected Discipline Policy Statements, compiled by Johnny Purvis, for illustrations of how different States and school districts have implemented these policy guidelines, and the NSRN Resource Handbook on Discipline Codes. Much of what appears here is a summary of these materials. However, this information is not intended to be a substitute for competent legal advice. Laws and court interpretations vary in different parts of the country. We strongly recommend that any regulations, rules, or procedures that your school contemplates adopting be reviewed by competent legal counsel before they are issued.

Student Privacy: Search and Seizure

The Fourth Amendment of the U.S. Constitution guarantees students the right of privacy of person, as well as freedom from the unreasonable search and seizure of property. That individual right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all of its students.

Locker searches by school authorities without a search warrant have been generally upheld by the courts. However, arbitrary and indiscriminate searches should be avoided, and all searches should be based on a reasonable assumption that a student is secreting evidence of an illegal act. School officials should seek counsel prior to a search unless confronted with an emergency which poses a direct threat to the safety of the school community. The student should be given an opportunity to be present when the search is conducted, unless, as was previously stated, an emergency exists that threatens the safety of the school and/or individuals. The police also should not be permitted to search a student's property or locker without a valid search warrant, unless the search comes within one of the exceptions to the Fourth Amendment's search warrant requirements.

In Louisiana, in 1975, a district court ruled in State v. Mora that:

> *"Search on school grounds of students' personal effects by school officials who suspect presence or possession of some unlawful substance is not a specifically established and well delineated exception to search warrant requirement, and fruits of such a search may not be used by the State as a basis for criminal proceedings against the student. Public school principals and teachers are government agents within purview of the Fourth Amendment's prohibition against unreasonable searches and seizures, thus their students must be accorded the constitutional right to be free from warrantless searches and seizures. Applicability of constitutional prohibitions against unreasonable searches is limited to cases where seizure is effected by government agencies, and at the same time, fruits of searches and seizures conducted by private persons are not subject to exclusion."*

The Louisiana State Supreme Court upheld the aforementioned ruling.

Suggested Procedures Regarding Search and Seizure

It is suggested that the following determinations be made by school officials before they seize items in a student's possession or search school property (locker, desk, etc.) assigned to the student:

- There is reasonable cause to believe that possession constitutes a crime or rule violation, or that the student possesses evidence of a crime or violation of law.
- There is reason to believe that the student is using his/her locker or property in such a way as to endanger his/her own health or safety or the health, safety, and rights of others.
- There is reason to believe that there are weapons or dangerous materials on the school premises. As such, school officials must retain the right to act--to search students' desks and/or lockers--and to seize the possessions in cases of emergencies, such as in the event of a fire or bomb threat.

Student Speech

The First Amendment to the U.S. Constitution guarantees the right of freedom of speech to all Americans, including students. However, the Constitutional guarantee does not include license to interfere with the orderly conduct of classes, to coerce others to participate in a particular mode of expression, or to violate the rights of those who disagree with a given point of view.

Student speech may be subject to disciplinary action by school officials if such speech:

- Is slanderous; i.e., spoken maliciously or without regard to the truth of the assertion
- Clearly and immediately incites others to damage property or physically harm others
- Materially and substantially interferes with the normal operation of the school.

Symbolic Speech: Buttons, Armbands, and Other Badges of Symbolic Expression

The United States Supreme Court has upheld the right of students to wear or display buttons, armbands, flags, decals, or other badges of symbolic expression, where the manner of expression does not intrude upon the orderly process of the school or the rights of others.

In a number of cases since the Tinker decision, various courts have addressed themselves to the question of whether or not particular instances of symbolic expression intruded upon the orderly process of the school or the rights of others. For example, one court (in Butts v. Dallas Independent School District) ruled that the wearing of armbands could not be restricted merely because the possibility of disruption existed. However, another court (in Gazik v. Drebus) ruled against the wearing of buttons where evidence established that the ban was necessary to preserve discipline in a racially tense high school. Still another court (in Hernandez v. School District Number 1, Denver, Colorado) affirmed suspensions of students for wearing black berets where the beret was worn as a symbol of the power to disrupt, and there was evidence of actual disruption.

Buttons, armbands, and other badges of symbolic expression must not contain materials which are obscene or libelous, or which advocate racial or religious prejudice.

Personal Appearance: Dress and Grooming

Essentially, students have been allowed to govern their own appearance. To limit or curtail student dress and grooming, the State has to show a "substantial burden or justification."

For regulations on hair length to be valid, the school board must show that there is an overriding public purpose to be served by limiting students' rights to appear in school with long/short hair. Such justification might include evidence that long hair causes an actual disruption of the educational process, or that the length or style of hair constitutes a health or safety hazard, but only after the fact, and not in the form of prior restraints. Where length of hair is a problem, as in shop class, some type of head covering may be required. The student's right to govern the length of his or her hair also includes facial hair.

A school board or school official may not impose limitations on dress in which fashion or taste is the sole consideration, even if a majority of students have approved a student dress code. School authorities may, however, require certain types of clothing to be worn in special extracurricular activities (band, athletics, physical education, etc.).

Speakers and Programs

Students and student organizations, in consultation with school officials, should be free within reasonable constraints to invite and hear speakers of their own choosing.

Where program speakers have engaged in conduct which violates Constitutional standards embodied in State law, and there is reason to believe that they will repeat such conduct, school officials have authority to prohibit such program participation.

If a school allows some outside speakers to use school facilities, it may not deny other similar speakers the use of these facilities merely because such speakers are deemed controversial or undesirable by school officials.

School authorities may regulate the times and locations of speeches and assemblies, and may require advance notice in order to avoid conflicts and ensure proper protection of the school community.

Freedom of Press and Literature: School-Sponsored Publications

Official school publications such as school newspapers should reflect the policy and judgment of the student editors. Students have the responsibility to refrain from libel and obscenity and to observe the normal rules for responsible journalism. Within these bounds, student papers are as free as other newspapers.

Students have a right to report the news and to editorialize. School officials have a responsibility to supervise student-run newspapers published with school equipment, and to remove obscene or libelous materials, as well as to edit material that would cause a substantial disruption or interference with school activities.

School officials' responsibilities are generally subject to the following:

- School officials may not censor or restrict material simply because it is critical of the school or its administration; however, such material should contain a by-line identifying the writer.

- Rules of the school regarding the prior submission for review of obscene, libelous materials, and material advocating illegal actions, should be reasonable and not calculated to delay distribution.

- If prior-approval procedures are established, they should identify to whom the material is to be submitted, the criteria by which the material is to be evaluated, and a limitation on the time within which a decision must be made. If the prescribed time for approval elapses without a decision, the literature shall be considered as authorized for distribution.

Staff members may be held responsible for materials which are libelous or obscene, and such publications may be prohibited. If in doubt concerning the libelous or obscene nature of a statement, staff members should, through appropriate channels, consult the school district's attorney.

Freedom of Assembly

Students have the right to peaceably assemble, demonstrate, and picket and to petition and organize on school grounds or in school buildings. The right of an individual to assemble, picket, and demonstrate shall be denied the student only on occasion when his/her acts substantially and directly endanger physical health or safety, damage property, or seriously and immediately disrupt the activities of others. It is the school's responsibility to protect the students' rights to free assembly as guaranteed by the First Amendment.

To ensure that student activities do not substantially disrupt the educational process, students should observe the following rules:

- Meetings shall be scheduled in advance.
- Normal school activities may not be disrupted.
- Meetings shall not create a substantial danger to persons or property.
- Crowd-control plans shall be filed in the appropriate office well in advance of the meeting if a crowd is anticipated.

Association and Participation

Inasmuch as it is a right to attend public school, it is also a right to participate in the programs the school offers. If there are rules or regulations that deny any student access to an educational program or school activity, they must be educationally sound and reasonably applied. The existence of an historical educational practice is not evidence of its reasonableness. Specifically, if the practice discriminates through stereotype and custom, it may be illegal. It is also recommended that school districts review and reconsider any policy that prohibits a student from participating in student government and associated activities solely on the basis of academic achievement.

Affiliation with a national organization with an objectionable philosophy does not constitute grounds to deny recognition to a school group. However, advocacy directed to inciting or producing imminent lawless action and activities is sufficient reason to deny recognition to a student group. However, the burden of proof of this is on the school officials. Student organizations cannot restrict membership on the basis of race, sex, national origin, or any other arbitrary criteria. Within the limits of existing expenditures in any school year, any student attending public school shall have an equal opportunity to participate in activities, programs, and courses of study offered in that public school. Under new Federal regulations, all school athletic events must be run on a sexually nondiscriminatory basis.

Student Involvement

Increasingly, school authorities recognize the importance of student participation, and are providing channels through which students can substantially contribute to determining codes of conduct, selecting courses which are taught, determining the content of the courses, and developing methods of evaluating both the courses and their own performance. The degree of student involvement is often a function of age, grade, maturity, and sophistication on the one hand, and the level and complexities of courses, on the other.

The quality of education in the public schools is of individual concern to students. The student receiving an education is generally in one of the best positions to evaluate when actual learning has taken place. Because a student's life is influenced by the quality of education received, a student should have the right to evaluate the educational program. The evaluation should include, but not be limited to, class size, adequacy of facilities, materials and equipment, curriculum offerings, requirements for graduation, and staff.

It is a student's right to expect:

- Safe, pleasant, and well-equipped schools and school grounds.
- Competent teachers, administrators, and other personnel necessary to meet his or her needs.
- Up-to-date educational programs, with limitations placed on the class size that will be most productive to the learning process.
- Sufficient personnel to execute good, comprehensive programs.
- A rich and varied supply of teaching-learning materials.

Many school districts throughout the United States have realized not only the value and benefit of involving students in educational evaluation, planning, and governance, but have also implemented novel ways of involving them. For example, some school districts have included students as ex-officio members of the local school board; others involve students in curriculum committees or discipline code committees; and others have used students' evaluations as one means of judging the classroom skills of teachers.

Students, especially students who have difficulty in school, may attain much valuable experience in such involvement, and the may also gain a totally new (and positive) perspective of the school and the school staff. Both students and school officials should explore new ways of assisting each other in making the educational system unique, effective, and challenging.

Another constructive means of involving students in the developing, planning, and evaluating of discipline codes, curriculum, and instruction is a faculty-student curriculum committee composed of student, faculty, administrative, and board or board-appointed representatives. Such a group could review existing curriculum offerings and explore possible changes and additions on an annual (or other regularly established) basis.

Religion

The U.S. Supreme Court has ruled that general prayer or other religious activities used in the public schools for the purpose of furthering religious beliefs is unconstitutional. Interpretations of U.S. Supreme Court decisions have led to the removal of voluntary, nondenominational prayer services from the public schools.

Students wishing to practice their own religion during the school day have the right to be released for religious instruction. A parent may request that their youngster be released for a given time period (e.g., one hour per week)

for religious instruction. However, religious instruction must occur off the school grounds. In addition, the student's parents or some one in loco parentis must be responsible for this student until he or she returns to school.

In addition to the aforementioned, students shall be free to study, examine, discuss, criticize, or support religious ideas and institutions, just as they might explore any other academic subject. Freedom to practice one's religion shall be denied to an individual only on occasions when his or her acts substantially and directly endanger physical health or safety, damage property, or seriously and immediately disrupt the activities of others.

Patriotic Ceremonies: Pledge of Allegiance and National Anthem

Freedom from enforced patriotism is one of the oldest defined rights of students. Students are allowed to refrain from patriotic ceremonies as long as they do not show disrespect to the flag of the United States or do not prevent or encourage others to refrain from such activity.

The State, school board of a local school district, or both, may legally provide for a flag salute and Pledge of Allegiance as a regular school exercise. However, students may decline to recite the Pledge of Allegiance and may refrain from saluting the flag on the basis of personal belief or religious convictions. Students may also refrain from standing during the playing of the National Anthem. Students who choose to refrain from such participation have the responsibility to respect the rights and interests of classmates who do wish to participate in a meaningful ceremony. A student who chooses not to participate may remain seated while his or her classmates recite the pledge, and so forth; the student is not required to stand during the ceremony. A student may decline to participate in patriotic ceremonies without securing permission from his or her parents.

It is of interest to note that the courts are divided on the issue of whether students who are excused from these exercises have the right to remain seated rather than to stand quietly or leave the room. Any reasonable rule that takes into account both the individual's interests and those of the school board would probably be considered legally acceptable.

Student Government

Elected student governments have traditionally symbolized democratic principles at work in our schools. Every student is eligible to vote and hold office. The right to vote and hold office is not contingent upon race, ethnic background, religion, beliefs, disciplinary record, achievement, evaluation of ability, or payment of student fees.

Charters for student government are more likely to become a realistic and supportive part of school operations if they are conceived, developed, approved, and regularly reviewed cooperatively by the full school community of students, faculty, and administration.

The student government charter should establish policies concerning:

- The purposes, structure, operation, and scope of the organization, including amendment procedures.

- The rules for conducting elections and campagins, including provisions ensuring minority group representation in the student government.

- The degree to which a student body has power to allocate student activity funds.

- The extent of the organization's access to the school's communications resources.

Once a charter has been drawn up and annually approved, the student government has the responsibility to act within its framework. All members of the school community share the responsibility for shaping student governments into positive instruments of student involvement. Activities or programs of the student government that fall within the approved framework of its charter are preferably not subject to student, administrative, or faculty veto.

Student Records

The status of student records is for the most part still in the process of being interpreted by the courts. Until clearer guidelines are provided by the courts, the schools reserve the right to place limitations on who will have access to these records. These limitations are now being challenged by the Family Education Rights and Privacy Act of 1974. Schools are, as a result of this legislative mandate, now taking a hard look at their previous codes on this subject.

In the final analysis, the success of any written statement will depend upon how well the receiver understands the intent. It is here that school officials must use prudence, patience, and common sense in working with students.

Care should be exerted to see that the written policies are reviewed and changed as situations arise; otherwise, they may become obsolete with little relationship to their original purpose.

Right to an Education

A young person has a right to a free education through secondary school between the ages of 5 and 20, unless he or she graduates before that age. A student is required to attend an approved educational institution regularly until he or she is 16 years of age. He or she may not be asked to leave school merely because he or she has reached 16 years of age if he or she is, in fact, fulfilling his or her responsibilities as a student. The aforementioned responsibilities also require the student to follow and attempt to complete the course of study prescribed by his or her board of education.

The right to an education requires that code writers consider this when students are disciplined (e.g., suspension or expulsion) or when they acquire a special status. For example, school districts may determine policies for providing pregnant students with an educational program designed to meet their special needs.

Discrimination

Title IX of the Education Amendments of 1972, passed by the U.S. Congress, prohibits discrimination in Federally assisted education programs against

students and employees on the basis of sex. Almost all public schools in the United States receive Federal financial assistance; they are thus covered by Title IX. The regulations issued by the Department of Health and Human Services to implement Title IX are specific and comprehensive. As of July 21, 1975, the regulations require that all courses must be available on a coeducational basis. The regulations cover all related activities, including health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

Nondiscrimination involves concepts similar to the following:

- A student cannot be denied the right to participate in an activity simply because he or she is married or is a parent.

- A pregnant student may be denied participation in activities that would jeopardize her health, but she must be allowed to participate in those clubs and activities that would not be classified as hazardous to her health.

- Except for classes that meet the unique differences or needs of boys and girls and that also protect their personal privacy and sensitivity, no person shall be refused admission into or be excluded from any course of instruction offered in a public school system by reason of that person's sex.

- All students of either sex have the right to participate in school-sponsored and organized programs at appropriate levels. This includes intramurals, extramurals, sports clubs, and varsity athletics. Separate dressing, showering, and similar "private" facilities should be maintained.

- All students have the right to equal participation in competitive and contact sport programs with members of the opposite sex, if desired, and if such a program can be made available within the school's curriculum.

- Students have the right to vocational counseling that is not sex-oriented.

- Students have a right to textbooks that are not sex-stereotyped.

- Students have a right to learn about, preserve, and respect the culture of each and every environment, especially their own.

- All students, including ethnic minority students, have the right to expect teachers and counselors to understand and relate to their cultures, backgrounds, and language.

- All students, including ethnic minority students, have a right to relevant and valid IQ tests, achievement tests, and so forth, that make provisions for cultural and language differences.

- All students, particularly students who are bilingual or whose dominant language is other than the common language, should expect

to be taught in a bilingual program, where possible, especially where there is a considerable number of an ethnic minority in the school.

- Students have the right to expect released-time, upon approval of parents, for time to participate in organized study or religious instruction.

- Students have the right to expect activities such as pep club, textbooks, general supply fees, lockers, athletics, caps and gowns, and so on, to be either without cost to them or within reasonable limits for everyone, regardless of their economic status.

Handicapped Students and Special Education

One of the most uncharted but recently focused-upon areas of student rights concerns students with disabilities. Few guidelines exist here. Schools and code writers must look at the legislation in these areas.

Suspension and Expulsion

When a student's behavior is contrary to the best interests of the individual, the school community, or the process of education, and it cannot be corrected by the resources of the school, the student may be suspended. The goal of suspension is to influence a student's future behavior. Suspension is any denial of school attendance for any period of time, usually no longer than 10 days, although in some school districts and in some cases, long-term suspension of more than 10 days may be permitted.

In short-term suspensions of up to 10 school days, the suspension must be ordered by the principal or someone authorized to perform the principal's duties. Oral notice and an opportunity to discuss the matter must be given to the student, and written notice shall be given within 24 hours to the parents or guardians.

In long-term suspension, the action of the board of education is required. The student must be afforded notice, opportunity for hearing, and other procedural rights consistent with State and Federal due-process requirements.

In the hearing held to determine whether long-term suspension (or expulsion) should be carried out, the school board provides a court reporter to transcribe evidence and proceedings, similar to the way that it is done in court hearings in civil trials. The burden of proof shall be on the board of education.

Emergency removal of a student without providing a notice and without holding a hearing can be effected when a student's presence poses a danger to persons or property or an ongoing threat of disrupting the academic process, either within a classroom or elsewhere on the school premises. All members of the faculty should be cautioned against indiscriminate use of emergency removals.

Due Process

The student may appeal a decision of a teacher to the principal, or the principal's decision to the superintendent. The superintendent's decision may then be appealed to the board, and if still not satisfied, the student may (through an adult) appeal his/her case to court.

Due process is afforded students in such disciplinary cases as: expulsion, suspension, statements removed from student's record(s), clearing one's reputation, and so forth.

Three requirements govern the question of whether or not a student is afforded due process of law in school:

- There must be a fair and reasonable rule which is broken or disobeyed.
- The rule must apply equally to all students.
- If punishment is given for the violation of a reasonable and fair rule, the procedure by which the punishment is assessed must be fair, reasonable, and impartial.

The third criterion includes concepts similar to the following:

- Receive the charges in writing within a reasonable time.
- Give sufficient notice of time and place of hearing.
- Appear with counsel.
- Confront and cross-examine.
- Face accusers and refute charges.
- Be heard by an impartial tribunal.
- Privilege against self-incrimination.
- Receive a transcript of the proceedings.
- Appeal.

The student has the right to be accorded the minimum requirements of the due process clause of the Fourteenth Amendment to the Constitution of the United States. The choice of the best procedure for a particular school system is left to the administrators of the school system.

For further information, order:

The National School Resource Network Discipline Code Book
Oelgeschlager, Gunn & Haim, Publishers, Inc.
1278 Massachusetts Avenue
Cambridge, Massachusetts 02138
(617) 876-5100

Or, consult the following:

American Bar Association, Institute of Judicial Administration. Standards Relating to Schools and Education. Cambridge, MA: Ballinger Publishing, 1977

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State of California, Los Angeles City Unified School District. Handbook: Emergency Legal Procedures. Los Angeles, CA: Los Angeles Unified School District, 1977.

State of Maryland, Montgomery County Public Schools. Students Rights/ Responsibilities with Staff Implementation Guidelines. Rockville, MD: Montgomery County Board of Education, 1977.

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Successful Programs Bringing Positive Results

Successful Programs Bringing Positive Results

The following types of programs and program examples are just a few of the many innovative strategies that schools are currently implementing to make their environments more lively, humane, interesting, and responsive to student needs. The programs are aimed at various groups in the school, and the approach improving school discipline and school climate from different avenues. Some receive Federal or local funding. Others receive no funding but have grown out of creative thought and inspiration. Some are aimed at helping students grow emotionally as well as intellectually. Others give students and school staff new roles to play in the classroom, the school, and the community while promoting parent and community support and involvement. By bringing the community into the school and the school to the community, by using new methods to deal with disruptive or troubled youth, by encouraging spontaneity and intellectual life, and by working with students to make school an exciting and challenging environment--our schools can become more powerful and positive learning environments.

The programs highlighted include:

- Peer Counseling
- Alternative Education/Alternatives to Suspension
- In-School Suspension
- Ombudspersons
- Innovative Curricula
- Law-Related Education
- Student Involvement
- Outdoor Education
- Parent Involvement
- Community Involvement
- Community Schools
- Comprehensive Programs and Approaches

Peer Counseling

Peer counseling--or students counseling students--is a way to utilize the tremendous influence peers have on one another. Today, as Claude Levi-Strauss has pointed out, "culture moves horizontally. An age group is in closer contact with those in the same age group outside the family than it formerly was with other age groups inside the family." This means that as we examine the causes of widespread and increasing incidents of crime and violence in the schools, we cannot overlook the influence of peers on students values, decisionmaking, and behavior. Indeed, the negative and destructive behavior of some students can often be changed by rechanneling peer influence to defuse potentially violent situations and by dealing with student problems before they are translated into more serious antisocial behavior. Thus, peer counseling is a means for youth to learn how to use the power of their personal influence in constructive ways and to help other youth make positive changes.

The following successful program examples are described in this section.

- Palo Alto Peer Counseling Program
- Peer Culture Development (PCD)
- Shoulders
- Guided Group Interaction (GGI)
- Manasquan High School Peer Group

Palo Alto Peer Counseling Program

> After training, interested junior and senior high school students work with their fellow students on a one-to-one basis. Among their activities are tutoring and counseling handicapped, foreign, lonely, or new students.

Student training is conducted in groups of 10 to 12 by two group leaders over a 12-week period in 1½-hour sessions. The curriculum focuses on communication skills, decisionmaking as applied to working on common problems, and the ethics and strategies of counseling. Group leaders go through a similar 12 weeks of training.

After completing the training, students choose their own assignments, such as tutoring, working with handicapped students, working with foreign students, working with lonely or shy students, working with new students, or other projects for improving their school. The counseling is always done on a one-to-one basis. Students continuing in the program after initial training are assigned to a practicum group which meets once a week with a group leader.

The Palo Alto Peer Counseling Program was developed as a pilot project in 1971 by the school district's consulting psychologist and a psychiatrist on the faculty of Stanford University's School of Medicine. Original funding was through the National Institute of Mental Health, with subsequent funding through the Elementary and Secondary Education Act. The program is now funded by the school district's budget.

For further information, see NSRN Case Study Journal article on the program or contact:

Barbara V. Varenhorst
Guidance Department
Palo Alto Unified School District
25 Churchill Avenue
Palo Alto, California 94306
(415) 855-8082

Peer Culture Development (PCD)

> Heterogeneous, single-sex groups of 6th through 12th grade students are scheduled to meet daily during school hours to learn how to use the power of their personal influence to bring about constructive changes in attitude, values, and behavior in a culture of caring, thereby reducing violence, vandalism, and other forms of negative behavior in the school environment. The group meetings, which follow a specific agenda in a positive and non-threatening manner, are the pivotal activity in the development of responsibility for self and others.

Single-sex groups of from 12 to 15 students, heterogeneous in race, grade level, and academic ability as well as behavior characteristics, are regularly scheduled in PCD classes for a semester. Students receive academic credit for their participation. The program is for students in grades 6 through 12, and participation is voluntary. Principles on which the program operates are establishing a group attitude of trust and confidentiality so that sharing and growth can occur; focusing peer influence on more positive behaviors and values; and dealing with the present situation. Basic ideas on which PCD is founded are that peers have tremendous influence on one another, that human beings derive self-confidence through being of service to others, and that a person who has learned effective strategies for solving his or her own problems can help others by sharing them.

The group meeting, the center of the program, follows a specific agenda: (1) reporting of problems by students; (2) problemsolving discussion in which student participants analyze and resolve the problem of the day; (3) a final summary of the problem and solution by the group leader. Group leaders for the classes are professional staff members supplied to the participating schools by PCD, Inc., a private, not-for-profit agency.

In a single semester, students will have 90 group sessions together, which contributes to development of deep care and concern as well as the production of a more positive lifestyle among group members. In time, such a culture of caring means that problem students can be referred to the group for help.

The Peer Culture Development program was established through a grant from the U.S. Department of Justice (Law Enforcement Assistance Administration, Juvenile Justice Division) in 1974. Funded originally for 5 schools in Illinois, it was refunded and expanded to a total of 11 schools in the same area. The program has now spread to Michigan and is moving toward national expansion. Additional funding has come from corporations and foundations.

For further information, see NSRN Case Study Journal article on the program or contact:

Peer Culture Development, Inc.
228 North LaSalle Street
Room 1264
Chicago, Illinois 60601
(312) 236-4607

Shoulders

> After 13 weeks of training, students work in an outreach program involved with individual and group counseling activities as well as other activities aimed at improving school climate. In this program peer counselors are viewed more as change agents than as counselors.

Students are trained for 13 weeks in an after-school program by trained mental health workers, who are usually social workers from the community. Training covers counseling, communications, and utilization of community resources.

After completing their training, students may choose to work in the outreach program, which is involved with individual and group counseling activities as well as other activities to improve school climate. Students who participate in outreach activities join practicum groups which meet weekly. Peer counselors are viewed more as change agents than as counselors.

Students in this program have supported open forums at their schools in which presentations are made by guest speakers, conducted student opinion polls, and assisted in the orientation of new and transfer students.

This program operates in Marin County, California.

Guided Group Interaction (GGI)

Single-sex groups of high school students meet daily to discuss their problems and to receive "counsel" from their peers. Participants agree to adhere to five rules.

In this peer group counseling method, groups of 10 to 12 high school students with varying backgrounds but of the same sex meet for 1 hour daily to discuss their problems and to be "counseled" by their peers. Students earn a credit per semester for their participation. Group leaders, who must help create a comfortable atmosphere and guide discussion in positive directions, are generally teachers who have received training in counseling skills for 12 to 18 months. In addition to regular sessions, participants may meet to present findings to other students, staff, and the PTA, or meet with similar groups in other schools or during emergencies, such as a suicide or arrest.

There are five ground rules to which participants must adhere:

1. To come to meetings "straight," not high on drugs or booze
2. To attend meetings regularly and on time
3. To keep confidential anything discussed in the group
4. To restrain from physical or verbal abuse toward group members
5. To work on a set of self-identified problems; and to accept the group's help as well as to give help to others.

Guided Group Interaction was developed by the School Youth Advocacy Program of the Michigan Department of Social Services. The program is funded under Title III of the Elementary and Secondary Education Act and is used by four participating schools.

For further information, contact:

Charles Kehoe
Berrien County Director of Probate and Juvenile Court Services
Berrien County Juvenile Courthouse
St. Joseph, Michigan 49085
(616) 983-7111

Manasquan High School Peer Group

In this early intervention program high-risk 9th and 10th graders are placed in groups with outstanding 11th and 12th graders to discuss school and home situations.

High school high-risk students in grades 9 and 10 are grouped with outstanding students in grades 11 and 12 and two staff members to discuss school life, home situations, and social interactions. This mix of students is judged to work beneficially for all participants in this early intervention program.

The program is conducted by the Manasquan High School in New Jersey.

For further information, contact:

Peer Group
Manasquan High School
Broad Street
Manasquan, New Jersey 08739
(201) 223-3820

Alternative Education/Alternatives to Suspension

In alternative education--which provides an alternative to suspending disruptive or troubled students--students receive individualized teaching and counseling either at an alternative location or in a special setting at their school. The goal is to rehabilitate students and enable them to return successfully to productive educational or vocational programs. In many cases, work experience--and an emphasis on skills to increase employability--is emphasized, together with self-responsibility and behavior modification.

The following successful program examples are described in this section.

- The Focus Model
- Dothan Alternative School
- Community-Centered Classroom Program (Tri-C)
- For Love of Children (FLOC) Wilderness School

The Focus Model

> The Focus model is a school-within-a-school for 7th through 12th graders with learning and/or discipline problems. The program operates within the regular curriculum. Its structured, caring approach combines individualized instruction with group work and emphasizes responsibility for self, work experience, and development of basic skills for employability. The Focus model is staffed by regular teachers who volunteer for the program.

The Focus model seeks to increase academic achievement and employability as well as to encourage the development of socialization skills in a school-within-a-school for 7th through 12 grade students with learning and/or discipline problems. The model combines individualized instruction and group work in a structured, caring, academic/interpersonal skills program which emphasizes work experience and operates within the students' regular school. There are five courses: English, Social Studies, Math, Work Experience/Occupational Relations, and Family. Students must take at least three Focus classes, one of which is Family, and at least one elective course in the regular school program. In Family, which is a group process using peer influence to increase self-worth and develop socially acceptable behavior, 8 to 10 students meet daily with a teacher/ adviser for one class period throughout the school year. The philosophical basis of Focus has seven components: caring, setting expectations, structure, individualization, responsibility, reinforcement, and evaluation.

The program is staffed by regular teachers who volunteer for the program. One teacher acts as a work-experience coordinator. Each staff member is involved in at least one Family group.

The Focus model was developed in Roseville, Minnesota, in 1971-73 and was funded in part by a grant through the Youth Development/Delinquency Prevention Act. The model is now part of the National Diffusion Network. The original Focus programs also received funding from the State Department of Education and the local school district.

For further information see NSRN Case Study Journal or contact:

Sue Schillinger, Project Coordinator
Donald G. May, Project Administrator
Focus Dissemination Project
Human Resources Associates, Inc.
121 East Second Street
Hastings, Minnesota 55033
(612) 437-3976

Dothan Alternative School

> The Dothan Alternative School provides an alternative to school suspensions by keeping students with serious disciplinary problems within the school system but in a classroom in a separate school near the administrative offices. Referrals are made for 3 to 10 days when school rules are broken. Parents are notified of their children's participation. On an average day 20 to 25 students are in the program. The Alternative School is staffed by a full-time teacher, a full-time counselor, and a part-time "crisis counselor" who assist students with academic assignments and in changing inappropriate behavior patterns.

The Dothan Alternative School process, which begins with a referral from the student's home school for a 3 to 10 day period, seeks to modify unacceptable behavior through counseling and intensive academic work. Parents are notified of their children's participation. For the second and third referrals, the number of days spent in the Alternative School are doubled. On the fourth referral, the home school files a petition with the court stating that the school system has exhausted its efforts to modify behavior. Although few students are referred to the courts, court officials are highly supportive of the program.

The Alternative School is held in a regular classroom in a school building adjacent to the system's administrative offices. On an average day, 20 to 25 students are in attendance. A full-time teacher, a full-time counselor, and a part-time "crisis counselor" assist students with the individualized, structured, academic assignments provided by their regular teachers as well as with finding ways to change inappropriate behaviors. The staff also acts as liaison for the school system, parents, and court officials. Daily records are maintained. There are no breaks during the day: lunch is served in the classroom, and supervision is provided for visiting the restrooms.

Some funding for the Dothan Alternative School has been provided through a Federal Emergency School Aid grant, and the remainder has come from the Dothan School District.

For further information see NSRN Case Study Journal article on program or contact:

A.C. Allen, Superintendent
Dothan City Schools
500 Dusy Street
Dothan, Alabama 36301
(205) 793-1379

Community-Centered Classroom Program (Tri-C)

> The Community-Centered Classroom program (Tri-C) provides closely supervised academic instruction coupled with behavioral and vocational counseling for expelled high school students. The program's goal is to prepare these students for successful reentry into productive educational and/or vocational settings. No more than 10 students are in each off-campus Tri-C classroom, and the minimum time spent in the program is six weeks. Students enter the program through referral by juvenile court officials. Each Tri-C classroom is staffed by one teacher, two aides, and a part-time counselor plus other support staff. Emphasis is on parent participation (which is mandatory) and intensive use of community resources.

The Tri-C program is an academic, rehabilitative program for high school students who have been expelled from their regular schools. The Tri-C program's goal is to prepare them for successful reentry into productive educational and/or occupational settings by using intensive counseling and community resources to improve their self-image, basic skills, and ability to cope with their environment. Students enter the program on referrals from juvenile court officials. No more than 10 students are in each off-campus classroom, and the minimum time spent in the program is six weeks. Staff for each classroom consists of one teacher, two aides, and a part-time counselor plus a full-time nurse, a reading specialist, and a work-experience coordinator.

Closely supervised academic instruction, for which students may earn credit, is coupled with behavioral and vocational counseling. Parents must meet with staff at least once a month. Tri-C emphasizes using community resources by enlisting counselors from community agencies to serve as co-leaders during group therapy sessions, placing students in jobs located in the community, and by encouraging community volunteers to help tutor and train students. Students also take field trips which both enhance classroom instruction and promote student awareness of the community environment.

The Tri-C program began in the Los Angeles Unified School District in 1975. The program is now authorized by law in California as an alternative education/rehabilitation program. There are 12 Tri-C classrooms in operation, and in the first six years of operation, over 1,000 students took part in Tri-C.

For further information, contact:

Walter E. Rivers, Coordinator
Los Angeles Unified School District
Educational Options Services Branch
Community-Centered Classroom Program
21st Street PTA Health Center
322 West 21st Street, 3rd Floor
Los Angeles, California 90007
(213) 625-6823

For Love of Children (FLOC) Wilderness School

> The FLOC Wilderness School is a privately operated, outdoor-living residential program licensed by the West Virginia Department of Education. The program began in 1972 and works with boys from 9 to 15 years old with serious behavior and academic problems, or those who may be in trouble with the law. Schools, courts, and parents can make referrals to the school.

The FLOC Wilderness School is an untraditional learning and life experience for students. It is designed to help students get in touch with themselves, learn how to relate and live with others, and learn basic living skills.

The wilderness setting is the environment the boys live in, adapt to, and experience. A group of ten boys lives with two counselors in a large, weatherproof tent for a year. The students plan their activities each week and make all arrangements for them. Usually this requires detailed planning and scheduling; collecting information, materials, equipment and other resources; and making sure that their regular camp responsibilities are met.

There are no regular classroom sessions in this alternative program. Instead, instructions are presented as the need for particular skills and knowledge emerge. For example, math may be taught when measuring quantities in cooking or in measuring wood and calculating distance for hikes. Grammer is taught when letters are written requesting information. Reports on activities and social studies are made which relate to current events, including the history and laws of people and places students visit.

Because of the wide variety of activities that can be set for a week, the trainers/instructors may range from the program counselors, cooks, or other staff, to park service personnel, geologists, museum guides, artists, or craft workers.

The weekly plan that each village (i.e., group of 10) draws up becomes, in fact, a contract. When difficulties and problems arise, they are settled by group discussion, regardless of the time required to reach a decision. Staff members have veto power over group decisions, but use it with great restraint. Instead, they prefer to guide students into appropriate activities and behaviors through their own group discussions on the issues involved.

The staff of FLOC is selected primarily on the basis of their concern for, and ability to work closely and consistently with, youngsters who have serious behavior problems. Some are teachers, and all have teaching skills which are suited for this structured, but untraditional, learning context. The director is assisted by three supervisors, nine counselors, two family workers, two maintenance workers, two cooks, and a secretary. Most staff members are men, but where feasible, women are also employed.

Funds for operating FLOC Wilderness School come from the referring organizations, including juvenile services, the courts, schools, and, occasionally, parents. In some cases, the fees are divided between agencies, and a few scholarships are available for students who are in need of financial assistance. The monthly cost per student in the spring of 1980 was $1,100, which covered room, board, and tuition.

For further information, contact:

Mr. Philip Rosenbaum, Director
For Love of Children Wilderness School
Rt. 2, Box 314-B
Harpers Ferry, West Virginia 25425

In-School Suspension

In-school suspension programs provide an option to out-of-school suspension for student infractions. Some programs are housed in school buildings, and others operate in centers removed from the school. Some are for first offenders, while others are for those who have already been suspended at least once. The programs are based on the belief that keeping students who have been suspended at school--but keeping them isolated at least to some degree from other students--is more effective than giving those students a "vacation" away from school. More stability and security can be given to students; and when students are kept in the educational environment, their chances for successful reentry into their regular classrooms are often greatly increased.

In general, most in-school suspension programs aim to better serve hard-to-reach students by placing them in programs where regular work can be completed, where reinforcement in basic skills can be provided, and where counseling to improve their self-image and behavior is available.

The following successful program examples are described in this section.

- COPE
- Alternative Citizenship Program
- Farrell School District Program
- Phoenixville In-School Suspension Program
- The Chestnut Alternative Program (CAP)

COPE

Students in grades 6 to 12 who would otherwise be suspended for infractions of discipline are assigned to the COPE Center for one to ten days by their principals conferences with parents. The program provides counseling and learning opportunities for these students aimed at increasing more positive self-images by increasing competency in academic and social skills. There is a full-time director.

The COPE program has two primary purposes: to serve as an in-school suspension center and to prevent serious behavior problems from developing. Thus, there are two target populations. The first is those students who violate school rules and regulations. Rather than suspending these students, they are assigned to the COPE Center for one to ten days by their principals after a conference with their parents. The second population is students whose behavior affects their achievement, attendance, and interpersonal relations. These students are referred by teachers, parents, and community agencies as well as principals. There are also a few self-referrals. All students continue their regular school work while participating in the program.

The program serves a high school, an intermediate school, and an elementary school (grades 6 through 12), and is housed in the high school. The center consists of two rooms--a classroom with study carrels, and a casual lounge. It is not particularly isolated from the school's mainstream. A full-time director and an aide serve as staff.

Values clarification, group discussions, and self-awareness exercises are emphasized. Program objectives are to identify student problems (academic, social, emotional) and find resources to deal with them; establish a positive climate in which successful learning experiences can take place; maximize the use of vocational programs; help students take responsibility for their own actions; and return students to their regular classrooms with their behavior and attitudes reasonably adjusted.

The COPE program is sponsored by the North Allegheny School District, which is about an hour's drive from Pittsburgh, Pennsylvania. Center staff report to the assistant superintendent for finance and pupil services. The Outreach Center, a community agency partially funded by the United Way, is a source of additional staff and drop-in help. In addition, the North Hills Youth Ministry is available for individual counseling.

For further information, contact:

The COPE Center
North Allegheny Senior High School
10375 Perry Highway
Wexford, Pennsylvania 15090
(412) 935-5767

Alternative Citizenship Program

> Students in grades 8 through 12 are placed in the Alternative Citizenship Program by the principal as a consequence of inappropriate behaviors. Teachers, parents, and counselors are notified of student participation. No more than four students are in the program each day, and the average length of stay is from three to four days. Each student has an individualized plan divided into four phases: assessment, remediation, continuation of current educational objectives, and counseling. The program is conducted in an isolated room by a teacher coordinator and paraprofessional tutors.

The Alternative Citizenship Program, designed as a therapeutic model to help students in grades 8 through 12 who would otherwise be suspended, is characterized by individualized academic and/or behavioral intervention. After referral by teachers, the principal confers with the student and assigns him or her to the program. Parents, counselors, and other teachers are notified of student's participation.

A student's time in the program is divided into four phases: assessment, remediation, continuation of current educational objectives, and counseling. The program coordinator, a teacher with training in behavior disorders, develops an individualized educational plan for continuing the student's ongoing classwork based on the results of appropriate psychological and educational diagnostic assessments. Students work independently or with one of the three paraprofessional tutors.

The program is located in an isolated, windowless room with toilet facilities, worktables, and a partitioned counseling area. There are no group activities, and students may not take part in extracurricular activities.

When students return to the classroom, their individualized academic/behavior modification plans accompany them, and their tutors monitor them on a regular basis.

The King William County program was begun in 1977, and is funded through a Federal grant under the Emergency School Aid Act (ESAA).

For further information, contact:

Claiborne E. Winborne
Special Education Consultant
King William County Public Schools
King William, Virginia
(703) 769-3011

Farrell School District Program

> Students in grades 10 through 12 who have engaged in repeated misconduct receive individual supervision and tutoring for 4 to 10 days from an instructor and a counselor at a community center. Students are assigned to the program by vice-principals, and regular teachers provide the subject assignments to be completed. Special learning resources are available for remediation, and individual counseling service is provided throughout the student's stay in the program. The program is staffed by an instructor and a counselor.

High school students are assigned to the Farrell School District's program for four to ten days by their vice-principals following informal hearings. Most students in the program have had previous out-of-school suspensions. Subject assignments, which must be completed during the program, are provided by regular teachers and form the basis for the program's instruction. Because program enrollment rarely exceeds seven students, the two staff members--an instructor and a counselor--are able to provide individual supervision and tutoring for all students. In addition to regular class work, special learning resources as well as supplemental assignments are available to provide remediation in any area of academic difficulty.

Individual counseling is provided throughout the student's stay. Parent conferences are scheduled as appropriate. The counselor and the teacher maintain contact with each student's home school to provide progress reports and facilitate the return to regular classes. Because the program is housed outside the regular school, contact with peers is restricted; students may, however, participate in extracurricular activities.

This program, operated in Farrell, Pennsylvania, is funded by the school district.

For further information, contact:

John G. Sava, Assistant Principal
Farrell Senior High School
Farrell, Pennsylvania 16121
(412) 346-6585

Phoenixville In-School Suspension Program

Junior high school students are placed in an in-school suspension program by a school administrator for one to three days. Parents are notified of their children's participation. The student continues regular studies, and the teaching aide who staffs the program contacts each of the student's teachers for daily assignments and then assists the student in completing the assignments. No special support services are offered, but the regular school counselor works with students in the program.

In the Phoenixville Area School District's program, junior high school students are assigned to the program by an administrator as a result of discipline referrals from teachers. Depending on the specific offense involved, students stay in the program, for one to three days. The program is housed in one room in the junior high school. Parents are notified of their children's participation in the program.

Since the objective of this program is to continue the student's regular studies, academic work is required. Daily assignments from the student's regular teachers are secured by the teaching aide who acts as staff for the program. The aide works under the direction of the student's teachers, helps the student complete the assignments, and then returns them to the teacher, who reads and evaluates the work.

Although no special support services are offered, the regular school counselor works with all students in the program and their parents, and in followup activities. Return to class is automatic after the student has served his or her period of suspension.

The Phoenixville Area School District (Pennsylvania) program began in 1970 and is funded by the school district.

For further information, contact:

Edward Betts, Assistant Principal
Phoenixville Area School District
1120 South Gay Street
Phoenixville, Pennsylvania 19460
(215) 688-8980

The Chestnut Alternative Program (CAP)

> For six to ten days (depending on which violation of school rules is involved) a junior high school student receives individualized tutorial assistance in completing assignments from regular teachers. The program focuses intensively on basic skills, and credit is given for completed assignments. Recommendations for placement in the program come from teachers and principals. An entrance contract is signed by parents, students, and teachers. Counseling service, aimed at building self-esteem and self-confidence, is offered in group sessions or on an individual basis. The program is staffed by a teacher/counselor and an aide.

The Chestnut Alternative Program (CAP) is based on the philosophy that discipline is educational in nature rather than a matter of controlling behavior. Recommendations for students to enter the program are made by teachers and principals, and an entrance contract must be signed by parents, teachers, and students. Depending on the nature of the rule violation, students are initially assigned to CAP for 6 to 10 days, and are placed with approximately 13 other students. The curriculum focuses intensively on basic skills, and the work to be completed by students is based on assignments from their regular teachers. Credit is given for all work completed. The teacher/counselor and the aide provide individual attention to students as frequently as possible.

Counseling, an important aspect of CAP, is offered in group sessions and on an individual basis. It aims to improve students' attitudes towards self and others, thus building self-esteem and self-confidence so that the formal school program may be resumed. Motivation is often facilitated by behavior modification plans. Student progress--behavioral and scholastic--is assessed every five days. Every effort is made to reinstate students into the regular program as soon as possible.

In addition to tutorial and counseling services, the program office is sometimes used as a crisis intervention center.

This program, operating at the Chestnut Street Junior High School in Springfield, Massachusetts, was begun as a pilot project in 1977-78. It is funded by Massachusetts Chapter 636 funds. The Chapter 636 supervisor assists the principal and the project's teacher/counselor in operating the program.

For further information, contact:

Gerald R. Fortier, Principal
Chestnut Street Junior High School
495 Chestnut Street
Springfield, Massachusetts 01107
(413) 787-7285

Ombudspersons

In Swedish, ombudsperson means "one who represents." Although the concept originated in the early 1800's in Sweden to deal with complaints from the public about bureaucratic abuse, its roots are traceable to ancient China where "censors" were charged with correcting bureaucratic error. Today, as in the past, ombudspersons serve as outside checks to institutional malpractice as well as provide of expedient means for cutting through red tape and solving problems of all kinds. In this country, they are also called human relations or community outreach workers and are employed by communities and schools to handle complaints and facilitate communication between parties.

Ombudspersons in schools--who may be students, teachers, or counselors and paid employees or volunteers--are neutral parties working for the school or community but who are not involved in administration. They act on behalf of students, parents, and teachers. By bringing complaints and problems to the attention of proper authorities and offering information about rights and regulations, ombudspersons can prevent infringement of individual rights. They also mediate between opposing groups, represent parties at hearings, and facilitate communication between the school and the community. Generally, they report to principals or boards of education.

Ombudspersons provide one effective answer to the growing impersonalization of large institutions such as schools.

The following successful program examples are described in this section.

- Montgomery County, Maryland
- Dallas, Texas
- Philadelphia, Pennsylvania
- Student Ombudsperson Program
- Wichita, Kansas

Montgomery County, Maryland

> A full-time ombudsperson, who reports to the board of education and the superintendent, acts to keep communications open among students, parents, teachers, and administrators, as well as to resolve unusual problems that cannot be solved through normal channels.

In this program, the all-purpose ombudsperson is a full-time employee of the board of education who also reports to the superintendent. The ombudsperson keeps open lines of communication among members of the community, students, teachers, and the school system administration; receives and refers complaints to the appropriate sources for resolution; advises the board and the superintendent on employee-student-citizen concerns and complaints; and responds to ad hoc assignments from members of the board of education concerning specific issues, data gathering, and analysis of data. Other duties include preparing reports, conducting surveys, offering suggestions on and solutions to certain conditions in the school system, and serving as liaison between the board of education and community groups. An assistant for the board of education works out of the ombudsperson's office. Well over half of the ombudsperson's time is spent on complaints from teachers and other staff members.

The first use of an ombudsperson in public education in the United States was in 1968 in this program in Montgomery County, Maryland. Originally, the ombudsperson was directly responsible to the superintendent and was part of the superintendent's staff. After 1971, the ombudsperson's function was expanded and placed under the jurisdiction of the board of education.

For further information, contact:

Thomas Fess
Montgomery County Board of Education
850 Hungerford Drive
Rockville, Maryland 20850
(301) 279-3301

Dallas, Texas

> The ombudsperson is called a personnel relations worker and is a full-time employee of the school system. The focus is on providing assistance to teachers.

The ombudsperson's office in this program is known as the personnel relations office. The aim of the program is to create better understanding between teachers and the superintendent by maintaining an open channel of communication for teachers to report problems. The ombudsperson makes periodic visits to schools to assist in problemsolving and to identify possible sources of problems. Duties include providing assistance to resolve personal problems, complaints, or grievances with regard to contracts, assignments; and solving miscellaneous problems such as verifying an individual's salary, transfers, and summer school attendance. The ombudsperson reports to the executive assistant of the general superintendent.

This Dallas, Texas, program was established in 1969 by school district officials.

For further information, contact:

Dallas Independent School District
3700 Ross Avenue
Dallas, Texas
(214) 824-5252

Philadelphia, Pennsylvania

> Volunteer ombudspersons, most of whom are students, help to resolve disputes between students and others in the community in 23 secondary schools. Training for student ombudspersons is required by the board of education.

Of the 90 volunteer ombudspersons in this program, the majority are students, but some are parents and teachers (and one policeman). All are unpaid. Student ombudspersons receive training in the formal and informal procedures for handling complaints and in communication skills, as well as in the roles and functions of ombudspersons and the need to establish good relationships with school members. The program was initiated by the superintendent, and the board of education adopted the student ombudsperson program at the same time that they adopted a Student Bill of Rights and Responsibilities that outlined procedures for handling student grievances.

The program began in 1971 when the superintendent of Philadelphia schools arranged for a training program for student ombudspersons in all of Philadelphia's senior high schools. The board of education required such training. The first student ombudspersons were selected by students.

For further information, contact:

> Philadelphia Public Schools
> 21st and Benjamin Franklin Parkway
> Philadelphia, Pennsylvania
> (215) 299-7000

Student Ombudsperson Program

> A one-year course, with weekly meetings, provides training for high school students in skills in mediation, negotiation, fact-finding, and rights and responsibilities so that they will be able to serve as school ombudspersons. During the year, students negotiate to set up an ombudsperson office to process complaints and report to the school community. Most programs have an on-site adviser.

The National Conference of Christians and Jews (NCCJ) sponsors this program for training teams of eight students (two each from grades 10, 11, and 12, plus two from any grade) in ombudspersonship. Instructional objectives of the program include studying the role and functions of an ombudsperson, as well as studying student rights and responsibilities and the elements of the public school system. Skills in communication, conflict management, negotiation, fact-finding, problemsolving, grievance processing, and mediation are emphasized.

After the first several months of training, students negotiate an agreement with their principal to set up an office. The agreement authorizes student ombudspersons to process complaints, report to the school community when necessary (such as in instances of abuse or negligence on the part of school officials), and submit reports and evaluations of school policy and human relations. Once the office is open, visiting hours are publicized, and at least one ombudsperson is on hand during those hours.

The NCCJ program was piloted in Withrow High School in Cincinnati in 1972. The program served the needs of students and staff so well that it was extended to Woodward High School (also in Cincinnati) in 1973. Since that time, similar programs based on the NCCJ model have been started in communities across the country, including Dayton, Ohio; San Francisco, California; and Sarasota, Florida.

For information on setting up a student ombudsperson program based on the NCCJ model, contact:

> The National Conference of Christians and Jews
> 1331 Enquirer Building
> 617 Vine Street
> Cincinnati, Ohio 45202
> (513) 381-4660

Or, you may wish to contact the original high schools:

> Withrow High School
> Department of Curriculum and Instruction
> 2488 Madison Road
> Cincinnati Public Schools
> Cincinnati, Ohio
> (513) 871-1825
>
> Woodward High School
> Office of the Woodward Student Ombudsperson
> Woodward High School
> 7001 Reading Road, Room 137
> Cincinnati, Ohio 45237
> (513) 351-7010

Wichita, Kansas

> A school district ombudsperson, an independent official governed by an advisory committee, helps individuals with complaints about, suggestions for, or questions concerning the school system. A primary function of the ombudsperson is to facilitate communication between the school district and community members.

In this program, the ombudsperson reports to an 18-member advisory committee. Members of the committee are appointed by special interest groups and board of education members to provide evaluation information and direction to the ombudsperson. As an independent official of the school district, the ombudsperson facilitates communication between the school district and its citizens as well as among school employees. The ombudsperson helps citizens to arrive at solutions to their concerns, and provides timely responses to citizens' inquiries. Other functions include referring complaints to the appropriate person or agency, explaining school policy and procedures to citizens, recommending solutions, mediating between parties in disputes, and reporting findings to the superintendent.

Most cases are initiated by telephone, and more than three-quarters of the cases are initiated by the parents of students.

The school ombudsperson program in Wichita, Kansas, was established through the efforts of the League of Women Voters and was maintained by a Federal grant for 1973-75. The local school district took over funding in the summer of 1975.

For further information, contact:

School Ombudsperson
Room 150-City Hall
455 North Main
Wichita, Kansas 67202
(316) 268-7916

Innovative Curricula

Curricula which seek to improve school climate--and promote basic skill achievement--are as varied as the students and schools themselves. Among the innovative ideas that have been developed are encounter classrooms, incentive-based model societies, and curricula designed to help students deal with the causes and consequences of behavior. Some programs are designed to involve students more actively in the community. Others are concerned directly with reducing student disruption, school violence, and crime and with channeling student frustration into creative endeavors. Still others aim to redirect teacher methods in order to develop a more positive attitude on the part of students toward themselves or in order to promote cooperative learning.

Innovative programs and projects, applicable to all levels from kindergarten through the 12th grade, can assist educators in their search for ways to help students learn, grow, and become "real" human beings.

The following successful program examples are described in this section.

- The New Model Me
- Bozbank Model Society Program
- Encounter
- Community Apprentice Program (CAP)
- Student Team Learning
- TIPS

The New Model Me

> The New Model Me is a high school curriculum designed to help students deal with the causes and consequences of behavior. Six study units present materials to help students resolve problems and frustrations in their everyday lives. The curriculum can be presented separately, as part of another program, or used in counseling situations. The number of hours required to conduct the curriculum are flexible, ranging from an in-depth semester course to short mini-courses. Interaction among students and teachers is stressed. A student text and teacher manual are available.

The New Model Me curriculum attempts to help high school students to understand human motivations, the nature of frustrations, alternative responses to situations, and the nature of aggressive behavior. It also focuses on developing an awareness among students and teachers that what constitutes acceptable behavior patterns widely. The units on human behavior are: the real self, controls, values, response, and change. These subjects help students to understand themselves better and, to learn which attitudes and behaviors can be channeled more positively.

The course can be given separately or as part of a program such as social studies. The curriculum can be treated in-depth over a semester with four or five sessions a week, as a quarter-semester course, or as mini-courses (provided the first unit on human behavior is covered). A student text and a teacher manual are provided, and the material can be used in almost any school setting.

The New Model Me curriculum was developed over a three-year period by the Lakewood Public Schools in Lakewood, Ohio, and the Educational Research Council of America with ESEA Title III funding. It is a nationally validated ESEA Title III Developer-Demonstrator project. The curriculum, first implemented in Lakewood, Ohio, was made available to other schools in 1974, and has since been adopted by schools in 35 states.

For further information, contact:

John R. Rowe, Project Director
Curriculum on Meeting Modern Problems
Lakewood Board of Education
1470 Warren Road
Lakewood, Ohio 44107
(216) 579-4267

Bozbank Model Society Program

> The Bozbank Model Society is an incentive-based system for promoting student self-responsibility and for helping students to learn how to establish priorities and make decisions based on available resources. "Cash" is awarded for accomplishments, and "fines" are levied for discipline infractions. All members of a class belong to the society, in which positions of authority are assigned on a rotating basis. Each student has a checking and savings account, and privileges and grades must be purchased. The teacher maintains all records and conducts extensive discussions to help students understand the different aspects of human behavior which surface as Bozbank is implemented.

The Bozbank Model Society began in a Psychology II class for 11th and 12th graders in Livermore, California, that was conducted by Chuck Bozwell. All members of the class belong to the society, and the base of power in the class is money. Each student has a checking and savings account maintained by the teacher. Students can earn money by such actions as attending class, turning in daily assignments, and completing projects. Students purchase grades as well as such privileges as spending an hour in the library.

Bozbank has a police force, a court (which meets once every three weeks), and other agencies for maintaining the model society. Students are selected at random, and receive a salary, to work in such positions as policeman and judge. Fines are levied for such actions as lying, cheating, unexcused absence, and tardiness.

In the society, students develop a sense of self-responsibility and learn how to establish priorities based upon their available resources. In classes conducted under this society, students have the freedom to determine what they want to do--and take the consequences of their actions. Extensive discussion is facilitated by the teacher to help students understand the different aspects of human behavior which surface as the model society is implemented.

The teacher whose class becomes a Bozbank Model Society must be flexible, possess organizational and planning skills, and exercise careful judgment in establishing each semester's society. The teacher must also maintain expense accounts in addition to grade records. Further, the teacher must also be capable of sustaining ongoing class discussion.

The Bozbank Model Society program, which started in 1976, in a Psychology II class for 11th and 12th grades in Livermore, California, receives no funding other than the teacher's salary. The model is adaptive for junior high and elementary students. Although it is particularly suited for underachievers or disruptive students, it is effective with all kinds of students, with or without problems.

For further information, contact:

Chuck Bozwell
Livermore High School
600 Maple Street
Livermore, California 94550
(415) 447-3112

Encounter

> Encounter is a high school guidance program designed to develop self-responsibility and improve self-image, particularly in those students who have been outside the mainstream of the academic and emotional life of the school. Students, some of whom are referred, some of whom volunteer, meet for ten weeks in daily 40-minute sessions that are led by teachers or counselors. Class participants make a series of basic agreements or "choices" in such areas as attendance, confidentiality, mutual support, and drugs. The program is based on the premise that it is an essential part of life to make choices based upon values--not whims--and to follow through on those choices.

The Encounter program was developed to counteract student alienation and the dehumanization of large high schools, and particularly to reintegrate students who have been outside the mainstream of the academic and emotional school life because of suspension or long-term absence. The program stresses the importance of making choices based on values--not whims--and following through on those choices; that is, assuming responsibility for one's self and one's actions.

Students are either referred to or volunteer for the class, which meets for 40-minute sessions over a ten-week period. Teachers or counselors trained by the school lead the sessions, for which academic credit is given. Class participation is based on a set of basic agreements or "choices" which include choosing to be in class, to be responsible for creating values for themselves in class, to be on time, to treat all that goes on in class confidentially, to not use drugs, and to support (and be supported by when needed) fellow classmates. Encounter promotes a sense of "family" and creates a "safe space" for students. By keeping their chosen agreements, students improve their self-images, and begin to act more positively.

Followup activities in class include personality inventories, inner-outer problemsolving circles, and a feedback process.

The Encounter program at Franklin K. Lane High School, on the Brooklyn-Queens border in New York City, began in 1975, and is funded completely by the school. Some 800 students participate annually.

For further information, contact:

Kenneth J. Tewel, Principal
Fredda Chalfin, Guidance Counselor and Encounter Teacher
Franklin K. Lane High School
999 Jamaica Avenue
Brooklyn, New York 11208
(212) 647-2100

Community Apprentice Program

> The Community Apprentice Program (CAP) is targeted at high school students who are chronic absentees or class-cutters. The program provides an alternative environment for those students. Students attend school for four days of the week for four periods of the day (with an emphasis on basic skills), and work three periods at a community agency (such as at a day-care center as a teacher aide). On the fifth day, students meet in school for counseling sessions in groups of 10 to 13. Career options and goals are emphasized, and the students' performances are closely monitored.

CAP meets the problem of student failure and drop-out due to of chronic absenteeism and class-cutting by providing an alternative education system in which high school students may regain interest in school, develop career goals, and assume greater responsibility for meeting academic, personal, and community needs. The program also provides an opportunity for students to discuss--and solve--their personal, educational, and family problems in a supportive atmosphere, and to become familiar with community facilities as well as career options.

For four days of the week, CAP students have four periods of in-school instruction in their required subjects, with an emphasis on basic skills. For three periods, they work at community agencies, such as a day-care center as a teacher aide, a hospital as a nursing aide, or the YWCA as a clerical assistant. On the fifth day, students meet in groups of 10 to 13 for supportive counseling sessions. Individual and family counseling is provided as needed.

Students receive school credit for the program, and their performance is carefully monitored by the school and the agencies. Before participation in the program, parental permission, as well as student performance contracts, are required. The program coordinator visits each work site once a month.

When the CAP program started in 1978 at Sarah J. Hale High School in Brooklyn, New York, there were only 10 students participating. By the end of 1980, there were 55. A major requirement of the program was setting up a documentation system, which included permission forms, agency contacts, records of attendance, and evaluations. Community agencies, after an initial skepticism, have become enthusiastic about the program.

For further information see NSRN Case Study Journal article or contact:

Bernard Wolinez, Principal
Sarah J. Hale High School
345 Dean Street
Brooklyn, New York
(212) 855-2412

Student Team Learning

> In the Student Team Learning program, four to six students in heterogeneous learning teams work together to master material and then demonstrate their learning in a quiz or academic game. Three instructional strategies for cooperative learning--Student Teams-Achievement Division (STAD), Teams-Games-Tournament (TGT), and Jigsaw--contribute to increasing student achievement in basic skills, promoting student relations, and improving self-esteem in grades 2 through 12. Curriculum materials and workshops for training teachers are available. Student Team Learning is currently being used in more than 1,500 schools nationwide.

Student Team Learning increases student academic achievement in basic skills, promotes better inter-student relations, and improves students' self-esteem by having students cooperate and work together in their classrooms. Heterogeneous groups of four to six students are formed, and three instructional techniques are used. In Student Teams-Achievement Divisions (STAD), team members study materials presented by the teacher and help each other learn the material. In Teams-Games-Tournament (TGT), the same team structure is used, but teams compete in a tournament. STAD and TGT are often used in combination. The third technique is Jigsaw, in which team members each have a specific topic which they must research and then, as experts, teach to their teammates. These techniques can be used in grades 2 through 12 and in any kind of a school.

Student Team Learning techniques can be used with the teacher's own materials or with curriculum units developed by the program. Workshops and a filmstrip are available to introduce and refine the techniques of Student Team Learning.

This program grew out of a continuing process of research, development, field testing, and revision that began in 1970 at Johns Hopkins University with funding from the National Institute of Education. The National Science Foundation has funded the development of science materials for the program. Currently, Student Team Learning is being used in more than 1,500 schools nationwide and is approved for Title IV dissemination.

For further information see NSRN Case Study Journal article or contact:

Johns Hopkins Team Learning Project
Center for Social Organization of Schools
The Johns Hopkins University
3505 North Charles Street
Baltimore, Maryland 21218
(301) 338-8249

TIPS

> TIPS--Teaching Individuals Protective Strategies and Positive Solutions--is a kindergarten through high school program to teach crime resistance concepts by promoting and maintaining positive student attitudes and behavior. By assisting students in meeting their responsibilities, TIPS helps ensure the safety and welfare of self and others. The program was developed by educators and law enforcement personnel. The classroom teacher is directly responsible for implementing the TIPS program, and TIPS staff is available for special sessions and other assistance.

TIPS is a classroom program taught by individual classroom teachers on crime resistance concepts. Individual protective strategies and positive solutions are presented. The ten-week course provides complete lesson plans for teachers. It was developed by educators and law enforcement personnel. The course encourages positive attitudes towards laws and discourages errant behavior as well as develops the concept of responsibility for self and others. Guidelines for conflict settlement and preventive and protective measures for safety are emphasized. The program is based on the assumption that increased knowledge about laws, authority, responsibility, vulnerability, conflict settlement, and safety measures will lead to more positive attitudes and improved behavior, thus lessening vulnerability to victimization and increasing responsible citizenship.

The individual classroom teacher is responsible for implementing the TIPS program, and TIPS staff are available for workshops and other sessions.

TIPS is most effective when taught on a systematic and continuous basis from kindergarten on up on a district-wide basis. Constant reinforcement and expansion of concepts from year to year are necessary for achievement of program objectives.

TIPS was developed in the mid-1970's as a pilot project for kindergarten through 8th-grade students by educators in Charlottesville and Albemarle County schools in Virginia. It was developed with assistance from local and Federal law enforcement agencies in the mid-1970s. The program was funded through Title IV-C. Other schools in Virginia now use the program, as well as schools across the United States.

For further information, contact:

Loreli Damron, Project Director
TIPS
Jefferson Annex
Fourth Street, N.W.
Charlottesville, Virginia 22901
(804) 293-5179

Law-Related Education

Law-related education aims to teach students to live effectively and successfully within our legal system. It provides them with skills for responsible citizenship and with skills to utilize the democratic process to improve our society. Students study such basic concepts of law as authority, justice, responsibility, and due process in order to promote their critical thinking ability. The following are organizations providing services and materials.

The following successful program examples are described in this section.

- American Bar Association Special Committee on Youth Education for Citizenship (YEFC)
- Institute for Political/Legal Education (IPLE)
- Law in a Free Society (LIFS)
- National Street Law Institute
- Law in Action National Office
- Constitutional Rights Foundation

American Bar Association Special Committee on Youth Education for Citizenship (YEFC)

This is a national clearinghouse and coordination service for individuals and groups interested or involved in law-related projects. It was founded in 1971. YEFC, which promotes all worthwhile efforts and helps develop programs best suited to each community's particular needs and interests, has produced a wide variety of materials providing practical information on how to begin and sustain law-related programs. YEFC conducts regional conferences and provides on-site consulting, and has developed such materials as films and curriculum catalogs.

For further information, contact:

Norman Gross, Staff Director
1155 East 60th Street
Chicago, Illinois 60637
(312) 947-3960

Institute for Political/Legal Education (IPLE)

This is a year-long program for high school students combining classroom instruction with field work in law and politics. It began in 1969 in Burlington, New Jersey, and is now designated as an ESEA Title IV-C innovative program. Its purpose is to provide high school students with an understanding of and practical experiences in political, governmental, and legal processes through its three units on voter education; State, county, and local government; and individual rights. Using the community as a classroom, IPLE requires at least 20 days of student fieldwork and internship in local and State agencies. IPLE also conducts one-week teacher education workshops and sponsors seminars, as well as its annual New Jersey Model Congress where students discuss and enact legislation researched and written by themselves.

For further information, contact:

Barry E. Lefkowitz, Director
207 Delsea Drive
R.D. #4, Box 209
Sewell, New Jersey 08080
(609) 228-6000

Law in a Free Society (LIFS)

This is a K-12 civic education project conducted with the cooperation of the University of California and other post-secondary institutions, as well as school districts, bar associations, and other groups in California and several other States. A comprehensive K-12 curriculum is being developed based on eight concepts: authority, diversity, freedom, justice, participation, privacy, property, and responsibility. Pre-service and in-service teacher training materials have been prepared. Instructional materials consisting of six sequential modules on each concept are being developed with the support of the National Endowment for the Humanities and the Danforth Foundation. LIFS project staff are available for consulting.

For further information, contact:

Charles N. Quigley, Executive Director
606 Wilshire Boulevard
Suite 600
Santa Monica, California 90401
(213) 393-0523

National Street Law Institute

This project works with law schools nationwide to help them design clinical programs for law students to receive credit for teaching a Street Law course in area high schools and correctional institutions. The Institute is an outgrowth of a six-year-old Georgetown University program in which law students taught law in District of Columbia high schools. Teacher education programs, emphasizing areas of law as they apply to individuals in their daily lives, are conducted. A textbook, teacher manual, and other materials have also been published. The Institute provides teacher training and other assistance with curriculum development, instructional methodology, mock trials, and areas of substantive law; technical assistance to school systems, law schools, departments of corrections, bar associations, and other interested groups; and development and dissemination of legal education materials.

For further information, contact:

Jason Newman, Director
Edward O'Brien, Deputy Director
605 G Street, N.W.
Washington, D.C. 20001
(202) 624-8217

Law in Action National Office

Law in Action, a series for students in grades five through eight includes student books, teachers' manuals, and filmstrips on lawmaking, juvenile problems and the law, youth attitudes and police, courts and trials, and problems for young consumers. It originated as a pilot law-related project for eighth graders in the St. Louis public schools. The series is activity-oriented and includes such teaching strategies as mock trials, simulations, and community involvement projects. The National Office provides workshops and information assistance on this series to educators and school systems.

For further information, contact:

Trudy Faust, Coordinator
393 North Euclid Avenue
Room 25
St. Louis, Missouri 63108
(314) 361-8626

Constitutional Rights Foundation

The Foundation provides nationwide assistance in developing community support for law-related programs; organizes school resource programs using the voluntary services of lawyers and justice agency personnel; designs student and teacher internships with justice agencies; plans and staffs teacher pre-service and in-service training on the administration of justice; organizes school, community, and citywide conferences and seminars; and develops peer and cross-age teaching programs focusing on law-related subject matter. Begun in 1963, this Los Angeles-based Foundation publishes and disseminates student and teacher materials including a quarterly Bill of Rights In Action magazine, simulation games; Just-Us, a national student-written newspaper; and a curriculum series, Criminal and Civil Justice. Available from the Foundation is a guidebook which provides information to teachers, administrators, and lawyers in the field about its programs.

For further information, contact:

Vivian Monroe, Executive Director
Constitutional Rights Foundation
1510 Cotner
Los Angeles, California 90025

or

Carolyn Periera
National Project Director
122 South Michigan Avenue, Suite 1854
Chicago, Illinois 60603
(312) 663-9057

Student Involvement

Student involvement means that students are able to assume responsible roles in their schools and communities, to be effective partners with adults, and to help others, thereby enhancing the quality of their own lives as well as the institutions in which they participate. Programs to promote student involvement are many-faceted and multi-purpose. They may be programs of experiential education set up to involve students in developing their own curriculum, or aimed at developing positive student interrelations in a multi-ethnic school district. They may be specifically aimed at improving school climate. They may tap into specific networks of resources on, for example, student media. It is safe to say that the more involved students are in their environment, the better their environment.

The following successful program examples are described in this section.

- Open Road/Student Involvement Project (SIP)
- Youth Communication
- Greenhouse
- Student-to-Student Interaction Program
- The National Commission on Resources for Youth Programs

Open Road/Student Involvement Project (SIP)

> The Open Road/Student Involvement Project (SIP) is a program for junior and senior high school students seeking to reduce school violence, drop-out rates, and absenteeism by promoting student involvement in formulating school policies and in structuring the school environment. Natural student leaders are identified and brought together into a Concerned Students Organization (CSO) in which students identify and address those issues they feel contribute to tension and alienation in their school. The Citizen's Policy Center, which initiated the Open Road/SIP, provides technical assistance to a teacher/sponsor (selected by the principal of a participating school). This individual teaches a Leadership Training Class and coordinates other projects for CSO members. After training, CSO members work on developing codes of ethics and examining in-school services, as well as on such substantive issues as curriculum development and guidance.

The Open Road/Student Involvement Project is one of five Open Road projects sponsored by the Citizen's Policy Center "to help young people 'open up space' in institutions which markedly influence their lives" by encouraging roles as doers rather than as spectators. SIP seeks to reduce school violence, drop-out rates, and absenteeism in junior and senior high schools by identifying natural student leaders, bringing them together into a Concerned Students Organization (CSO), and helping these students identify and address critical issues which in their opinion contribute to tension and alientation in the schools. A teacher/sponsor, selected by the principal of the participating school and given technical assistance by the Citizen's Policy Center, spends a minimum of two periods a day coordinating SIP projects and teaching a Leadership Training Class to CSO members. Course topics include problem identification, conflict negotiation, communication, and planning.

CSO members use these skills to identify problems and strategies, develop constructive recommendations, meet with the school administration to explore project feasibility, and determine how students can participate in implementing recommendations. CSO maintains a student communication network and develops a student code of ethics. Other activities may include peer tutoring programs. Such substantive issues as curriculum development, library and textbook selection, guidance and counseling, and student participation on faculty and other school committees may also be addressed. An SIP manual is available.

The Open Road/Student Involvement Project begain in 1976 when the Citizen's Policy Center's specially trained coordinators were invited to schools in Los Angeles and Oakland, California. Since then, the project has worked in sixteen California schools and in ten New York City schools. Open Road is funded through Federal, State, and local government agencies as well as through private sources.

For further information see NSRN Technical Assistance Bulletin #29, the NSRN filmstrip on Open Road, the NSRN Case Study Journal or contact:

Open Road/Student Involvement Project
1216 State Street, Suite 310
Santa Barbara, California 83101
(805) 966-2647

Youth Communication

> Youth Communication is a nonprofit national network of programs established to provide youth with a voice in community affairs by developing new, youth-produced media, enhancing existing youth media, and establishing a climate to remove existing barriers to free expression by young people.

Programs of Youth Communication include the Student Press Service (SPS), a Washington, D.C.-based news service covering youth policy issues for more than 1,100 student publications; the Student Press Law Center (SPLC); and local Youth Communication Centers in Chicago, Illinois, and Wilmington, Delaware. In addition to media access and publications programs, each local center operates a local bureau of SPS. Discussion about possible new local Youth Communication Centers is going on in Los Angeles, New York City, Minneapolis-St. Paul, and Niagara County, New York.

The Youth Communication/National Center provides information about and technical assistance to individuals and organizations throughout the country who are interested in starting similar media projects for youth.

Anyone may subscribe to SPS "News Report" (an eight-page, youth-written, twice-monthly newsletter published during the school year that contains news about policy issues, budget considerations, and new national programs related to youth); the "SPLC Report" (a 48-page magazine about First Amendment and freedom-of-expression issues relating to the student press); "YC Features" (containing student columns, editorials, and editorial cartoons); and special information packets on national youth issues. Separate subscriptions are also available.

For more information, contact:

National Programs
Youth Communication/National Center
207 South Wabash
Chicago, Illinois 60604
(312) 663-0543

Greenhouse

> Greenhouse is an experience-based career education program for disaffected high school students that views academic, social, and occupational skills as related attainments which converge in the real-life setting of a job. Assisted by Greenhouse learning coordinators, students plan learning activities centered on the use of community resources to produce growth in academic subjects, career awareness, and life skills. Students undergo orientation, exploration of the occupation, and 10-to-40-day in-depth investigations at their chosen sites. These experiences are supplemented with seminars, field trips, workshops in specific skills as needed, counseling sessions, and experience logs. Students meet in groups of 8 to 14 with their learning coordinator three times a week. There are approximately 35 students per year in the program, which has a staff of five.

Greenhouse, an experience-based career education program, was designed for high school students identified as potential or actual drop-outs. Participating students freely choose the program as an action-learning alternative. Carefully selected resource organizations and persons in the community are used as alternatives to the conventional classroom. The programs emphasize that academic, social, and occupational skills are related attainments which converge in the real-life setting of the job. Learning coordinators, who are teachers, help students plan and implement learning acts designed to produce growth in academic subjects, career awareness, and basic and life skills. Thus, a student working with a biologist at a nature preserve may do biological research for a science credit, explore jobs in the ecology field for career awareness, and write a report for English credit.

At community sites, students undergo orientation of 1 to 3 half-days to acquaint them with the site, exploration for 5 to 10 half-days to study the occupation, and in-depth investigations of from 10 to 40 days in which they undertake on-site training and other productive tasks and assignments.

These on-site experiences are supplemented with seminars, workshops in specific skills as needed, and field trips. Students must keep logs of their experiences and meet other requirements, such as filling out activity sheets. They meet in groups of from 8 to 14 with their learning coordinator three times a week. Approximately 35 students per year participate in the program. A staff of two full-time and one half-time learning coordinators, plus a half-time skills specialist and a half-time records clerk, operate the program, which is housed in its own building.

The Greenhouse program, part of South Side Senior High in Rockville Centre, New York, began in 1974 after two years of development. It is now a pilot project of Far West Laboratories of California. Greenhouse was funded from the local school budget, but has received a planning grant under Title IV-C and has applied for a National Diffusion Network dissemination grant.

For further information see NSRN Case Study Journal or contact:

Elliot Garfinkel, Principal
Rockville Centre Schools
Shepherd Street
Rockville Centre, New York 11570
(516) 255-8962

Student-to-Student Interaction Program

The Student-to-Student Interaction Program is designed to help students develop and increase positive and effective multi-ethnic student relationships within a school district. A key component of the program is the Student Advisory Committee on Student Interaction (SACSI), which meets regularly and is composed of student leaders, natural as well as elected, from each school level and administrative area in the district. Parent, teacher, and administrative representatives are included. SACSI has developed an I.D.E.A.S. Handbook which contains activities and programs to promote program goals. Activities suggested and detailed are for classrooms and centers, clubs and committees, and include conferences, contests, crafts, exchanges, and social mixers. Staff consists of a teacher/adviser, an administrative consultant, and clerical aides.

The Student-to-Student Interaction Program is designed to promote positive interpersonal relations and improved multi-ethnic school environments within a school district. The program allows students to become knowledgeable and appreciative of their own ethnic background and self-worth, as well as to gain an understanding of the contributions of people of different backgrounds. A further objective of the program is to meet nonintegration needs of students in schools, as students see those needs.

The district-wide Student Advisory Committee on Student Interaction (SACSI) addresses these concerns, meeting regularly for the purpose of providing student leadership on matters relating to integration. Committee members are student leaders, natural as well as elected--12 each from the elementary, junior high, and high school levels. Also included on the committee are three teachers, three parents, and three administrators.

SACSI functions as an ongoing clearinghouse for new and innovative task-oriented student activities. It has also developed an I.D.E.A.S. Handbook containing those activities and projects which promote goals. Suggested activities are for classrooms and centers, clubs and committees, and include such projects as human relations weekend and area youth conferences, ethnic awareness and creative writing contests, fine arts and international days, rap groups, fiestas, camping trips, picnics, and dances. The handbook provides detailed information for each activity, such as available resource persons, facilities needed, and planning time. Staff for the program consists of a teacher/adviser, an administrative consultant, and clerical aides.

The Student-to-Student Interaction Program was established in the Los Angeles Unified School District in 1977 by the school board. The program is funded by the school district, and it channels funds to activities and areas within the school district. The program has also received funding from the Federal Emergency School Aid Act.

For further information, contact:

George Tabain, Administrative Consultant
Student-to-Student Interaction Program
Los Angeles Unified School District
450 North Grand Avenue, C-103
Los Angeles, California 90012
(213) 625-6390

National Commission on Resources for Youth Programs

The National Commission on Resources for Youth bases its work on the premise that young people can assume responsible roles in school and community, and can be effective partners with adults. By helping others, they can enhance the quality of their own lives. Through a national information-sharing network, the not-for-profit Commission shares information on innovative programs in such areas as media production, youth-operated enterprises, community service, health and human service, energy, conservation, environmental action, construction and restoration, community surveys and research, school governance, mentorships and internships, youth decision-making, and recreation. In all categories, youth are involved in actually carrying out the activity themselves, with substantial responsibility and decisionmaking power. Programs may be based in schools, community organizations, employment, or diversion programs. The Commission is funded by government and private grants and by corporate donations. It distributes a newsletter and has conducted youth demonstration/youth-participation programs, such as youth tutoring youth and youth helpers in day care. Some of the youth participation programs are as follows:

Consumer Action Service (CAS), St. Paul Open School, Minnesota. Students enrolled in a Protect Your Rights and Money Class in 1976 undertook a month-long investigation of a persistent polluting odor near their school. They were finally successful in securing an order to get the nearby food processing plant to take action. As an outcome, the CAS was set up to handle a wide range of consumer problems involving ripoffs. Usual enrollment in CAS is a heterogeneous group of 35 students, aged 12 through 18. Members meet twice a week to train for their work, plan strategies, and reflect on their experiences. Academic credit is given. The program has resulted not only in successful handling of cases, but also in student learning in politics, science, sociology, law, math, and other areas.

Bartram School of Human Services, Philadelphia, Pennsylvania. The School for Human Services, designed as one option open to Bartram High School students, connects education with the community and the world of work by using a co-op method in which students spend half their day on a community placement site and the other half in classes. Students at the school plan their own agenda of activities and perform a variety of helping services in the community in such institutions as hopsitals, day-care centers, and social service centers. Reflective seminars are part of the program. The school was begun in 1970.

Duluth Youth Jury, Minnesota. In this program, high school students are provided with the opportunity to learn about the court system first-hand--and to be sentenced by a true jury of their peers. Groups of 12 to 14 youth jurors, selected from all Duluth high schools and two neighboring high schools, meet on a rotating basis once a week for three consecutive weeks after training in the juvenile court system process. Jurors hear six to ten cases each week, involving their peers, of vandalism, shoplifting, misdemeanor assault, possession of marijuana or alcohol, and hunting violations. The jurors question offenders and decide on sentences that usually combine probation with financial restitution

or community service. Probation officers rotate weekly in their role as hearings officer. The program, which is technically a mediation service, went into operation during the 1978-79 school year.

For further information on these and other innovative youth participation programs, contact:

Bruce Dollar, Associate Director for Programs
National Commission on Resources for Youth, Inc.
36 West 44th Street
New York, New York 10036
(212) 840-2844

Outdoor Education

Outdoor or adventure-based education aims at providing students with an experience to help their transition to adulthood and to foster self-responsibility through the challenge of solving problems in small groups in the wilderness. Action-oriented programs of outdoor education provide students with settings in which they can acquire mastery experiences to fall back on in subsequent experiences. Such activities as mountain and rock climbing become symbols for personal and peer-group success--as well as for encouraging personal growth and service to others. Instructors for such programs need to be well trained not only in outdoor skills but also in interpersonal and group skills; their leadership and interaction with students is vital to the success--and safety--of such programs.

The following successful program examples are described in this section.

- Outward Bound Juvenile Justice Project
- Walkabout

Outward Bound Juvenile Justice Project

> The Outward Bound Juvenile Justice project uses adventure-based education--in which students face stress-producing problems in outdoor settings--for delinquent youth identified by juvenile justice officials as high-risk recidivists. In this program, a 14-day wilderness course is oriented toward development of positive peer interaction, competency, and self-esteem. Primary peer groups of eight teenage students and their instructors participate in such activities as mountaineering, rock climbing, and backpacking. Four to six months of community-based followup, as well as additional outings as required, are part of the program. The staff of the project is well-trained in wilderness techniques as well as interpersonal and group skills.

The Outward Bound Juvenile Justice project is one component of the Colorado Outward Bound School which specializes in adventure-based education in which students face stress-producing problems in wilderness settings. Delinquent teenagers identified by juvenile justice officials as high-risk recidivists voluntarily work in primary peer groups of eight during 14-day wilderness courses. These courses are oriented toward the development of positive peer interaction, competency, and self-esteem. Basic skills are taught first so that the incrementally introduced, concrete problems--which are threatening to life, limb, and psyche--can be played out within a framework and achieve holistic resolutions. Activities include high alpine mountaineering, rock climbing, nordic skiing, winter camping, and backpacking.

During the program, each student identifies three personal goals he or she will seek to fulfill. Objectives focus on impulse control and ego-defense mechanisms. Following the initial wilderness course, community-based followup and additional outdoor experiences are provided as required.

The staff of the project is well-trained in wilderness techniques as well as interpersonal and group skills, and the instructor-student ratio is high for reasons of safety and the need for individual attention.

The Outward Bound Juvenile Justice project, a component of the 17-year-old Outward Bound Schools, was funded in 1978 for its first two years by the Law Enforcement Assistance Administration (LEAA). Funding is now available through Colorado State agencies. Project staff members are available for assistance in adapting the courses.

For further information see NSRN Case Study Journal or contact:

Richard Weider, Director
Colorado Springs Program
Colorado Outward Bound School
520 North Tejon Street
Colorado Springs, Colorado 80903
(303) 471-8604

Walkabout

> Walkabout (a term derived from the Australian aborigine adolescent rite of passage) helps interested 12th grade (and some 11th grade) students acquire the confidence and basic skills to take charge of their lives. Further, it facilitates the transition to adulthood. In this full-day, year-long program, students are motivated by and learn in five challenge environments: wilderness, applied studies, community service, career internship, and a final presentation to peers and parents on their growth and experiences. Students are selected by application and interview. The staff members act in many roles, including as instructor, co-learner, and adviser; staff members are crucial to the success of the program.

The Walkabout program was designed to discover, develop, and refine the learning environments that focus on the education of the whole person; to offer the experience of those environments to interested 12th grade (and some 11th grade) students; and to challenge and motivate students in their last years of high school. Students are selected by applying in the spring of their junior (or sophomore) year for the full-day, year-long program, and by staff interviews.

Five challenge environments help students acquire the confidence and basic skills to take charge of their lives by providing experiences which facilitate a transition to adulthood. These experiences are similar to those undergone by Australian aborigine adolescents in their six-month walkabout, their rite of passage in which they first experience competency as adults.

The challenge environments provide students with the opportunity to learn basic and relevant skills, go beyond their perceived limitations, notice how they deal with people and situations, and recognize options for change. Students accomplish meaningful tasks, begin to clarify career options, and earn credit toward their high school diplomas.

The initial five weeks are spent in Wilderness, an experience which becomes a metaphor referred to in all subsequent environments. For example, mountains become symbols of challenge and accomplishment. The 18 weeks spent in Applied Academics, which include health and personal awareness, langugage arts, environmental science, and social studies, are broken in the middle by nine weeks of Career Internship. In Career Internship, students work in real-life situations in such fields as special education, law enforcement, small businesses, veterinary medicine, and newspaper reporting. Next, three weeks of Community Service help students understand the dynamics of contributing to society through such experiences as helping senior citizens, building a trail, or assisting preschoolers. The last week is spent in Final Presentations, in which students give oral and verbal accounts to their peers and parents of their growth and accomplishments during Walkabout.

Students sign contracts of agreement at the beginning of the year and are required to keep journals. Group business meetings are held every morning. Staff members act as instructors, mentors, friends, co-learners, advisers, and facilitators. They are crucial to the success of the program.

The Walkabout program, offered by the Board of Cooperative Educational Services in Putnam/North Westchester high schools, is funded by participating schools. Developmental monies have come from the New York State Department of Education, Title IV-C, and the Rockefeller Family Fund. Walkabout is a Demonstrator/ Developer Project. In-service training and materials are available.

For further information, contact:

Peter Copen, Project Director, Walkabout
Board of Cooperative Educational Services and Research
Yorktown Heights, New York 10598
(914) 245-2700

Parent Involvement

Parents' involvement in their children's education is essential: home and school must work as a cooperative team. Many school and organization programs work to promote this teamwork. Some States now have legislation requiring or recommending parent involvement in school activities and affairs, and some have an office or person in the State education department who is responsible for studying and facilitating parent involvement. Public schools have participated in establishing resource centers to promote parent involvement by encouraging information sharing and discussion among parents and other community members on public education issues. National organizations provide support for local parent groups and their activities to improve public schools. Individual schools and school systems work to inform parents about their local schools and to involve them in activities, which are often discipline-related and often also affect school climate.

The following successful program examples are described in this section.

- Apple Corps, Inc.
- National Committee for Citizens In Education (NCCE)
- Activities for Parent Involvement

Apple Corps, Inc.

The Atlanta Parents and Public Linked for Education (Apple Corps), founded by organizations such as the Atlanta public schools and the Atlanta PTA council, is a resource center designed to promote parent involvement in public schools. It encourages information-sharing and discussion among parents and other community members concerned with public education issues. Board members include representatives from the public schools, the chamber of commerce, and a local university. The center provides a place where parents and community representatives from all Altanta neighborhoods who share similar school interests and goals can meet regularly. Workshops and forums are scheduled as needed, and speakers are provided for local parent and civic groups. The center has a library of materials on successful school programs implemented in Atlanta and elsewhere. Center publications include a monthly newsletter and topic-specific pamphlets on school issues, as well as a resource directory on local parent, citizen, and neighborhood groups involved with the public school system. A master community education calendar with current information on local education events is maintained. Apple Corps was begun in May 1979 and is maintained on an ongoing basis.

For further information, contact:

Susan Bledsoe, President
Apple Corps, Inc.
250 Georgia Avenue, S.E.
Atlanta, Georgia 30312
(404) 522-4662 or (404) 523-2323

National Committee for Citizens in Education (NCCE)

This committee is a nonprofit organization dedicated to increasing citizen involvement in the nation's public schools. It provides parents with information and guidelines for organizing groups to improve schools and for developing leadership in parent/citizen groups. NCCE acts as a referral center and a national clearinghouse for information on educational issues. A hotline gives parents information and help. Nearly 200 local groups are in the Parents' Network, which works to mobilize citizens for action to improve the nation's public schools and to support local parent-citizen groups. Among NCCE's publications are a school-year newspaper for parents and booklets about learning materials, on what to do about violence in the schools, and the politics of education. NCCE was reorganized in 1973 from a successor organization that was founded in 1962.

For further information, contact:

National Committee for Citizens in Education
Suite 410
Wilde Lake Village Green
Columbia, Maryland 21044
(301) 997-9300

Activities for Parent Involvement

Volunteer Programs. Schools use those individual parents and parent groups that volunteer to assist. In some schools, parents act as hall monitors to observe hallway activity and screen visitors to the school. Often their presence can discourage acts by students which could lead to disciplinary action. Parents are sometimes used as assistant counselors for children requiring special attention. They are also often used as resource people for classroom instruction, as clerical assistants for teachers, as sources of information about the community, and as liaison between school and community to create greater understanding and communication.

Home Visits. Schools need to make it possible for school staff to visit the homes of students, especially those who are experiencing problems at school. In school, teachers are given a specific afternoon off so that they may visit their students' families. Increased communication and understanding often results, which means that successful solutions to student problems are more likely.

Parent Orientation. Orientation is widely used to acquaint parents with instruction and administrative programs at schools. In one school, a random selection of parents is invited to the high school every other Thursday for coffee and an orientation to rules and regulations for students as well as to course offerings. A question-and-answer period with the principal, classroom visits, and tours of the building are part of the orientation.

Development of Discipline and Behavior Codes. Schools and school systems need to seek parental participation in developing school board policies on discipline and in developing codes for student behavior.

Participation in Disciplinary Procedures. In cases of minor student infractions of discipline, teachers are encouraged to contact parents by letter, phone, or visits. In serious cases, parents may be summoned to school or asked to attend mandatory conferences. Policies and procedures are often established for parental participation in cases involving suspension, expulsion, and corporal punishment, such as requiring parents to sign agreements for specifying cooperation with the school in working out disciplinary programs. Parents are sometimes involved in disciplinary procedures through building discipline committees. For example, one school in Washington, D.C., set up a discipline system entirely based on cooperation with parents. An 11-member parents' action discipline committee meets at school and handles all problems arising from classroom behavior. Minor problems are dealt with on the spot, and more serious problems involve parent conferences.

Communications. Schools must keep parents informed of school activities and problems--the good news with the bad--through parent information handbooks, newsletters, and reports. Continuing and open communication between home and school can help to build trust and make expectations clear.

Parent Organizations. Schools can encourage parent-teacher and other organizations to devote their meetings to the discussion of problems of discipline and school climate by providing the organizations with materials and speakers.

Community Involvement

Schools often need a greater range of services and programs for their students than they are able to provide. Community involvement--community input and support--is an important response to this need. Community agencies, recognizing that the problems of youth impact on more than one agency, may form coordinating groups to make sure there will be no gaps or overlaps in youth-serving agencies. Businesses, industries, and organizations, recognizing that public schools are a critical ingredient in shaping the future, may form partnerships with schools to enrich the educational experience of students through sharing community resources and expertise. Through community involvement, schools may gain programs and services they would not otherwise have which affect the future of the community; and faculty, students, and community members establish links which promote real understanding and cooperation.

The following successful program examples are described in this section.

- Fresno Interagency Committee
- Adopt-A-School Program
- Partnerships In Education

Fresno Interagency Committee

> The Fresno Interagency Committee is set up to improve communications, coordination, and cooperation among youth-serving agencies at the broadest level posssible. It grew out of a juvenile court judge's concerns about improving services for youth in such areas as education, mental health, and vocational training--which vitally affect the work of the juvenile court. The committee, which has a full-time coordinator, two subcommittees, and at-large members, establishes priorities and projects through task forces which have focused on such topics as alternatives to the juvenile justice system, disruption and violence in the schools, alcohol and inhalant abuse, and public awareness of the need for tax-supported youth services.

The Fresno Interagency Committee grew out of a juvenile judge's concerns about improving youth services in such areas as education, mental health, and vocational training, which vitally affect the work of the juvenile courts. The committee, which confines its efforts to juvenile justice issues, broadly construed, is composed of two subcommittees and at-large members. Subcommittee A members are leaders of public agencies providing direct services to youth within Fresno County, such as the police department and the school district. Subcommittee B members are leaders of citizen and professional groups which maintain an interest in services to youth in the county, such as the council on juvenile problems and the economic opportunities commission. At-large members are representatives of such agencies as parks and recreation, the California Department of Education, and school principals. Task forces are an important element of the committee's operations. A full-time coordinator provides such services to members as meeting notifications, maintenance of records, and preparation of agendas. Subcommittees A and B meet monthly, with the judge of the juvenile court as convener. The total membership of the committee meets quarterly.

The committee's mission is to improve communications, coordination, and cooperation among youth-serving agencies at the broadest level possible by providing a place for clarifying perceptions and expectations of agencies and the community. The committee also is able to identify gaps and overlaps in community services for youth. It sets priorities for projects and implements collaborative programs designed to better serve the needs of youth. Task forces have focused on juvenile delinquency in specific neighborhoods, alternatives to the juvenile justice system, disruption and violence in the schools, alcohol and inhalant abuse, parenting, facilities for juvenile offenders, public awareness about the need for tax-supported services to youth, and services for female juvenile status offenders and delinquents. Out of task force reports have grown specifically targeted programs such as Operation Stay in School for truants, seminars and publicity about alcohol and drug abuse, a crisis resolution center for adolescents, and publication of a guide to release of records from one agency to another.

The Fresno Interagency Committee was implemented in mid-1976 with funding shared by the county superintendent of schools and the probation department. After Proposition 1 in 1978, funding was cut back until October 1979, when a three-year grant from the Office of Criminal Justice Planning was obtained.

For further information, contact:

Nancy M. Richardson, Interagency Coordinator
890 South 10th Street
Fresno, California 93702
(209) 488-3680

Adopt-A-School Program

> In an Adopt-A-School program, businesses, industries, and organizations work in and with schools and provide funding, projects, personnel, and expertise to establish programs or offer services that the schools deem necessary. Involvement ranges from corporate contributions to total sponsorship of programs. Businesses and organizations support schools financially or offer skills and expertise that are unique--and needed--in the schools. Projects include student tutoring, resource persons, cultural events, clubs, apprentice programs, providing or maintaining school property and equipment, incentives and awards, and career, curriculum, and staff development.

In Oakland, California, the Adopt-A-School program is promoted by the school district superintendent and is advertised by the chamber of commerce and the school district's director of community relations. After a business or organization expresses an interest in the program and a school has been chosen, representatives from the superintendent's office, the school, and the business, industry, or organization plan and work with the adopted school. Funding, projects, personnel, and expertise to establish programs or other services the school deems necessary may be provided. For example, the Clorox Company adopted Castlemont High School and developed a two-phase reading program concentrating on reading skills development. Kaiser Aluminum developed an individualized reading and math skill improvement center at Oakland High School. Kaiser Permanente established a program at their health care facility in which students work for four hours a day and attend school for four hours. The St. Luke Society arranged for students to work with doctors and ministers in order for students to learn more about those occupations.

Other adoption activities include student tutoring, resource persons (business people teach classes), cultural events (sponsoring field trips), clubs (sponsoring curriculum-related clubs), apprentice programs (student internships), career development (career days), maintenance (renovation of school property), incentives or awards (plaques for outstanding student accomplishments), and staff development (in-service education for school staff).

Oakland's Adopt-A-School program began in 1975-76. Other Adopt-A-School programs now operate in several communities across the country, including Boston, Dallas, and Denver.

For further information on the Oakland Adopt-A-School program, contact:

Electra Kimble Price, Director
Community Relations/Community Involvement
Oakland Unified School District
1025 Second Avenue
Oakland, California 94606
(415) 836-8283

Partnerships in Education

> Partnerships in Education, a collaborative effort of organizations in the community and the public schools, works to enrich the educational experience of high school students through the sharing of community resources and expertise. The program emphasizes a voluntary one-on-one pairing of a business or corporation with a school--a partnership which increases community involvement. Representatives from the company and the school work as partners to assess and examine ways to meet school needs and plan activities. Programs feature such activities as classroom speakers, visits to company plants and offices, financial support, internships, and assistance with curriculum planning.

Partnerships in Education is a collaborative effort of the Allegheny Conference on Community Development, the Greater Pittsburgh Chamber of Commerce, and the Pittsburgh public schools. The program is designed to increase community involvement in the schools through specific one-on-one pairings of businesses with high schools. The program brings business people into a school to work with students, teachers, and administrators in a wide range of projects which school personnel feel will be helpful and which business people feel qualified to accomplish.

The program promotes cooperation and improves communication between schools and businesses. Classroom studies are supplemented with relevant learning experiences in business, industry, and the community. An understanding of the educational system is fostered among business people at the same time that students and teachers are provided with a realistic picture of the business world. Typical programs include classroom speakers, visits to company plants and offices, "shadow-an-employee day," career counseling, loans and donations of equipment, financial support, student and teacher internships, and assistance with curriculum planning.

Other activities have been displays of student projects in businesses, introductions of schools to new technology, leadership and management training, and assistance with school publications. Organizations such as WPEZ Radio, the Westinghouse Electric Corporation, Jones and Laughlin Steel Corporation, and the Allegheny Bar Association are paired with high schools.

Partnerships in Education staff work closely with the school and business coordinators to identify school needs, plan activities, and evaluate programs. The coordinators from each participating business and school meet regularly.

Pittsburgh's Partnerships in Education began in the fall of 1979. Other similar programs are in Boston, Dallas, Miami, Minneapolis, and Cincinnati.

For further information on Pittsburgh's Partnerships in Education program, contact:

Melissa J. Jones, Program Coordinator
Partnerships in Education
341 South Bellefield Avenue
Room 127
Pittsburgh, Pennsylvania 15213
(412) 622-3512

Community Schools

A community school is a service center for the neighborhood and/or community and operates in partnership with other community groups to fill the needs of the residents. A community school keeps its doors open afternoons, evenings, and summers. Local resources are drawn together in a central location and are therefore able to more effectively solve neighborhood problems.

In 1976, the Research Triangle Institute of Raleigh-Durham, North Carolina, conducted a national assessment of community schools. Their findings indicated that most community schools consist of a school building ("community school") or comparable facility which is recognized as a community center; a staff consisting of at least a half-time community school director (i.e., a person whose job is to facilitate the development and operation of total community programs through the community center); a community advisory council whose membership has a profile (race, ethnicity, sex, age, income) which reasonably matches the profile of the corresponding community and is comprised of at least 50 percent of indigenous community residents who have been democratically selected. The balance are representatives of significant organizations (including the school) based in the corresponding community

The study also concluded that successful community schools had the support of the board of education in the form of an offical resolution and had conducted a formal neighborhood needs assessment to determine what programs were needed to meet community needs. K-12 programs generally were integrated with community programs, and there was cooperation and coordination between the school and other community resources.

For more information on community education, see NSRN Technical Assistance Bulletins #4 and #21, or contact:

National Association for Community Education
Paul Tremper, Executive Director
1030 15th Street, N.W., Suite 536
Washington, D.C. 20005
(800) 424-8874

The following successful program examples are described in this section.

- Flint Community Schools
- John F. Kennedy Community Center and Middle School
- Takoma Park Junior High Community School

Flint Community Schools

In 1935, the Flint Board of Education wanted to provide an afterschool recreation program for the children of Flint. They requested and were given a $6,000 grant from the Charles Stewart Mott Foundation for this program. Thus began a relationship between the two organizations which has made Flint a national laboratory for community education programs. Through the years, the Flint community schools have requested and received Mott Foundation grants totaling over $100 million, which have enabled them to develop innovative programs and to offer an impressive array of educational, cultural, social, medical, and recreational opportunities based on the needs of the residents. Today, all 52 schools in Flint are community schools. Thousands of educators from all over the world have visited Flint to study community education firsthand.

As the major recipient of grants from the Charles Stewart Mott Foundation, the Flint Community Schools operate a wide variety of programs and services. The Flint community school system has 34,000 students and 52 school facilities. Each community school in Flint has one full-time director and a School-Community Advisory Council (SCAC), composed of representatives from the school staff and the community. The principal, assistant principal, and other members of the school staff work with the community school director in planning programs and coordinating resources. Each community school tailors its programs to the unique needs of the community it serves.

The innovative programs of the Flint Community Schools include the following:

- The Academic Olympics--An academically oriented "game" approach to instruction that utilizes a sports-like atmosphere to encourage academic achievement. The Academic Olympics provides additional educational experiences for children during the summer vacation months.

- A Foreign Language Program--Including Arabic, Japanese, Chinese, Danish, Greek, and Ukranian. Ethnic organizations have also requested classes to promote their cultural backgrounds.

- Senior Citizens Services--A program of the Flint Community Schools based at each of the neighborhood schools and several additional activity areas. There are educational programs, hobby programs, and programs in which the senior citizens provide service to other groups in Flint.

- REACH, The Runaway Emergency Action Center Hotline--Serves the 1,200 runaways each year in Genessee County, Michigan. Each community school refers runaways and potential runaways to the REACH Hotline, which has a counselor on duty 24 hours a day. REACH provides emergency counseling and shelter for up to 15 days.

- Preschool Story Hour--A service of the Flint Board of Education and the Flint Public Library. Story hours are held for preschool children once each week in the community schools.

- Urban Environment Program--A program in each community school which encourages local youth and adults to improve the physical environment of Flint. Any club, group, or organization can obtain help for environmental improvement programs through the Urban Environment Program. The Urban Environment Program provides professional plans for landscape design, planting materials at wholesale prices. Members supervise landscaping procedures on "parent work days" at each community school.

- Police-School Cadets Program--A program at each Flint elementary school which invites fourth grade boys and girls to join a "club" which provides instruction about the law, the law enforcement profession, and municipal government.

For more information, see NSRN Technical Assistance Bulletin #21, or contact:

Conferences and Visitations
Flint Community Schools
923 East Kearsley Street
Flint, Michigan 48502
(313) 762-1213

An intensive two-week training course in community school management is offered by the National Center for Community Organization, a private group which is supported by the Charles Stewart Mott Foundation. For information, contact:

Dr. Dwane Brown, Director
National Center for Community Education
1017 Avon Street
Flint, Michigan 48503
(313) 238-0463

John F. Kennedy Community Center and Middle School

The John F. Kennedy Community Center and Middle School provides comprehensive services to a large, inner-city neighborhood in Atlanta. In 1971, a task force was created to study the needs of the neighborhood before building the school. The community school arrangement was recommended to serve youth and adults simultaneously and provide physical space for a broad range of services.

The Atlanta Department of Education runs four programs in the John F. Kennedy Center:

- A middle school serving 900 children in grades 6, 7, and 8
- A day-care center for neighborhood children aged 2½ to 4½
- A training facility for mentally retarded students
- An evening program in adult education and enrichment

The community center part of the facility provides office space for a number of community service agencies, including:

- A family and child services office, with a staff of 100
- A social security office
- A senior citizens services office
- A vocational rehabilitation facility
- A department of court services which works with youthful offenders who live in the community
- A recreation department

For further information, contact:

The John F. Kennedy Community Center
225 Chestnut Street, N.W.
Atlanta, Georgia
(404) 681-3030

Takoma Park Junior High Community School

Montgomery County, Maryland, has 15 schools which have been designated community schools. Various activities take place at each. The following describes one of its community schools.

Residents of the Takoma Park neighborhood schedule numerous activities in the community school facilities. For example, the Nordic Dancers and the International Folk Dancers both meet at the Takoma Park Community School. A local theatrical group rehearses and presents plays at the school. The Community Chorus practices in the building and gives its concerts in the auditorium. The Takoma Park Marching Band also rehearses at the school.

The Recreation Department maintains an open gymnasium at the community school three nights a week and on weekends. Residents can also request that competitive sports events be scheduled in the gymnasium. Five nights a week, from 9:00 p.m. to 11:00 p.m., volleyball teams use the gym. This serves the recreational needs of the neighbors, and also means that adults are in the building until 11:00 every night, which reduces the hours for potential vandalism.

In addition to the night-time activities, a local Boys and Girls Club schedules competitive sports such as football, soccer, and basketball at the community school during the afternoon and on Saturdays. The local YMCA also schedules some of its activities out of the Takoma Park facility, and a branch of the YMCA Youth Basketball League is headquartered at Takoma Park. The county department of adult education also schedules many evening classes in the community school.

For further information, contact:

Montgomery County Public Schools
850 Hungerford Drive
Rockville, Maryland 20850
(301) 279-3000

Comprehensive Programs and Approaches

The goal of such strategies and programs as discipline codes, community apprentice programs, in-school suspensions, peer counseling, and innovative curriculum is to make students responsible for themselves and to create a school climate in which students can freely learn. In some schools, one or two projects or strategies may be enough; in others, multi-faceted systems of programs have been developed. A total school system may include a great many programs aimed at various targets--potential dropouts, bilingual students, specific career interests of students, classroom management, and college-bound students. Such a system may provide sequences of intervention strategies, such as survival courses and seminars, to promote humanistic classrooms. Further, a total system may be based on a particular unifying concept or process, such as Glasser's 10 steps for discipline, which ties many programs and strategies together. And it may be that in many cases, the more programs that are in existence, the more nearly "total" the system is, the more nearly the whole school population is involved, the better the school climate, and the better the school discipline.

The following successful program examples are described in this section.

- Schools Without Failure--Positive Approaches to Discipline Project
- PASS
- George W. Wingate High School
- Cambridge Rindge and Latin High School
- Project DEEP

Schools Without Failure--Positive Approaches to Discipline Project

> Schools Without Failure is a nonpunitive approach to school discipline based on two works by William Glasser--Schools Without Failure and Reality Therapy--which has been implemented in Boston schools. Involvement is a key word used in this approach, which incorporates a ten-step discipline process, avoids punishment, and works to help students become responsible for themselves. Major goals of Schools Without Failure are to help students become more involved in school and to help staff, students, and parents learn how to aid students to become more self-disciplined. Major activities include staff/parent training, student and parent involvement programs, and student planning centers.

In Boston schools, the Schools Without Failure--Positive Approaches to Discipline project offers an approach which stresses involvement and helps students to become responsible for themselves. Based on concepts William Glasser has developed in two books, Schools Without Failure and Reality Therapy, a nonpunitive approach to discipline incorporates a 10-step process which is utilized to develop equitable school discipline, improve classroom management, and reduce racial conflict. Through staff/parent training, student and parent involvement programs, and student planning centers, the project works to help students become more involved in school, as well as to help staff, students, and parents learn how to aid students to become more self-disciplined.

Staff/Parent Training. Training ranges from 2-hour in-service sessions to 30-hour, graduate-level staff development seminars. All programs provide practical, experience-based success practices for teachers, administrators, parents, and students. Project-trained, school-based facilitators lead the training sessions. Participation is voluntary and occurs after school.

The training focuses on positive school climate, communication and motivation, and helping students have a successful identity. Glasser's 10-step process to school discipline, the basis for the training, is divided into three stages:

1. Each teacher (administrator, parent) looks at what he or she is doing with a student who has a discipline problem, stops what hasn't been working, and makes a commitment to try a more positive approach.

2. Each teacher (administrator, parent) helps the irresponsible student evaluate his or her own behavior and plan for more responsible behavior.

3. Teachers, administrators, and parents work together to devise a consistent schoolwide plan and alternatives to suspension, wherever possible.

An important aim of the training is to improve communication among staff as well as among students and between students and staff. Structured class meetings are one technique used to break through the separation of students and to provide an opportunity for dialogue so that mistrust (and fighting) can be prevented. Teacher-student-administrator participation in establishing codes of conduct and reality therapy counseling with students are other techniques used.

Student and Parent Involvement Programs. High school and middle school students are trained in leadership, communication skills, and peer counseling. Parents are provided with the knowledge and skills to deal with their children's interpersonal behavior.

Student Planning Centers. These centers provide an alternative to suspension in some Boston schools. They are designed to assist students in evaluating and modifying their behavior. Staff are trained in reality therapy and provide both counseling and tutorial services.

Schools Without Failure was first implemented in 1978, and was funded by ESAA. An ongoing project in Boston, it is now also in operation in several other school systems in the United States.

For further information, contact:

Linda M. Wolk
ESAA Component Coordinator
Schools Without Failure--Positive Approaches to Discipline
Abraham Lincoln School
152 Arlington Street
Boston, Massachusetts 02116
(617) 482-9015

or

Educator Training Center
100 East Ocean Boulevard
Long Beach, California 90806
1-800-421-3743 or (213) 435-7951

or

Institute for Reality Therapy
1163 San Vicente Boulevard
Los Angeles, California
(213) 826-3617

PASS

PASS--Positive Alternatives to Student Suspensions--provides a sequence of strategies designed to prevent or minimize the frequency of disruptive behavior and to help 6th- through 12th-grade students as well as teachers and staff to have a more positive attitude about themselves, others, and their schools. The program involves schools in Pinellas County, Florida. Some of the crisis/remedial strategies used are a time-out room and student survival courses for school and home. The preventive/developmental strategies used include developing a humanistic school, humanistic activities in the classroom, basic encounter groups for students and school personnel, and parent training groups. Leadership for implementing PASS strategies is provided by school psychologists, social workers, and counselors, who work closely with administrators in each participating school. Workshops, materials, and consultations are available.

PASS, which provides intervention strategies for disruptive behavior and school climate improvement, is based on the concepts that students can be helped to learn self-management and problem-solving skills; that students can become personally involved with peers and school personnel and encouraged to select behavior options which do not infringe upon the rights of others; and, further, that techniques for winning student cooperation, based on mutual respect and shared control, should replace traditional punitive interventions based on authority and power. Leadership for implementing the strategies is provided by school psychologists, social workers, and counselors, who work closely with administrators in each participating school.

Crisis/remedial strategies include a time-out room (TOR), which provides a temporary educational environment which helps students examine and evaluate their behavior and develop plans for behaving more productively, and two student survival courses which help students with problems interact more effectively within their school and home environments:

- Student's School Survival Course. In this 12-week, group counseling and psychological education program, students meet once a week for an hour during or after school. The curriculum introduces current psychological theory (such as transactional analysis and reality therapy), and helps students identify and correct their own behavior patterns. The course provides a group experience to help students change their behavior, feel more comfortable in a school setting, and learn how to "survive" and feel better about themselves. The groups have five rules: be on time, only one person talks at a time, everybody listens, no putdowns or "killer" statements, and confidentiality. Co-leaders (male and female), usually with backgrounds in school psychology, school social work, and counseling, teach the course.

- Student's Home Survival Course. This 12-week, one-hour-a-week program for students, is similar to the school survival course, except that the focus is to help students deal with their family situations.

- Time-Out Room (TOR). TOR is used for temporary placement as appropriate, and is not intended as a punishment room. Here, students have a chance to talk out problems with a "facilitative listener."

Students can request this service or they may be sent by school personnel. TOR is staffed by a special TOR worker who is trained by the PASS psychologist and social worker.

Two of the preventive/developmental strategies are "humanistic" and aim at helping students and teachers get to know and appreciate each other. Others provide encounter groups for students and staff personnel and training groups for parents.

- Staff Development for a Humanistic School. One-day workshops or seminars for all school personnel--administrators, teachers, counselors, secretaries, custodians, paraprofessionals, and lunchroom personnel--continue throughout the school year. Such questions are explored as: How can I experience more pleasure from my work? How can I be more effective in my job? How can students be helped to adopt values which lead to productive social behavior? The emphasis is on evolving more effective communication systems through participating in nonthreatening activities stressing positive verbal expressions.

- Humanistic Activities in the Regular Classroom. This 12-week program is conducted in classrooms and uses group dynamics to unite teachers and students into a productive work group. It is designed to create positive environments where students develop feelings of belonging by setting aside one hour a week for activities that encourage openness, sharing, social awareness, and personal growth.

- Basic Encounter for Students. This is a voluntary group counseling program in which students meet once a week for two hours for 12 weeks. A psychologist or trained professional conducts the sessions, which explores such questions as: Who am I? Where am I going? How can I become a more effective human being?

- Basic Encounter for School Personnel. Like the basic encounter for students program, participants meet in a group once a week for 12 weeks to explore their feelings and interactions with others as well as to learn strategies for use in classrooms and offices to create a positive environment.

- Parent Training Groups. This two-hour, six-session program for parents is held in the evening. The training groups foster open communication, sharing concerns, and problem-solving and gives parents an opportunity to reevaluate their own systems of values. Techniques used are parent effectiveness training, behavior modification, transactional analysis, and values clarification.

The PASS program, which began in the early 1970's and has significantly declined the number of suspensions in Pinellas County, Florida, is funded by ESEA Title III. Workshops, consultation, and materials are available. PASS is also a National Diffusion Network project.

For further information, contact:

John Kackley, Coordinating Psychologist
Ralph E. Bailey, Director
Euclid Center
1015 10th Avenue North
St. Petersburg, Florida 33705
(913) 822-0158

George W. Wingate High School

> Wingate High School's wide variety of programs, implemented through positive leadership and an effective teaching staff, add up to good school discipline and good school climate. These programs are based on student need and student interest, as are as career education programs and many other special programs and activities. The principal has also established a teacher training institute. Principles which govern all programs are to involve everyone in the decisionmaking process and in implementing and evaluating decisions, and to maintain an open climate that encourages initiative and creativity.

At George Wingate High School, an urban school in Brooklyn, New York, a wide variety of programs helps to ensure good school discipline and good school climate. Strong leadership by the principal, Robert Schain, and the effectiveness of the teaching staff, have been key elements.

Need-Based Programs. Programs based on need include basic skills programs in reading, for which Wingate has developed its own book, Developing Reading Skills Through Subject Areas; a writing skills program; and a mathematics skills program. Students are achieving improved results on New York State competency tests, in addition to achieving better discipline, as a result of greater student success in academic areas. A bilingual program helps foreign-born students. The Alpha program, for entering ninth graders with prior records of academic failure, attempts to design individual programs based on student interests. Wingate Prep is a program for older students providing a last chance to earn a high school diploma. Special education programs are provided for intellectually as well as emotionally handicapped students.

Student Interest Programs. Another factor in Wingate's successful climate is the programs based on student interests. There is a medical science program, in which students serve internships in nearby hospitals; a flight training program; a television and radio institute; a behavioral studies institute with an academic program stressing psychology, sociology, philosophy, and anthropology, and with a legal institute; and a labor studies institute.

Career Education Programs. A wide variety of courses focused on specific careers are available. They include: a printing program; a commerical art program; a house construction program; a jewelry program; a careers-in-business program which teaches typing, stenography, bookkeeping, and sales; and a jobs program which has provided jobs for several hundred students. In addition, there are an afterhours occupational skills program; a shared instruction program which makes it possible for Wingate students to attend other schools for specialized vocational courses; and, finally, a college and career guidance program.

Other Programs and Activities. A great many other programs and activities also affect school climate and discipline at Wingate. Some of these are a program for college-bound students; a scholars program based on the great books course; an honors program; an independent study program which works closely with some of the motivational programs, particularly the medical science program; the Wingate consultation service for students who need professional counseling; a swimming program developed in cooperation with a nearby medical school; the

Black-Jewish relationship project to promote good relations between those two communities; and many student activities such as field trips and voter registration drives.

Teacher Training Institute. A teacher training institute operates departmental programs and schoolwide programs in addition to those for supervisors, staff of special programs, and counselors. A videotape library supports the institute.

For further information on Wingate's programs, contact:

Robert L. Schain, Principal
George W. Wingate High School
600 Kingston Avenue
Brooklyn, New York 11203
(212) 467-7400

Cambridge Rindge and Latin High School

> The Student Service Resource Center at Cambridge Rindge and Latin High School aims to build a sense of community and to facilitate students' maximum and positive involvement in their school by serving as a resource to help them deal with any need or concern they may have regarding school, home, or community life. The center emphasizes peer counseling as well as the use of special projects and committees. When the center began, there were three components: the student advocate program, the self-enrichment program, and staff development workshops and consultations. Now there are also a juvenile court project, a fairness committee, semimonthly workshops or seminars on youth issues, and a teacher-adviser program. In addition, the school also participates in Project STILE, an in-service teacher training program aimed at improving the learning environment.

The Student Service Resource Center, which emphasizes peer counseling as well as the use of special projects and committees, was set up at Cambridge Rindge and Latin School to facilitate maximum and positive involvement by students in their school. The center serves as a resource to help students deal with any need or concern they may have regarding school, home, or community life. The center's programs, aimed at community building, are as follows:

- Student Advocate Program. Ten high school students are trained and paid to counsel other students and to help them with any need, problem, or grievance. The advocates are assigned to work during their study periods for a maximum of 12 hours a week at the center or other appropriate sites in the school. Because advocates have learned how the "system" works, and to deal with the school system as a microcosm of the larger world, they share their knowledge of the system and the services available in school and the community. Sometimes advocates are assigned during summer vacations to such agencies as Upward Bound and Project Place.

- Self-Enrichment Program. Designed by a consultant in human behavior, this program provides high-risk female students an opportunity to improve their self-image and communication skills. The course is also available to school personnel to improve their own and their students' skills.

- Staff Development Workshops and Consultations. Assistance is offered to departments and individual teachers to assist in their efforts to comply with Massachusetts Law Chapter 622 regulations regarding the inclusion of women and minorities in the curriculum.

- Juvenile Court Project. This advocacy service for court-involved students helps prevent drop-outs. A staff member serves as a direct link to the probation department of the court to advocate for these students. This liaison may help a student in several ways: providing support at court, speaking up for the student when appropriate, facilitating reintegration into school and utilization of school services, and promoting interactions with school staff.

- Fairness Committee. Both students and teachers are members of this committee, which is part of the school government and resolves conflicts on issues of fairness. Students are trained in listening, negotiating, and advocacy skills. The committee listens to complaints of unfair treatment and offers a neutral place for any member of the school community to bring problems or concerns affecting individuals or the entire school. In addition to making recommendations and proposing resolutions to conflicts, the committee may also propose specific school policy changes.

- Semimonthly Workshops/Seminars on Youth Issues. Students choose pertinent topics and plan workshops open to the entire school. For example, different types of music and the use of radios had become a racial issue. In response, the Student Service Center sponsored a seminar entitled "Can"t Music Bring Us Together?"

- The Teacher-Advisor Program (TAP). This program is offered for credit to all students in the high school who wish to join. Students meet with each other and a teacher-adviser once a week throughout the school year to discuss personal and school-related needs or concerns. Although it is not a discipline program, a major focus is using individualized attention to help students feel more responsible. The teacher-advisers are teacher volunteers who have participated in a one-week summer training workshop.

In addition to the programs of the Student Service Resource Center, Project STILE (Student-Teacher Interactive Training Environment) also contributes to creating a positive school climate. This in-service teacher training program aims to improve the learning environment by showing how teachers' expectations powerfully affect student achievement. The project functions on several levels. Intensive training for teachers is provided through a summer or academic-year workshop; teachers attend workshops and then observe each others' classes and hold after-class discussions; and workshops for parents are given on the expectations' concept and how it works both at home and at school.

The Student Service Resource Center was funded through a grant from the U.S. Department of Justice, Law Enforcement Assistance Administration, Office of Juvenile Justice and Delinquency Prevention. Original programs set up with this funding were the student advocate program, the self-enrichment program, and the staff development workshop and consultations. The juvenile court project, the fairness committee, the semimonthly workshop seminars on youth issues, and the teacher adviser program are supported by funds from the Cambridge Public Schools. Project STILE was developed at the Massachusetts Institute of Technology by MIT staff and Cambridge teachers in 1977 under the auspices of the Massachusetts Department of Education's Title IV-C funding.

For further information on the programs at Cambridge Rindge and Latin School, contact:

Henry Lukas, Assistant Headmaster
Cambridge Rindge and Latin School
459 Broadway
Cambridge, Massachusetts 02238
(617) 498-9211

Project DEEP

> Project DEEP (Diversified Educational Experiences Program) is an alternative classroom management system which is student-centered and project-oriented for grades 7 through 12. Teachers act as advisers, consultants, and learning systems managers. The program is designed for apathetic learners and those with discipline problems, but it also works well with gifted and talented students. The project can be used in a variety of school structures with flexible scheduling in many academic areas. Extensive use of community resources and the media are made in a workshop environment. The program offers students alternative ways to create, gather, develop, and display information in academic subjects. Training workshops and manuals are available for teacher-facilitators.

Project DEEP is an alternative system for managing academic classrooms for students in grades 7 through 12. In the student-centered, project-oriented program, teachers act as advisers, consultants, and learning system managers. By identifying needs, formulating objectives, and developing tasks and projects based upon those objectives, students in project DEEP classrooms use alternative ways to create, gather, develop, and display information in academic subjects. Extensive use of media and community resources is used in the workshop atmosphere. Students receive teacher de-briefing following their projects and participate in evaluating their work.

The program was initially designed for apathetic learners, students with discipline problems, poor attenders, and potential drop-outs, but it also works well with gifted and talented students. The aim of the program is to develop an instructional process that allows teachers to create an academic environment emphasizing success for each learner (while decreasing institutional hostility).

Teachers are trained in workshops to be learning facilitators. The Project DEEP conflict management process is based on human relations and peer group interaction as well as teacher-student interaction. Teacher manuals and follow-up service are available.

The Project DEEP program was first implemented at West High School in Wichita, Kansas, in 1971. Funding for development was provided by ESEA Title III. It is now a National Dissemination Network-funded Development Demonstrator project.

For further information see NSRN Case Study Journal article on the project or contact:

Jane Connet
Director, Project DEEP
Wichita Public Schools
640 North Emporia
Wichita, Kansas 67214
(316) 268-7801

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Discipline Bibliography

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