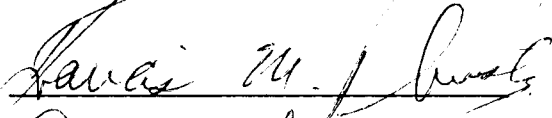


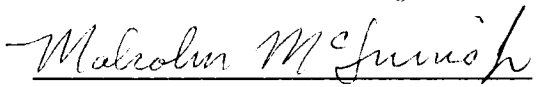
To the Graduate Council:

I am submitting herewith a dissertation written by Esther Luther Campbell entitled "A Study of Issues Related to School Discipline in New Castle County, Delaware." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.

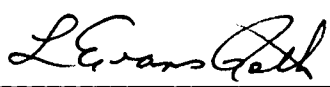

Charles M. Achilles, Major Professor

We have read this dissertation
and recommend its acceptance:





Accepted for the Council:


Vice Chancellor
Graduate Studies and Research

A STUDY OF ISSUES RELATED TO SCHOOL DISCIPLINE IN
NEW CASTLE COUNTY, DELAWARE

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Esther Luther Campbell
August 1982

3063249

ACKNOWLEDGMENTS

The writer wishes to express appreciation to Dr. Charles M. Achilles, major professor, for his support and assistance throughout the research, also to each committee member who individually and as a group have been extremely generous with their time and considerations: Dr. Dean J. Champion, Dr. Malcolm C. McInnis, Jr., and Dr. Francis M. Trusty.

The support of my family, my mother, aunt, and son Kevan, is gratefully acknowledged.

ABSTRACT

This study examined disciplinary policies and procedures of New Castle County, Desegregation Area (NCCDA), Delaware to compare them with those defined in the literature and research as "good," and assessed whether numerical overrepresentation of minority pupils in school suspensions seemed to be based (primarily) on race, or if there were other equally plausible possible causes.

The early 1982 study, was an extension of a previous study (Achilles, Campbell, et al., 1982) concerned in part with discipline practices against Black students in four new districts of NCCDA.

The study population was students and faculty of the NCCDA schools and others concerned with the educational process in the schools. A sample selection confined the study to students and faculty and other concerned with the problems of the secondary schools.

The research design had three descriptors: "field study," "quasi-experimental," and "ex post facto." The approach was descriptive, not projective, in nature. The study analyzed in isolation major variables which might affect suspension: race, sex, socioeconomic status, class rank, school size, density of minority population.

Data were collected through interviews and responses to the Discipline Context Inventory (DCI), a guide to analyze programs and identify problem areas for improvement of discipline in schools. Data Service Center, New Castle County provided statistical data.

Content analysis was used to analyze interview results and informal comments on the DCI. Non-parametric Median Test analyzed individual-item responses. Pearson product moment correlation coefficient (r) determined relationships between variables which might affect the rate of suspension.

Findings indicated (1) disciplinary policies and procedures were very specific, administered in accordance with well-defined Student Codes of Conduct (which were written, however, at an average reading level of grade 13, and were lengthy and complex), (2) there was clearly an overrepresentation of minority pupils in school suspension, and (3) there was also an overrepresentation using other identified factors--low achievers, low socioeconomic pupils, and males--with only sex lower in probability than race as a factor of suspension.

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CHAPTER I

INTRODUCTION

Societal changes in the 60s and 70s were reflected in the educational climate of the nation's public schools. A decade after the Supreme Court made the decision that it was illegal to operate dual school systems, communities and schools were still uncertain about the effects of the decision upon the learning process and achievement for all students. In an attempt to provide equal education--and with equal education, equal opportunity--the Courts had created a turbulence which has become a legacy to educators in the 80s.

Efforts to comply immediately with the Civil Rights Act of 1964, and to avoid penalties for not doing so, created confusion and racially-initiated conflicts. The rapid changes caused by desegregation added impetus to the unsettled climate resulting from a growing student resistance to authority during the period of the Vietnam War. With the Tinker v. Des Moines* decision which ultimately assisted students in challenging the constitutionality of school policies, the authoritarianism of school boards and all educators diminished.

*Tinker v. Des Moines Independent School District, 393 U. S. 503, 506 (1979)--Justice Abe Fortas ruled that it can hardly be argued that "either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate"; school officials cannot prohibit a particular expression of opinion simply because it is an "unpopular viewpoint" if it does not "materially and substantially interfere" with school work.

Students reacted to the uncertainties created by all of these changes with irresponsible behaviors. Denied by the courts the use of many retaliatory punishments previously used, and unprepared to deal with all of the conflicts resulting from these societal and behavioral changes, classroom teachers and administrators became frustrated by the increase in violations of rules and exhibitions of self-destructive behaviors. The extent of this negative behavior has generated great public concern about "the school discipline problem" (Wayson, 1982:1).

Educators have responded by attempting to exclude "trouble-makers" and "problem students." Exclusion is accomplished in many ways: suspension, exemption from attendance, special education classes, in-school detentions, remedial rooms, or evening school programs (Haralson, 1979:534). High suspension rates and reports of other practices perceived as being disciplinary in nature have given impetus to advocacy groups concerned with equity and fairness for all students. Statistics show an overrepresentation of minorities in the number of students excluded through suspension. This is interpreted by some groups as the

. . . inability of predominantly white, middle-class schools with their particular value orientations, to accept the attitudes and behavior of Black and other minority students. . . . Whether it is racism or class discrimination is difficult to prove (Haralson, p. 534);

however, there are other variables such as sex, socioeconomic status

and class rank that appear in suspension statistics often enough to be given serious consideration.

II. STATEMENT OF THE PROBLEM

Separate educational facilities are inherently unequal. . . . To separate (Black children) from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone (Brown v. Board of Education, 347 US 483 1954).

Brown v. Board of Education initiated "judicial activism" in education--the courts will not allow "public school actions which, either by intent or effect, lead to unequal treatment of distinct groups of students or teachers" (Brown v. Board of Education). The ruling held that maintaining legally separated schools on the basis of race constituted a violation of equal protection for Blacks. Twenty-eight years after Brown, universities, social scientists, and many governmental agencies, as well as local school systems, were still asking questions that the Court tried to answer in Brown (Miller, 1979:311).

Subsequent cases applied equal protection to a variety of practices and regulations which led to unequal treatment of distinct groups (Menacker, 1981:189). Even where the diminution of racially identifiable schools has been accomplished, discriminatory practices have served to "resegregate" school systems internally. Green (1981:283) cites a study of desegregation outcomes in Kalamazoo, Michigan, which showed that although the district had achieved a

degree of desegregation in schools, within the classroom there was little, if any, desegregation because of the use of tracking. Minority students were overrepresented in compensatory education and remedial programs.

The 13th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools reported that discipline continued to be the number one problem facing the local public schools (Gallup, 1981:34). One of the most-used punishments for disciplinary problems is to suspend or expel students from school. As long as due process procedures are followed and students are informed of offenses for which they may be suspended, schools may suspend students for one or more days; maximum suspension varies from three to ten days depending on individual state laws. Most teachers and principals agree that suspension has no educational benefit and does little to change behavior or to solve the underlying causes of misbehavior (Kaeser, 1979b:465). Advocates of children's and students' rights oppose suspension on the grounds that suspension rates are merely a symptom of more serious underlying causes, one of which is discriminatory treatment: suspension statistics indicate that minority students are suspended disproportionately compared to their share of the population. While minority students comprise approximately 25 percent of the nation's school population, they make up 40 percent of all suspended and expelled students. These statistics raise serious questions about equal treatment.

The significant and serious effects of suspension were highlighted by the Supreme Court in the Goss v. Lopez decision. This ruling guarantees a student due process prior to suspension:

Where a person's good name, reputation, honor, or integrity is at stake because of what the government is doing to him, the minimal requirements of due process clause must be satisfied (Kaeser, 1979b:466).

In numerous areas after court-ordered desegregation has * occurred, there have been complaints of a disproportionate impact on minorities in areas of discipline and other school-related activities. The question is asked by some of the minority groups, "Is school discipline being meted out unfairly on minorities in the sense of suspension, since many more minority than majority pupils were being suspended; i.e., is discipline being used to subvert the intention of desegregation?"

Federal funds (Emergency School Assistance Act) have been used to work toward the correction of problems arising from desegregation in school districts. Other funds (Title IV, Civil Rights Act) have been used in other ways to try to correct the problems, e.g., development or adoption of programs to provide ancillary relief or alternatives to suspension. These funds often supplement funds allocated by local school districts to study and/or alleviate outstanding problems identified by specific communities.

III. PURPOSE OF THE STUDY

The purpose of this study was to review discipline as it existed in the context of court-ordered desegregated districts in New Castle County (Delaware).

The study probed underlying conditions to see if there seemed to be disproportionate representation (based on race) of suspension of pupils from the districts' high schools.

The study reviewed discipline practices of the districts to see if sex, socioeconomic status, or class rank have effects on student suspension.

"Good" discipline practices, including recommended standards for effective Codes of Conduct, were studied to provide guidelines for the development of Codes in school districts where they may not now exist or where they should be reviewed and revised.

Context of This Study

The Evans v. Buchanan complaint was initially entered in May 1956 by Blacks residing in Clayton School District (Delaware) who had been refused admission to certain Clayton schools. The Court supported the plaintiffs; and, in July 1957, when the Court found little effort had been made to comply with Brown decisions of 1954 and 1955, the State Board of Education was ordered to submit an overall desegregation plan, which was subsequently approved in July 1961.

By June 1967, the last Black district was phased out. After continued study of reorganization plans, in June 1976 the District Court entered an Order to desegregate and reorganize 11 school districts with a Volunteer Transfer Program which allowed any student to transfer to any district that would accept him/her. (A previous criterion of 10-35 percent enrollment was disapproved by the Court in May 1977; therefore, no particular racial balance was required.)

Following a number of requests for stays of implementation, a subsequent court order for submission of acceptable plans to provide "a racially non-discriminatory school system" was issued when "State authorities demonstrated continued unwillingness to discharge their responsibilities" (Evans v. Buchanan, Court Order, January 1978).

The Court mandated in December 1978 that one single district comprised of all 11 school districts be established. This one district, called the New Castle County School District (NCCSD), would be made up of urban Wilmington and ten surrounding suburban districts. Pupil assignment plans reassigned all students from the geographic area of predominately White districts (7) for nine years and all students from White districts to predominately Black districts for three consecutive years.

In November 1980, the State Department of Public Instruction presented a plan for reorganization of the New Castle County School District (NCCSD) into four separate school districts. This plan was approved by the Delaware State Board of Education and reorganization of the single district, as well as governance, pupil assignment, and

operational decisions fell to the State Board. Each of the four new districts roughly followed the boundary of a prior attendance area and each had relatively similar Black/White ratios. As a result of these changes, there were several concerns related to the desegregation issues. One of the major concerns was discipline.

This study assessed discipline practices in the former NCCSD (1980-1981) in the four new districts of the New Castle County, Desegregation Area (NCCDA), to determine whether there was disproportionate impact upon various groups of pupils.

IV. QUESTIONS TO GUIDE THE STUDY

The study employed questions (and subordinate questions) to organize the research approach. The two major issues or questions were preceded by a related question which provided a logical flow of data. The questions/issues are:

1. To examine disciplinary policies and procedures of New Castle County, Desegregation Area, to compare them with those defined in the literature and research as "good."

- 1.1. What are "good" discipline policies/procedures as indicated in literature and research on discipline?

- 1.2. How did discipline policies/procedures of NCCDA and the process by which they were developed and established compare with those defined in the literature as "good"?

1.3. How did Codes of Conduct of the four districts in NCCDA compare to recommended practices/procedures defined in literature and research?

1.4. How did the rules and regulations of the Codes of Conduct embody the policies of the four districts of New Castle County?

1.5. How were students, parents, and school personnel made aware of the schools' rules and regulations (Codes of Conduct)?

And then, within the preceding framework, to determine in NCCDA:

(2.) Whether or not the number of Black students suspended for disciplinary reasons was greater than would be expected, using the racial composition of the schools as a baseline;

(3.) If there were disparate impact, whether or not it seemed to be the result of discrimination by race, or if there were other equally plausible possible causes.

(3.1.) Were student violations of rules and regulations of similar or the same nature perceived differently by school personnel because of the students' race, sex, socioeconomic status, class rank, or school factors such as size and density of minority?

(3.2.) Were rules and regulations differentially applied to students because of race when violations of similar nature or of the same rules and regulations occurred?

V. SIGNIFICANCE OF THE STUDY

Discipline and desegregation are continuing issues in education. Gross data as collected for reports to Office of Civil Rights (OCR) and local school boards are inadequate to answer underlying questions concerning what has been happening in the New Castle County, Desegregation Area, Delaware, and similar districts in which records do indicate that there is a large percentage of the school population being excluded from classrooms for disciplinary reasons.

Minority and other advocacy groups are particularly sensitive to the number of minority students who are not achieving academic success and who are being suspended for disciplinary reasons. School records may indicate that there is a disproportionate impact of discipline upon minority students. This discrimination, perceived or factual, affects the learning climate of the schools and the cohesiveness of the community. The feeling of "separateness" or unfair treatment may in turn affect the attitudes of students toward learning and thereby contribute to the educational problems of low achievement and disciplinary infractions.

The current study has interpreted data to determine what relationships, if any, existed between forced desegregation and incidences resulting in major disciplinary actions; e.g., suspensions and expulsions. It has been concerned specifically with how discipline was directed against different racial groups. The study also reviewed and interpreted data to determine what relationships, if any, existed

among race, sex, socioeconomic status, and/or class rank of students who were suspended or expelled.

The study will provide directions to school districts seeking to find alternatives to old patterns of establishing policy and administering discipline in schools.

VI. LIMITATIONS, DELIMITATIONS, AND ASSUMPTIONS

Limitations

1. This study was a part of, and an extension of, a prior study conducted from September 1981 to April 1982 for the State Board of Education and State Department of Public Instruction, Dover, Delaware; therefore, there could not be absolute control over sample selection.

2. Data were collected from a single area (NCCDA) and any generalizations have been made with this consideration.

Delimitations

For statistical data, information was that collected during the 1980-1981 school year and the first three quarters of the 1981-1982 school year. These data were available through the Data Service Center, a consortium serving NCCSD and later, the four single districts in the New Castle County, Desegregation Area (NCCDA).

The questionnaires and interviews were completed in December 1981. Incident Reports were from 1978-1979 and 1979-1980 school years. Those analyzed were selected at random from the files by an administrator in the school systems.

Assumptions

Questionnaires and interviews were reasonably representative of a cross-section of persons in the school system.

The Incident Reports were reasonably representative of the total reports forwarded to the District Central Office.

VII. DEFINITION OF TERMS

Ancillary relief. Ancillary relief involves educational components in addition to the reassignment of students. These components are specifically designed to ensure that desegregation will not only provide equal opportunity for students in the future, but will also allow minority students to overcome previous discriminatory educational treatment and achieve equitable outcomes. The primary goal of ancillary relief programs is the provision of quality instruction in the critical areas of reading, mathematics, and language arts (Green, 1979:284).

Desegregation. The physical mixing of pupils, faculties, and staff personnel to provide a racially non-discriminatory school system.

Discipline. The imposition of punishment on an individual or individuals because the school has officially determined that there has been a breach of a supposed norm or rule (Kaeser, 1979b:467).

Discrimination. Prejudiced or prejudicial action or treatment towards an individual or group of individuals (Webster's Dictionary, 1973).

Disproportionate impact. The enforcement of policies and procedures upon a specific group of individuals to an extent that the ratio of these actions to the total number of actions is greater than the ratio of the specific group to the total population.

Expulsion. The exclusion of a student from all schools in the district and from the school grounds on a permanent basis for an indefinite period of time.

Integration. Includes cross-racial acceptance, equal access to high status academic and social positions in schools, and inclusion of elements of minority as well as majority subcultures in curricula and activities (Pettigrew, 1975, Schofield, 1978, in Henderson and others, 1981:70).

New Castle County School District (NCCSD). The "racially non-discriminatory school system" organized by court mandate (Evans v. Buchanan, Court Order, January 1978). The one district was made up of urban Wilmington (DE) and ten surrounding suburban districts.

New Castle County, Desegregation Area (NCCDA). Four separate school districts--Brandywine School District, Christina School District, Colonial School District, Red Clay School District--formed as a result of the reorganization of New Castle County School District, approved by the State Board of Education (DE), November 1980.

Resegregation. Process by which students are segregated once again after desegregation has been officially achieved. It may be deliberate; it may be voluntary or involuntary. Ability grouping and tracking, placement, and special programs can resegregate students.

Suspension. The temporary removal of students from the school environment. Used in this study to refer to out-of-school suspension.

VIII. ORGANIZATION OF THE STUDY

This study is presented in five chapters: Chapter I includes an introduction; statement of the problem; purpose of the study; questions to guide the study; significance of the study; limitations, delimitations, and assumptions; definition of terms; and organization of the study. Chapter II contains a review of the related literature and a summary of the literature review. Chapter III discusses the methodology of the study, including an introduction, sample/population studied, data collected, and design of the study. Chapter IV presents and discusses the data analysis and results. Chapter V contains summary of the study, findings, conclusions of the study, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

I. INTRODUCTION

Discipline issues have become the focus of constant dissension between youth and adults, educators and parents, school personnel and pupils in recent years. In all but 1 of the 12 Gallup Polls on Education, discipline was identified as the number 1 problem facing the schools. Among the contributing causes of the increased concern with discipline are the changes brought about by the desegregation of school districts and by the influx of students from various minority cultures, such as the Hispanics. Students from different cultural backgrounds who are forced into what they perceive to be competitive situations may have difficulty adjusting, and they themselves may not be aware of the reasons why. Often there is something in the background of the minority population which predisposes a child to act out a behavior that is perceived by the majority population as being unacceptable (Forehand, 1976:30). Translated by some writers as "game playing" (Unks, 1980:180), this playing out of cultural norms is conducted to obtain status with their peers. Actions, misinterpreted by both students and adults, are perceived as being anti-social or defiant and a "discipline problem" erupts. Cultural sensitivity on the part of school personnel can give direction to setting guidelines that will deemphasize school rules which, by their very wording invite confrontation and the inevitable disciplinary action (Forehand,

1976:39). Sensitivity is the first step; setting the guidelines for "good discipline" practices is more difficult. Educators and sociologists continually review and revise educational programs in an attempt to serve all students equitably.

In evaluating "good discipline," as opposed to "poor discipline," there are considerations other than overt adherence to stated rules that exemplify the effectiveness and efficiency of student control. Some consider that causes of school problems, especially those resulting from differences in cultural backgrounds, are outside the reach of schools. Others believe that schools should counteract students' negative behaviors and train, or retrain, them to have more positive attitudes toward their environments and futures. Some educators agree, however, that most deviant behaviors are symptoms of more complex problems which must be ameliorated if discipline problems are to improve (Kaeser, 1979b:461). A "get tougher" attitude with more stringent rules and sterner punishments only compounds the problem. Others point out that tougher schools are what the parents and patrons want, and they are setting the policies and paying the bills.

The American school system was founded on and supported by authoritarian models. As a result, school personnel take punitive approaches to discipline and thereby develop little self-discipline. Horace Mann wanted to teach self-discipline but immigration and industrial changes interfered. Schools still have not been able to resolve the problem (Brodinski, et al., 1981:1).

More and more, writers are reemphasizing Mann's objective in training students in self-discipline, which has been defined as the tendency to behave in ways that are mutually beneficial to oneself and to others (Brodinski, et al., 1981:3). It is one of the myths of discipline that students "do not know how to behave." They know how ✕ (e.g., in attendance in church, at funerals, etc.) but they need to be convinced that it is in their best interests to conform to expectations of teachers and schools (Kindsvatter, 1980:693). Williams (1979:387) sees self-responsibility as the solution to the discipline problem. Although some view the environment--and teachers are part of the environment--as being accountable for students' actions, educators have the burden of conveying to students an awareness of their power of free choice and of the actions that may result from exercise of this power. (Acts have consequences!)

Self-discipline should be the goal of all discipline efforts. School personnel who are firm, fair, and consistent will be able to help students achieve the lofty goal of self-discipline.

Children need assistance in learning how to face the challenges and obligations involved in this decision making (Jones, 1973:11). They must learn reasons why they themselves must set limits to their own behaviors, and they need to develop skills for doing this; they must weigh the advantages and disadvantages of various kinds of action (Ladd, 1975:11). This need for all students to develop self-control appears throughout current literature as the objective for establishing

"good discipline practices" (Arno, 1980:460; Foster, 1980:7; Frith, 1980:637; Gephart, 1981:2; Kindsvatter, 1980:691; Wayson, 1982:1).

More than 50 years ago, the "new" definition of discipline was written as "the gradual impression of the fundamental lesson of self-control" (Hunt, 1928:6). Yet the problem remains--composition of the student body has changed, causes for disciplinary action seem to become more incredible--and student suspension rates throughout the country increase (Larkin, 1979:489); discipline, including self-discipline, has not improved. It has, however, had to be viewed in a different context. The main premise underlying the thinking on discipline policies during the 50s and early 60s was that of in loco parentis. The late 60s and 70s introduced an era of student rights and responsibilities. This change, together with the changes in school population brought about by forced desegregation (and numerous court decisions), has caused some changes in assumptions about students' behaviors (Foster, 1980:5).

The Gallup Poll on Education and Schooling added a new dimension to the post-World War II literature on discipline. The 1966 study has been called the "most probing poll ever completed" of public attitudes toward schools. This poll marked the beginning of an annual account of public opinion of various issues in education. In every annual poll since, the respondents to these surveys have indicated that discipline continues to be the priority concern. Educators have reacted by developing policies to let the students and the public know

the limits of "student rights," and to guide the teachers in knowing what rules and regulations will govern the system.

Many policies currently in use stress concepts such as democratic decision making, student self-governance, creative discipline policies, education sanctions, and concerns for needs of the individual (Howard, 1978:5). Unfortunately, this is not always the case. All too often school administrators and/or school boards list sets of rules designed to control the students rather than to discipline them. Wilson (1971) distinguishes between discipline and control. Although both are "forms of order," discipline is order achieved by virtue of lessons for the sake of values intrinsic to the activity; control is achieved when a sequence of events is pursued for reasons extrinsic to the activity--when we exercise control over people, we are not disciplining them (p. 77). Discipline is a form of logical and evaluative order which must be learned if one is to become self-disciplined (Wilson, 1971:27). When we order someone to do something as in giving commands, we are not teaching him, we are just telling him.

II. GUIDELINES FOR CODES--COURT INFLUENCES

In the wake of the numerous court decisions, school systems have made available to staff, students, and parents, statements of students' rights. Judicious administrators also include statements of students' responsibilities, and provide opportunities for teachers,

students, and parents to know and understand them. These statements serve as guidelines to the parameters within which the discipline program of the system will function. (Interestingly, there are few "codes of conduct" for school personnel!) The concept of in loco parentis has become overshadowed by student/parent demands of "student rights" (Foster, 1980:5). As a result, there are Codes of Conduct in many school districts--many schools have developed student handbooks--which define these rights and responsibilities. Since Goss v. Lopez^{*}, school administrators are especially sensitive to establishing policies which will protect the system and at the same time provide an educational function for students.

Some district-wide Codes are established with little or no external input. Others are "put into effect after careful inputs from diverse interest groups, thoroughly introduced to successive groups of students, widely utilized, and revised" (Hollingsworth, 1979b:513-514).

Developing Codes in the 80s requires caution. Are there some criteria that can help in establishing student Codes of Conduct and discipline procedures? What guidelines exist for school personnel? Clune (1979:442-443) describes key criteria for school discipline. The basic norm is that a student should not be disciplined without adequate educational justification. This norm leads to five other norms:

^{*}Goss v. Lopez (419 U.S. 565, 1975). A Supreme Court decision which established that school officials cannot tarnish a person's reputation or deprive him from attending school without a "fair hearing."

1. Substantive fairness. Rules should not punish students for conduct which does not harm the educational mission. Punishment should fit the offense.

2. Participation in governance. Students should have some input into forming the rules.

3. Nondiscrimination. Students should not be punished more severely or frequently for "status" considerations such as race, sex, or social class.

4. Procedural fairness. Procedures must exist for obtaining the student's side of the story and other relevant data.

5. Control of discretion. To prevent, as far as possible, departures from the rules or policies adopted, there must be some centralization and organization of the discipline process, including training for decision makers and a process of appeal for students (quote and paraphrase).

Good practice suggests that there is value in the process of developing and formulating policies and rules, and these policies and rules must be known by students, school personnel, parents, and community. The criteria of substantive fairness, participation in governance, nondiscrimination, procedural fairness, and control of discretion must be addressed. Discipline should be beneficial, firm, fair, and consistent.

Lufler (1979:452-453) identified three key issues on school discipline. These are the extent to which (1) there is agreement on

what the rules are and what to do when someone breaks them; (2) all rule-breakers are treated the same; and (3) the Supreme Court discipline decisions are understood and followed.

What are some of the Court indicators? Early Supreme Court discipline decisions were given within the of Court intervention in social issues. Both the Goss v. Lopez and Wood v. Strickland^{*} cases, by split decisions, set fairly strict guidelines for school discipline: due process must be used. School board members were not immune from liability for damages (under specific conditions). According to Hollingsworth (1979b:48):

Both of those cases raised the threshold of due process proceedings and the level of consequence for its neglect. In both cases there were strong cues that greater court expectations of school rationality, equity, and fairness would ensue.

Two later cases--also split decisions--relaxed the Court's stance somewhat. The Ingraham v. Wright^{**} (1977) and Carey v.

^{*}Wood v. Strickland (420 U.S. 308 1975). The Supreme Court held that in the specific context of school discipline, school board members that knew, or should have known that their official actions deprived students of their settled constitutional rights are liable for damages.

^{**}Ingraham v. Wright (430 U.S. 651 1977). The Court ruled that corporal punishment in public schools was not in violation of the 8th Amendment's prohibitions against cruel and unjust punishment; the student does not need to be accorded due process before punishment.

Piphus* (1978) decisions showed that the Court was uneasy with the role it had carved out for itself in school discipline. The lightness of the Carey v. Piphus (1978) case shows the trend.

Recognizing that the students had been deprived of their constitutional rights to due process, the Court specified nominal damages not to exceed one dollar. The effect of this most recent decision is to reduce to a token the penalty for departure from due process protections, rendering the Goss protections rather thin (Hollingsworth, 1979a:49).

However, even though there may be some uncertainty as to the exact position of the Court, directions have been set that the prudent educator should know and follow: students have rights to know the rules, to explain their sides of the story, and to have "due process."

Menacker (1981) reviewed rulings of the Supreme Court in respect to free speech, due process, and equal protection. This analysis of 13 cases showed that with one exception, only equal protection cases produced unanimous votes in favor of the plaintiffs; free speech and due process cases resulted in split decisions. This lack of Court unanimity underscores the importance of technicalities and personal interpretations of an individual's behavior when disciplinary judgments are made by teachers and administrators.

*Carey v. Piphus (435 U.S. 247 1978). The Court clarified that such liability was limited to actual damages (see Wood v. Strickland, preceding page).

Menacker concluded that educators can be guided by at least five principles (Menaker, 1981:190, emphasis added):

1. When considering school-imposed limits on liberties of students and teachers, the Court will weigh the need to impose limits, and the relationship of the limits to educational goals. The burden of proof is imposed on the school to demonstrate the need to limit civil liberties.

2. When considering penalties imposed by school authorities for what they consider abuses of freedom of expression, the Court will consider the effect of the purported action on school operation. If no substantial impediment to educational goals resulted, students' or teachers' rights will be upheld and school authorities sanctioned.

3. In cases of discipline, school authorities must provide procedural due process extending, at a minimum, from notice and hearing to full due process--including counsel and an impartial tribunal--before expulsion.

4. Rules and regulations must be related to an accepted educational objective.

5. The 14th Amendment equal protection clause requires school programs and regulations to be free of conditions that discriminate.

Therefore, even when a school system has a clearly defined set of codes and regulations which have been carefully prepared by a representative body of teachers, administrators, students, and,

ideally, parents, unless the student's behavior is in direct defiance of a specifically stated rule, school personnel must interpret the action and make a judgment. The criteria for the judgment are related to the educational role of the school.

Experts are still attempting to define the conditions under which the educational needs of all students can be met. There has been much discussion, theorizing, and research about how to maintain the discipline required for teaching and learning. A few aspects surface often enough to receive serious consideration: (1) misbehavior has multiple causes (i.e., tardiness to class may be caused by countless things--including teacher tardiness); (2) rules are necessary (but should be kept few in number, involve a representative group in their specification, and be enforced consistently); (3) dealings with misbehavior should be direct and, if possible, private; (4) extensive and consistent strong administrative leadership and support are necessary (Gephart, 1981:2).

Writers agree that there is no one answer to solve the discipline problems in the nation's schools. School systems implement alternative programs, provide special training for teachers and staff, and try a variety of approaches to provide an appropriate education for the students. Jones (1973) feels that there must be a base on which to build an effective program, and this base is a fair, realistic, constructive discipline code--one that is written and made available to students, faculty, and parents (p. 23).

However, no one set of rules can be appropriate for every system; sets of rules cannot be standardized. Attempting to adopt practices because they have been successful elsewhere "can in itself be a major cause of disruptive behavior" (Wayson, 1982:20). There are, however, some basic characteristics of good disciplinary practices that emerge repeatedly in the literature.

Experienced code-writers generally agree that discipline codes should have at least three main sections:

- (1) Student rights--generally covers constitutional areas of press, speech, and assembly.
- (2) Rules of conduct and sanctions for violations--"specify which misdeeds will get students into what kind of trouble" (alcohol, drugs, disruptions, etc.).
- (3) Regulations for procedural due process--provision for a hearing, right to counsel, right to cross-examine, right to face his/her accuser (Jones, 1973:26).

Four sources have provided common characteristics which can be used in the preparation of Codes of Conduct or in the review process of present Codes: Resource Handbook on Discipline Codes (Foster, 1980), Schools' Discipline Desk Book (Howard, 1978), Discipline Crisis in Schools: Education U. S. A. Special Report (Jones, 1973), and Handbook for Developing Schools with Good Discipline (Wayson, 1982). (See bibliography for more complete descriptions.)

The Resource Handbook on Discipline Codes (Foster, 1980) was the only literature reviewed which differentiated between policies and codes.

It is essential that the school discipline code be explicit. . . . One approach is to prescribe for students how they should behave. Usually statements of student responsibilities and policies are . . . prescriptive . . . provide guidelines for acceptable conduct. The second approach is to prohibit . . . telling them what they cannot do. Rules are usually prohibitive, as are statements regarding illegal conduct (Foster, 1980:119).

All other sources used the terms interchangeably and, for purposes of comparison, characteristics listed in this study apply to both policies and codes.

Foster further emphasizes the following distinctions among the terms "responsibility," "policy," "rules," and "illegal conduct" to illustrate the different ways in which codes may be written:

Responsibility--implied in any statement of student rights. The term refers to the individual's obligations to preserve the rights of others and become the foundation upon which individual rights become meaningful and effective. Rights are specific; responsibilities are implied.

Policies--a set of general principles by which a group is guided; denotes an issue of general purpose directed toward the welfare of the group.

Rules--established standards or regulations directing and forbidding action; govern specific conduct.

Illegal behaviors--behavior which violates any state, federal, or local law (Foster, 1980:119-120).

He points out that rulemaking power is "not unlimited: it must operate within statutory and constitutional restraints." A board of education has only those powers enumerated in the laws of the state, or necessary to operate the school in an orderly manner (pp. 154-155).

III. COMMON CHARACTERISTICS OF RECOMMENDED DISCIPLINE CODES

There are ten characteristics which appear in the literature as being common to Codes which will serve school districts effectively:

1. Cooperatively planned. Students, parents, school personnel, and the community should all be involved in the planning stage (Aquila and First, 1980:61 , Foster, 1980:61; Jones, 1973:25; 1982:42; Wayson, 1982:42).

2. Explicit. The language of the Codes should be clear and free of ambiguities written, in a language that can be understood by students, parents, and others who will be affected by it (Foster, 1980:25; Goldsmith, 1982:189; Kaeser, 1979b:481; Ladd, 1975:11).

3. Goal-oriented. The Codes should have an objective; for example an educational goal, a safety measure, or compliance with law (Jones, 1973:12; Hollingsworth, 1979:480).

4. Fair: equitable, realistic, constructive. The first and foremost factor in any discipline Code is impartiality, reasonableness, even-handedness, and non-discrimination (Goldsmith, 1982:188; Howard, 1978:9).

5. Written: briefly, succinctly. In some states unpublished . . . rules have no legal effect (Goldsmith, 1982:187). "It is important that every student Code be written in a very simple,

clear manner so that it is readily comprehended by students and parents in each school district. . . . If the school has a large bilingual population, the Code should be published in the respective foreign language(s)." Codes should be frugal--contain only what is necessary to the maintenance of discipline (Foster, 1980:2; Goldsmith, 1982:193 ; Jones, 1973:23).

6. Reviewed systematically. Policies and administrative regulations must be thoroughly and systematically reviewed and assessed by School Boards; legal counsel is a must. (Forehand, 1976:56; Foster, 1980:19; Jones, 1973:64; Wayson, 1982:43).

7. Positive. A major advantage of student responsibility statements is that they prescribe expected or desired student behaviors rather than listing things which the student should not do (Foster, 1980:122).

8. Prohibitive and deterrent. Rules caution the student against certain actions, the violation of which have such serious consequences they often are labeled "illegal behavior" (Foster, 1980:153).

9. Instructional. "Fullness of information" provides that the student and parents are fully informed of responsibilities as well as rights. An awareness of rules that govern their conduct will minimize students' discipline problems (Feeley, 1979:60; Foster, 1980:2; Jones, 1973:25).

10. Informative of Due Process. Due process is an essential feature of any system of rule enforcement that assures the protection

of the rule-maker and the system of rules as well as the individual. Model Codes serve to inform about the constraints of the law on discipline (Hollingsworth, 1979b:54; Jones, 1973:22; Wayson, 1982:42).

Written Codes leave no excuse for the student to profess ignorance of the rules or his rights, but if the intent is to develop well-disciplined future citizens, rather than attempting to control behavior, teachers must "translate principles of democratic discipline into daily action in the classroom. . . . Administering discipline is more difficult than taking a few simple punitive tricks" (Fritz Redl in Kindsvatter, 1980:690). Kindsvatter (1980) states further that even when teachers are taught the principles of good discipline, the individual competency of each teacher is what determines the effectiveness of the lesson. Rather than coercing students, educators should be teaching self-control and personal initiative (p. 691).

IV. IMPACT OF DESEGREGATION

Since one major problem in today's education has been identified as "discipline," periodicals have published articles and entire issues featuring analyses, solutions, or discussions of behavior-related situations that exist in public schools. "Schools have always had (or lacked) discipline" (Goldsmith, 1982:186). Under the authoritarianism of in loco parentis, teachers and administrators were expected to manage disobedient or disrespectful students. They

were expected to interpret the intent or seriousness of misdemeanors as they perceived them and to apply the punishment they deemed appropriate. The legality of the punishment was seldom questioned.

As school climates changed during the educational upheavals of the 60s and 70s, however, students' rights cases were numerous and educators recognized the desirability, if not the necessity, of establishing guidelines to provide legal protection. Constitutional challenges to School Board authority as reflected in cases involving suspension for out-of-school activities, or hair and dress codes, tested the limits of the Boards' disciplinary decision-making authority. Constitutional standards were continually being set by court rulings, and school districts responded by developing Codes (Goldsmith, 1982:188). Courts, influenced by Civil Rights legislation and advocacy groups, became adamant about enforcing the intent of desegregation to provide quality education for all students.

In this litigious age, written policies and rules become a necessity. However, the existence of Codes, and even a conscientious attempt to enforce them, will not preordain "good" discipline. Even the best Codes without competent, or trained, guides will do little to improve discipline. Educators who are little more than capable of maintaining a conducive learning climate under traditional circumstances are not necessarily equipped to deal with the psychological and sociological problems that result from court-ordered

desegregation. Patchen (1982) discussed many variables that are involved when two races, or cultures, are arbitrarily mixed in a classroom setting: contact with teachers of another race; racial attitudes of teachers, peers; social class; family racial attitudes; interracial contact; sex; general aggressiveness; educational aspirations; participation activities; class racial composition.

Arnove (1980) accented this in his recommendations for alternative schooling for the "dis" students who are a result of, among other causes, "pressing social issues such as busing for purpose of desegregation"--the disenchanting, disaffected, disaffiliated, disturbed, disruptive. Deviant behaviors, he stated, are the result of a "causal chain" which begins with a defensive attitude as the student feels his self-identity is threatened. Students from lower quality schools cannot compete academically, and academic incompetence leads to poor performance, to a dislike of school, a rejection of authority, and finally, poor behavior (Arnove, 1980:455).

Is it any wonder that educators become frustrated in dealing with discipline problems? It is not possible for a teacher to have a knowledge of all of the influences that affect a student's attitude and resulting behavior. Patchen states this as one of the reasons there is such difficulty in finding consistency among studies about desegregation; the variables involved cannot be differentiated (1982:7).

Literature reviewed confirmed these inconsistencies. Educators--many of them reporting from personal involvement as well as

from their research--had widely diverse conclusions about the advantages and disadvantages of attempting to achieve racial equity in the schools. Advocates of desegregation (Arnold, et al., 1977; Forehand, 1976; Hawley, 1979; Hollingsworth, 1979b; Kaeser, 1979b; Larkin, 1979; Venditti, 1982) felt that desegregation was necessary for equality in education.

Writers who were negative about involuntary desegregation (Bell, 1980; Henderson and others, 1981; Hunt, 1977; Irvin, 1980; Katz, 1964 in Campbell 1977; Miller, 1979) generally were not opposed to the mixing of cultures or races. Their conclusions were related more to the "involuntary" aspects of the move. Discussions included other problems which arise as a result of court-ordered desegregation, e.g., "White flight" in which White families move from urban areas to relocate in the suburbs, classroom resegregation resulting from voluntary peer-choice and/or academic grouping, the safety aspects of busing, and other non-racial-based concerns.

Writers who addressed the academic advantages and disadvantages of racially-mixed classrooms did not agree as to whether there were gains, and if there were, who benefitted. Some felt Blacks gain by attending White classes (Hawley, 1979; Schneider, 1981; Venditti, 1981); others feel evidence of Black gain is limited (Triandis, 1975) or that there is none (Miller, 1979). Some researchers find the evidence inconclusive, often depending upon the situation (Bell, 1980; Henderson and others, 1981; Patchen, 1982).

Qualitative studies such as one conducted by the Center for Education and Human Development (Hawley, et al., 1981) discussed "strategies" to attain "different objectives" of desegregation. The Center's strategies related to the attainment of

. . . One or more of the following possible outcomes of desegregation

- (1) ending racial isolation among schools and within schools
- (2) avoiding resegregation among schools and within schools
- (3) improved race relations among students
- (4) improvements in educational achievement
- (5) public reaction
 - a. avoidance of overt opposition to desegregation
 - b. increased levels of racial and ethnic tolerance
 - c. support for schools
 - d. support for school board candidates who endorse desegregation (p. 2) (emphasis added).

Of these, only 3 and 5b specifically refer to the social effects of interracial contact--and these goals in the final analysis may not be among the "one or more" goals attained.

Patchen (1982) found that there has been very little research on the association of behavior to attitude, and his study of interracial behaviors includes reports that "racial contact per se will not bring about increased tolerance or acceptance" (Corrithers in Patchen, 1982:4). Patchen also studied student characteristics to try to identify an association between sex and attitudes of students. With all other variables held constant, he found that Black males and Black females differed significantly only with respect to the amount of unfriendly contact they had with White schoolmates. White females had

better behavior attitudes interracially than did White males. He found that parents' educational level was not significant, nor was intelligence (IQ), although racial attitudes were related more to education than to occupation or income (Patchen, 1982:117). He concluded that communication was an important facet of the desegregation process. "Only through interaction, involvement, communication, and appropriate training will people be able to identify important problems and collaboratively arrive at creative solutions" (p. 625).

Research on desegregation does not seem to address these issues yet; it may be too soon for conclusive studies which are concerned with the social and psychological factors that need to be considered for effective interaction. Crain and Maynard in 1979 stated that "less than half of the studies (which had been conducted) had been published" (Hawley, 1979:315). Studies and reports reviewed which depicted the conflicts and inequities--perceived and obvious--of the first years of desegregation tended to be affected by a subjective approach written from the minorities' personal experience or observation (Braden, 1979; Coles, 1979; Eckford, 1979; Jupiter, 1979; Kluger, 1979; Payne and others, 1978) or were concerned with the mechanics, such as student assignments and busing, and/or organizational outcomes of the process (Doughty, 1978; Green, 1981; Hawley, 1979).

One study--a report of the Citizens' Council for Ohio Schools prepared by Kaeser (1979a)--was an objective analysis of process in "Successful Schools in Ohio." This study was conducted to help the

Council understand why so many children were out of school so much of the time. It identified problems associated with desegregation and offered a framework for "thinking about the set of variables that must be influenced if changes are to occur" (p. 3). Case studies to which educators can relate were included but the study was generally limited to a focus on policy and personnel at the district level.

After the first year of desegregation in New Castle County, Desegregation Area, a field study on perceptions of administrators, teachers, and students (Project Confidence; Ross, 1979) was conducted by a team from the University of Delaware for the Delaware State Board of Education. Designed to serve as both a first-year report and a recommendation for the ensuing stages of the desegregation process, it provided insight into the successes, disappointments, and frustrations of administrators, teachers, students, and members of Area Citizens Advisory Councils. Areas of concern were emphasized and weaknesses in leadership were discussed, but its discussion concluded with optimism for future stages of the desegregation process.

This optimism contrasted with a 13-page "Memorandum to Superintendent Designate" (Anderson and Hicks, 1978) written one year earlier in which a series of incidents perceived as racial in nature was communicated to the incoming superintendent to give him an awareness of the climate of the community as the minority community felt it was. Litigation to satisfy many of the complaints listed then were still in the courts four year later (1982).

The Courts have been

. . . instrumental in bringing to an end delaying tactics that stymied desegregation for many years, establishing criteria and specifying procedures essential for planning and implementing desegregation, and expanding the scope of desegregation to nationwide proportions. . . . (Venditti, 1982)

as well as initiating other actions that have accelerated the desegregation process. Court mandates cannot, however, change attitudes or misperceptions. True integration--humans connecting as equals--will not be achieved until desegregation--the physical mixing of Black and White students (Fantini in Bell, 1980:179)--is perceived as more than "reducing isolation and heading off conflict" (Hawley and others, 1981:5). Social scientists may be helpful to educators at this point (Henderson, 1981:74); perceptions are more important than data to those involved in the conflict, and inequities will not necessarily be corrected by racial ratios.

V. SUSPENSION TRENDS

Larkin (1979) brings together desegregation and discipline problems in the report of his study conducted in the Milwaukee Public Schools during their transitional years of 1976-77. Desegregation was not voluntary. Where racial balances did not meet the federal court order, forced transfers were made; 80 percent of the students reassigned were Black (p. 488). The suspension rate in the senior high schools during the two transitional years increased from 30 percent before desegregation to 45 percent after desegregation. In his study

he attempted to determine whether the actual number or percentage of Blacks in a school was related to suspension rates. He found that the schools which experienced larger increases in Black enrollment were not necessarily the schools which had the highest suspension rates. However, his analysis also showed that comparisons suggested that schools which had experienced fairly significant increases in their proportion of Black students had increased student suspensions. In Milwaukee in the first year of desegregation, 22 schools increased in the number of Black students enrolled; 16 of these increased in the number of suspensions. Eleven schools decreased in proportion of Blacks; 8 of these decreased in suspensions. Larkin feels that this disparity in the impact of suspensions of Black and White students is related to and accentuated by the desegregation problem. Factors affecting these studies are "both numerous and complex," and the "strains of desegregation, of accepting society's responsibilities to break racial barriers, are borne by school participants--students and teachers." Disproportionate suspensions are but one manifestation of the attempt to resolve the conflict (Larkin, 1979:495).

Kaeser concurred that when suspension rates were high, it may mean the schools have more problems than just misbehaving students. Faculty morale, school organization, quality of education, or teacher concern for students would reflect upon discipline (Kaeser, 1979b:467). She considered suspension a controversial response to misbehavior; it does little to change behavior. Using data from the Office of Civil

Rights of the Department of Health, Education and Welfare's schools survey (1972-73), she reported that

(1) Not all schools use suspension as punishment, therefore, it is not a necessary tool; nationally, 4.2 percent of all students were suspended.

(2) Secondary schools suspend more often than elementary: nationally, .9 percent of elementary, 8 percent of secondary.

(3) Suspensions vary by race: nationally, secondary school Blacks are suspended twice as frequently as Whites; Black students are suspended, on the average, one day longer than White (Kaeser, 1979b:469).

The problems of equal treatment are emphasized even more by statistics which indicate that the disproportionate suspension occurs before desegregation as well as after, frequently becoming more serious after.

Aquila and First (1980) addressed the referral process in their research on disproportionate suspensions. They reviewed the Office of Civil Rights' school survey for the 1976-77 school year (Directory of Elementary and Secondary Schools, 1979) which reported that "1.6 million American students were suspended or expelled from their schools" during that year (Aquila and First, 1980:56). In the more than 15,000 school districts surveyed, minorities accounted for 36 percent of the suspensions although they comprised only 24 percent of the enrollment. The authors stated that the students were referred for disciplinary action for a "wide range of offenses which have one characteristic in common": their referral depends upon the judgment of the adult who witnessed the offense (p. 59). Therefore, whereas administrators are responsible for administering discipline equitably,

if referrals are disproportionate, true equity cannot exist. It was found that, "while Black and White students in equal numbers commit offenses . . . , Black students are referred in far greater numbers than their White counterparts; . . . that Black teachers also had a tendency to over-refer Black students." Once referred, Black and White students committing the same offense had an equal chance of being suspended (Aquila and First, 1980:59). These writers felt that disproportionate referrals and suspensions of minority students will be eliminated when educators become more concerned for discovering why disruption occurs rather than being involved with "suppressing the symptoms" that initiate the disruptive behaviors (p. 63).

In a discussion of resegregation, Green (1980) lists "discriminatory disciplinary practices" as one of the means by which racially-desegregated schools segregate students. National Advisory Committee on Black Higher Education and Black University Colleges' 1979 report indicated that, although 40 percent of all students suspended were minorities, minority students comprised only 25 percent of the nation's school population. Using Cleveland as an example, Green quoted a release from the desegregation monitoring commission (Office on School Monitoring and Community Relations Report, Cleveland Public Schools, 1980) which showed that 53 percent of Black junior high students were suspended compared to 24 percent of White students. For high school students, the rates were comparable--36 percent and 20 percent, respectively (Green, 1980:283).

Another aspect of "disproportionate impact" is reflected in suspension data which show multiple referrals for the same student. The results of a study conducted for Hillsborough County Public Schools (Florida) reported statistics which showed that the majority of all "chronic" referrals ("repeaters") were Black students. The pattern in one school represented the conclusions suggested by the findings: "the number of names on the suspension report (23.8 percent Black) is approximately equal to the percentage of Blacks in a particular school (about 22 percent district-wide)." In this school, however, a total of 50.3 percent of all "chronic" referrals were Black students. Therefore, while statistics showed a disproportionate number of "Black" suspensions, in fact, the number of Black students suspended was close to the proportion of Black students enrolled (Achilles, et al., 1976). This would suggest that minorities are more likely to be seen as "repeat" offenders and therefore would be suspended more often.

VI. SUMMARY

Discipline has become a major concern of educators nationwide, and of parents and communities who expect educators to resolve society's conflicts. Attitudes and behaviors toward different cultures began to meld in unique patterns during initial stages of desegregation, but not without considerable conflict brought about by this major change in school systems. Historical events have had many influences

on America's racial attitudes during desegregation years. A series of U. S. Court decisions regulating teacher actions has influenced not only racial issues but issues relating to individuals' rights in the pursuit of quality education.

Authoritarianism in the classroom changed as the era of students' rights and responsibilities was introduced. The resulting change in the learning environment of schools was rapid and challenging. Students seemed to be testing the parameters of their newly identified constitutional "freedoms." Classrooms became disruptive; students became aggressive. In urban and many suburban schools, the testing of these "freedoms" coincided with the involuntary mixing of various cultures as Blacks and Whites were reassigned to "integrated" schools. Educators were not ready for the physical and emotional eruptions that resulted; Blacks and Whites--teachers, students, parents, community--alternately fought and sought acceptable resolutions to the conflict. Court orders intervened and the surface struggles in many cases gave way to more dignified litigations. While adults faced each other in Court, students became hostile and disruptive.

In addition to the differences of skin coloration, the two groups had many other characteristics which made assimilation a complex undertaking. Many of the Black students were being bussed out of low income environments to middle class schools with middle class rules. Black schools in many areas were inferior to those which White children

attended; therefore, entering achievement level of Blacks living in totally Black neighborhoods differed from those of Whites--low or middle class. Another characteristic was the difference in sex roles of the two cultures; Black females were usually expected to be more aggressive than White. Some Black students had difficulty identifying with Black educators who were forcing them to meet rules and regulations of White standards. As a result of these differences, some behaviors characteristic of the Black society were perceived as being too aggressive and unacceptable in schools dominated by a White population. When all of these characteristics--low-income background, low achievement, threatened self-identity, lack of role model--existed together in one situation, conflicts resulted. Some were handled internally by the students, but in some cases they were manifest by outward defiance and violence. These disturbances extended to the schools and were reflected in classroom behaviors.

Educational administration's initial answer to violence and vandalism in the schools was a show of authority by enforcing rules and regulations designed to control behaviors. With the integration of different cultures over a time span too short for harmonious assimilation, the causes for discipline problems were directed toward the minority groups.

Educators have explored the complexities of possible causes for students' misbehaviors and have identified "good educational practices" that will help to provide a climate conducive for learning with a

minimum of disruptions. The recognition of student rights and emphasis on student responsibilities have played a major role in the development of Codes of Conduct as guidelines for educators, students, and parents.

Sociologists have observed and studied the desegregation process with inconclusive and inconsistent reports of its effectiveness. Literature that examined all of the variables affecting contacts of diverse cultures was insufficient to provide meaningful conclusions; however, educators continue to search for effective solutions to classroom discipline problems.

Administrators, recognizing that students cannot continue to be excluded from the learning process through suspension from school, are attempting to find alternative disciplinary actions.

Studies indicate that statistically there is a disproportionate impact of disciplinary action on minority groups, especially Blacks. Studies have not, however, isolated the one variable of race alone as being in itself the cause of inequities.

CHAPTER III

METHODOLOGY

I. INTRODUCTION

School districts which have undergone major changes such as those resulting from court-ordered desegregation have found that these changes have diminished the authority of school officials and altered the options available for dealing with school discipline (Nedurian, 1982:197). The growing suspension rate has raised questions about the responsibilities of administrators, teachers, and students in the learning environment of schools. School boards have developed written discipline codes to establish guidelines for student behavior with clearly defined punishments for violations. Problems have occurred when these punishments have not been perceived as being applied equally to all students without regard to race, sex, social class or other factors. Statistics in the literature report an overrepresentation of Black students in the suspension data. Civil rights, advocacy, and parent groups have been actively concerned about this disproportionateness, especially in schools which are in the initial stages of desegregation.

The plan of reorganization of New Castle County School District which was ultimately approved by the Delaware State Board of Education in 1978 was opposed by the minority groups of the district. The plan divided the one large district (New Castle County School District)

NCCSD) into four districts with relatively similar Black/White ratios (New Castle County, Desegregation Area). The Black plaintiff group charged the administration with discriminatory discipline practices. Specifically, the plaintiff group felt that the reorganization (1) protected "identifiably White interests at the expense of Blacks, and (2) impeded the transition to a racially nondiscriminatory school system because it did not address the problem of resegregation or the disproportionate discipline of Black students" (Evans v. Buchanan, U. S. District Court Civil Action Nos. 1816-1822; April 10, 1981:3-4).

The current study is an extension of a previous study (Achilles, Campbell, et al., 1982) concerned in part with the disproportionate impact of discipline against Black students in the New Castle County, Desegregation Area (NCCDA). This current study collected up-to-date statistical data and extended the analysis of data used in the previous study.

Questions/issues were:

1. To examine disciplinary policies and procedures of New Castle County, Desegregation Area, to compare them with those defined in the literature and research as "good";
2. To determine whether or not the number of Black students suspended for disciplinary reasons was greater than would be expected, using the racial composition of the schools as a baseline, and

3. If there were disparate impact, to determine whether or not it seemed to be the result of discrimination by race, or if there were other equally plausible possible causes.

II. SAMPLE/POPULATION STUDIED

LeCompte and Goetz (1982) distinguish between selection and sampling of subjects when conducting research through a field study.

The process of sampling (is) a specialized form of the more general process of focusing and choosing in research, which we have called selection . . . sample too often is used inappropriately to describe any collectivity under study . . . use of the term sampling places undue emphasis on issues of statistics and probability in ways which may or may not be appropriate. Selection requires simply that the researcher delineate precisely the relevant population . . . for investigation, using criteria based upon theoretical or conceptual considerations, personal curiosity, empirical characteristics or some other considerations (p. 2).

The population for this study was students and faculty of the New Castle County, Desegregation Area schools, and others concerned with the educational process in the schools. A selection from the population was made to confine this study to students and faculty of secondary schools and others concerned with problems in the secondary schools. The elementary schools had a lower rate of suspension and did not have the same discipline problems as the secondary schools. There were fewer questions concerning the fairness of the discipline procedures since the types of infractions in elementary schools are

less often those which would depend upon the perception of the teacher or administrator.

The authors discuss six conditions under which statistical selection--random or stratified--may be inappropriate. Five of the conditions (LeCompte and Goetz, 1982) exist in the present study:

1. When characteristics of the larger population have not yet been identified.

All characteristics of the larger population had not been identified: beyond the variables isolated for this study, no attempt was made to identify such factors as living environment, taxpayer vs. non-taxpayer, length of residency in the district, and other variables.

2. When groups possess no naturally occurring boundaries.

No age limit, size limit, or other definitive boundaries characterized any of the groups studied.

3. When generalizability is not a salient objective.

The objectives of the study were not predictive; groups and conditions were studied to determine existing conditions and provide directions to school districts that are seeking to find alternatives to present practices.

4. When populations are composed of discrete sets and characteristics are distributed unevenly among them.

The selection of adults was comprised of individuals who knew of the study and had agreed or volunteered to participate. The concern of minorities about discipline in the schools had been discussed in the

local newspapers and the news media had reported the intent of the State Board of Education to have the problem studied by an external team.

The community population included parents of school-age children who had been directly or indirectly involved with the discipline concerns. Community selection was made at advisory council meetings, school board meetings, or other meetings of advocacy groups.

School-related adults--administrators, teachers, specialists, counselors, aides--were contacted during school visitations. Length of service for school-related persons ranged from 3 months to over 15 years; some teachers in the sample had been members of the one-district NCCSD in another area and were serving their first term at their present assignment in the New Castle County, Desegregation Area.

Students used in the study were obtained in one of three ways. One category was identified by school administrators as being representative of the student population. These groups were assembled in auditoriums or in resource rooms, and questionnaires were distributed to them. Participation was voluntary and, if a student had difficulty with reading a question, one of the team members read it to him/her. The second category was students who approached the team and asked to participate, or who volunteered to stay for informal discussions after the questionnaire sessions. In one school, following the questionnaire session, students were asked to break into three smaller groups if they wished to discuss the issues of the

questionnaire informally. Groups were not assigned. A third category consisted of students who were sitting in time-out or detention rooms, or who seemed to be roaming the halls on their way to or from a class or lunch. These students were interviewed informally about their concerns or perceptions of the discipline in their school.

5. When only one or a few subsets of characteristics of a population are relevant to the research problem.

Characteristics relevant to the research were limited to race, sex, socioeconomic status (SES) class rank, school size, and density of minorities in the schools.

The sixth alternative by which statistical selection might be considered inappropriate was not applicable to this study (LeCompte and Goetz, 1982:7):

6. When some members of a subset are not attached to the population from which the sampling is intended.

All participants and respondents in the study were from the population identified: students and faculty of the NCCDA schools and others concerned with the educational process in the schools.

The writers have placed all forms of selection in two general categories: probalistic sampling and criterion-based selection "discarding" the term "convenience sampling" because it does not seem to "establish operational parameters."

Simple criterion-based selection requires that the researcher establish in advance a set of criteria which the units for study must possess. Armed with this recipe for attributes essential to the selected unit, the researcher then searches for units that match the recipe (LeCompte and Goetz, 1982:9).

The attributes or dimensions by which the groups were researched in this study are ethnicity, sex, achievement in class, and SES. Other dimensions studied were size of the high schools as measured by enrollment and density of minority groups in the high schools as measured by the ratio of different ethnic groups.

The criteria for selection of the sample were that the participants in the study be concerned in some way, directly or indirectly, with the educational process in NCCDA schools, specifically the problems of suspension.

III. DATA COLLECTED

Many variables interact in the environment of a school setting to affect the climate of the school and the resulting student behaviors. To isolate one variable as a causal factor of discipline problems would be to ignore the effects between and among all other

possible factors. To examine the effects of race and of variables other than race--specifically sex, socioeconomic status (SES), and class rank--on the suspension rates in New Castle County, Desegregation Area, several types of data were collected.

Statistical Data

Reports from the Research and Reporting Office of the Data Service Center for New Castle County School District provided statistical data used in this study. Demographic information for each school district had been processed through the Center. Records obtained from the Center provided the following data for the current study:

1. Gross suspension data--detailed computer records and data summarized in Report of Suspensions, School Year 1980-81 (Data Service Center, 1981); included total enrollment, first-time suspensions, other than first suspensions, total suspensions (by race; by sex; totals and percentages) for each school district. (A published report.)

2. Gross suspension data--detailed computer records and data summarized in Report of Suspensions, School Year to Date (YTD), February 28, 1982 (Data Service Center, 1982); included enrollment, first-time suspensions, other than first suspensions, total suspensions (by race; by sex; totals and percentages) for each school district. (Computer print-out.)

3. High School Population and Suspensions as of April 30, 1982, (Data Service Center, 1982) for grades 9 and 12 in each of the 12 high schools of NCCDA; included enrollment and out-of-school suspensions (by race; by sex; totals and percentages). (Computer print-out.)

4. Computer records of grades 9 and 12 in 3 representative high schools listing students by rank in class as measured by achievement.

5. Computer records of students in all four districts from families receiving Aid to Families with Dependent Children (AFDC); by race, by sex.

6. Summary Suspension Data, YTD, April 30, 1982, for all high schools, listing students' identification number, grade and race; reasons for suspensions--first and multiple--in-school suspensions and arrests, where applicable. (Computer print-out.)

7. Complete demographic information as of April 30, 1982 for all students suspended in one high school (selected by size and racial ratios to be representative); student (identified by ID number) statistics: race, sex, grade, number of suspensions, reasons for suspensions, arrests, grade index each year in school, current index, cumulative average YTD, and class rank. (Computer print-outs.)

8. Summary data on expulsions school years 1979-1980, 1980-1981, YTD 1981-1982 (September 1981-December 1981 and September 1981-April 1982). (Computer print-outs.)

Survey/Procedures

Interviews and questionnaires were used with school personnel, students, and community persons. The collection of these data involved a team of university professors and doctoral students, all of whom had had previous experience or background in interviewing and conducting surveys (Achilles, Campbell, et al., 1981:vi-vii). Five of the five-member team (two Black, three White; two males, three females) had previous experience working in racially-mixed desegregated school systems.

Interviews

Interviews were held in the school setting during school hours. Teams of two or three interviewers visited the schools and, after meeting with the administrator, interviewers dispersed throughout the buildings.

Training of interviewers. The interviewers were familiar with the context of the study and, to supplement previous training, techniques for conducting semi-structured interviews* were reviewed. Time schedules and reporting guidelines were established. The team met each morning before going to assigned schools, and again at the end of the interviewing sessions for de-briefing. Interview teams visited a

*In a semi-structured interview, the interviewer adapts his or her explanation of the purpose of the interview to the respondent and may be quite informal. The interviewer guides the interview to cover all the topics but generally permits the respondent to speak conversationally. The semi-structured interview provides an opportunity for the respondent to "tell it like he sees it" (Bank and Snidman, 1979:3.20).

total of 12 secondary schools, in racially-mixed teams whenever possible, for a total of 60 days. Interviews were face-to-face and usually one-to-one. When group interviews did take place, they were usually in a teachers' lounge where teachers other than those being interviewed volunteered answers.

Notice to interviewees. School personnel and community persons were aware of the purpose of the study through publicity in local newspapers and through communications from the system's central office.

Principals had received letters from their supervisors apprising them of the days that the team would be in the schools.

Teachers had been notified by principals in their schools that the team would be visiting and teachers were encouraged to participate. Schedules had been arranged to enable teachers and other staff to be free for a period of time to meet with the interviewers.

Students interviewed were either introduced to the interviewer by an administrator, selected on impulse by an interviewer, or volunteered to talk with an interviewer. The purpose of the interview was then explained on an individual basis.

Interview guides. Two interview guides were used which are relevant to this study. The guides were developed by the Florida School Desegregation Consulting Center, University of Miami, for use in a Study of Suspension and Desegregation in Hillsborough County, Florida, (Achilles, et al., 1976). The guides have content, or face validity (questions are logically relevant and consistent with

determining attitudes and opinions about discipline and suspension), context validity (instruments were developed by experts in desegregation), and ecological validity (previous use of the instruments on actual school settings provided a measure of reality).

One or both forms were used to guide the interviews, depending upon the respondent, the setting, and the time available. If the school had no in-school suspension or teachers had had no experience with, or opinions about, in-school suspensions, the questions relating to in-school suspensions were not asked. Guidance counselors often had no experience with disciplining and some felt that the interview questions dealing with discipline were not relevant to them. No teacher or staff person was questioned without complete compliance and interest.

Interview Questions was a guide concerned with student behaviors and suspensions. The questions were designed to determine attitudes about student behaviors and the school districts' suspension practices. The guide had nine questions. The first two concerned the respondents' perceptions of acceptable and unacceptable student behaviors and ethnic groups associated with each. Four questions were related to the number of suspensions in the schools, possible bias involved in suspension practices, and students' due process rights. Three questions asked for the respondents' opinions about possible solutions to the "suspension problem" (see Appendix).

The Discipline Interview Guide was in two parts: Part I, Discipline Guide, was concerned with the respondents' perceptions

of discipline in the NCCDA schools, and Part II, In-School Suspensions, questioned perceptions and opinions of in-school suspensions in NCCDA. Part I was designed to determine the extent of the respondents' knowledge about discipline practices in the school and/or district: status of discipline in the district, procedures for handling discipline problems, offenses punishable by suspension, and other related questions. Six questions were provided as a guide for the interview (see Appendix). Part II consisted of six questions to determine the respondents' familiarity with in-school suspensions: length of time assigned to students; the mechanics involved in suspensions, such as cost; advantages and disadvantages of in-school suspensions. The interviewee was given an opportunity to make suggestions or recommendations to improve the program in use.

Sample interviewed. At least one administrator in each school was interviewed. An effort was made to interview every administrator but schedules did not always permit this to happen. Principals were interviewed individually. If there were two assistant principals, they were often interviewed together.

Teachers interviewed were chosen in various ways: (1) administrators arranged free periods for specific teachers whom they identified; (2) teachers alone in a classroom were approached by a member of the team (note: no teacher refused); (3) teachers volunteered upon meeting a team member in the hall; (4) teachers joined an interview session already in progress when their interest was aroused.

Some of the students interviewed were those suggested by the administrator as students who would represent the student view; some were interviewed in the time-out room; others who were free, volunteered. Questions directed to them concerned only their perceptions of the discipline in their school.

People at community meetings were approached for an interview; nearly all who were asked, consented. Some were interviewed in a group and others were interviewed individually.

Written comments on questionnaires (see next section) were compiled and analyzed. These voluntary responses were treated as interview data.

Questionnaire

To collect a wide range of perceptions of school discipline, a questionnaire was used. This instrument was an adaptation of the short version of the Discipline Context Inventory (DCI) developed by Dr. William W. Wayson of Ohio State University (see Appendix). It is based upon several assumptions. Some assumptions underlying the DCI (and serving as a way to categorize responses) are shown as numbers one through eight below (numbers following each assumption statement indicate item numbers on the DCI which deal with each topic):

1. Generally, more open, wide-spread and effective participation is related to fewer disruptive behaviors and greater feelings of responsibility among teachers and students. (Items 1-5, 37.)

2. Generally, fewer barriers to communication and action, more involvement in exercising authority, smaller status differences, and broader conceptions of what constitutes proper professional behavior are related to a more responsive school, more wide-spread sense of responsibility, and greater commitment among staff and students. (Items 6-9, 41).

3. Students feel that the school serves them and their needs; is a safe and happy place to be; treats them as valued individuals; is fair; and provides ways in which students' concerns are advocated. As more students feel supported and are involved in school life, fewer disruptions and irresponsible behaviors will occur. (Items 10-15, 39, 40).

4. Generally, when rules are made by the people involved and when expectations are clearly understood, there are fewer disruptions and transgressions. The more nearly rules are derived from principles of learning and of normal human behavior, the more effective they are. The more the school operates like a community, as opposed to a prison or army, the fewer the problems. (Items 16-19, 38).

5. Practices that emphasize learning with content and processes appropriate for the students served, and greater variety and diversity of curricular matters and activities tend to reduce discipline problems. (Items 20-23).

6. Generally, practices that help people cope with their lives outside the school and with problems that are not directly related to school matters, stimulate greater commitment to participate in the work of the school. (Items 24-27).

7. Generally, more open transactions with parents and other community members result in better opportunity to improve achievement and behavior within the school. Close home and community contacts increase students' sense of belonging. (Items 28-31, 36).

8. Generally, pleasant environments which are convenient for adults and students to work, and which reflect the interests, cultures, values, and activities of students encourage good behavior. The more the school looks like a workshop, library, restaurant, or conference and the less like a formal institution, the fewer the problems. (Items 32-35). (Achilles, Campbell, et al., 1982).

The general parameters of the population and sample used were as follows:

Administrators, Counselors, Human Relations Specialists, and other school personnel who serve the student population; this includes central office staff.

Teachers who serve the student populations in the schools visited.

Students in grades 6 through 12, but especially in grades 8 through 12. Lower grades were not included because of the low incidence of suspensions at that level, and because the reading level of the DCI was above that level.

Parents of pupils in schools in New Castle County, Desegregation Area.

Selected Community persons, but especially those who have contact with the schools through the advisory councils, school boards, or those members of advocacy groups that express criticism of the schools.

The DCI was distributed in several ways. Central Office personnel chose schools to be included for visitations and study. Building principals selected 20 to 30 students who were representative of the student body by race, sex, ability, behavior, and socioeconomic status. Teachers and administrators interviewed by the team were given copies of the DCI to complete. Copies were given to Central Office staff and to Board or Committee members of those groups to which members of the survey team had been invited. (Copies were given to Central Office staff who, in turn, were to distribute instruments to

administrators and board members.) Parents at community meetings were given copies to complete and some were requested to take copies home to their in-school children; children in school were requested to take copies home to their parents. Questionnaires were returned to specified drop points in the schools or were mailed in business reply envelopes.

The modified DCI has construct (theoretical and rational support), content (instrument samples that about which conclusions are to be drawn), and face (instrument developed by intelligence, intuition, and realism by those "expert" in the field) validity. The DCI was developed and refined in use with several projects (Institute for Effective Integrated Education [IEIE] and Phi Delta Kappa's Discipline Studies) by a panel of experts. It had been used as a diagnostic tool in workshops for teachers of desegregated schools and had been refined by them (field test or ecological validity) (Achilles, Campbell, et al., 1982:61). Reliability estimates have been computed in this study (see next chapter) and in several other studies (e.g., Final Reports of IEIE) and have been found to range from .64 to .90 for item clusters and to be above .90 for the total DCI.

Incident Reports

To gain an introduction to the discipline procedures used in the schools of NCCDA, a selection of Incident Reports was reviewed. These provided an opportunity to evaluate in a general way one formal discipline-reporting procedure (see Appendix).

The reports explained disruptions in the school program by anecdotal records, describing what happened in discipline situations. Two stacks of Reports (approximately 1,200) covering portions of two years, 1979-1980 and 1980-1981, were provided for review. The reports provided a summary of typical discipline situations encountered by school personnel and helped to obtain a "feeling" for the kinds of disruptions and problems in the schools.

The Incident Report provides information about the nature of the incident: personal injury, disruptive behavior (peaceful or violent demonstration), fight, bomb threat, burglary, fire, other; brief description (anecdotal); authorities notified: police, fire, ambulance; persons involved (anecdotal); action taken (anecdotal); action requested (anecdotal); other comments (anecdotal).

Previous Studies of New Castle County School District

Four previous studies were conducted in the New Castle County School District following desegregation efforts. Study teams were from within the district and external to the district.

Project Confidence was "A Field Study of the Perceptions of Administrators, Teachers, and Students Relative to the Effects of the First Year of Desegregation During the 1978-79 Academic Year."

Designed and prepared by Project Director, Billy E. Ross, of the University of Delaware, the study reported on Stage I of four stages

identified by the report as necessary for an efficient "segregation/integration process." The study was designed to solicit judgments of school personnel relative to the status of the educational enterprise in the NCCSD at the end of the initial year of desegregation 1978-79. Problems were identified and analyzed.

Project Act, Inc. (Anderson, 1978) and Parent Educational Resource Center (Street, 1978) conducted a joint study to report on the "serious incidents and problems in New Castle County" . . . "in the 1978-79 school year." The purpose of the study was to "make the Superintendent Designate of the New Castle County Board of Education aware of some of the serious incidents that had been brought to the attention of (the) two agencies" (Anderson and Street, 1978:1). The problems as they were perceived by the writers were written in alphabetical order by districts. They were then arranged chronologically. Twenty-nine incidents from seven districts were reported in detail. The report provided detailed anecdotal records of minorities' perceptions of some of the problems in NCCSD at that time.

Raffel (1979) reported One Year Later: Parent Views Towards Schools in New Castle County After First Year of Desegregation. In his study he states that proximity to something (a situation, a school) is likely to cause respondents to rate it more highly than those less closely related (Raffel, 1979:10, 12). The Raffel study, conducted by telephone, generally found positive attitudes toward schools that had undergone desegregation (although there were some problem areas identified).

The study Special Student Concerns Community Advocacy Project, New Castle County, Delaware (Grantham, 1978-79) attempted to identify policies which might have had an impact on the "disproportionate, high incidence" of discipline. The study analyzed the Codes of Conduct, consulted attorneys regarding due process procedures and researched federal guidelines regarding due process. Suspensions in New Castle County School District were studied (1) because of the high rate and (2) because they were "easily identified" in the minority population. The study further reviewed the role of Human Relations personnel, testing program for bilingual students, and Title I and Special Education programs in the district.

Codes of Student Conduct

New Castle County School District (NCCSD) had developed in August 1979 a Code of Student Conduct which was "an official policy of the Board of Education." After reorganization of the one district into the four districts of New Castle County, Desegregation Area, the Code was revised by each of the new districts and four separate Codes resulted.

The current study compared each of the four new Codes of Student Conduct to the original Code developed for NCCSD, and to each other. All Codes had five chapters. Chapter I, the Introduction, established the general policy: What is the Code of Student Conduct? When is the Code in Force? What is a Good School

Environment? Who Establishes a Good School Environment? Chapter II enumerated Student Rights and Responsibilities. Chapter III set forth policies of School Attendance. Chapter IV explained "Safeguards that Protect the Rights of Students and Parents" (including grievance procedures). Chapter V listed the "Violations of the Code of Conduct" and corresponding punishments for violations. The handbooks averaged 45 pages of reduced-size print.

Suspension and expulsion were explained in six pages. There were 14 pages of possible violations. The 28 violations listed generally corresponded to the suspension report form sent by administrators to Central Office and Data Service Center daily. Each violation had an explanation of what constituted the violation, followed by the punishments for the violations. For "First Violations" there were "alternative" procedures from which to choose, or there were "required" procedures (ranging from 1 to 5 choices) and "optional" procedures (ranging from 2 to 11 choices). "Subsequent Violations" had 1 to 5 "required" and from 2 to 11 "optional" procedures from which to choose. Suspension appeared as required or optional for each of the 28 violations; expulsion appeared as required for 8 of the violations and optional for 13.

Each of the Codes had a final section which listed 23 offenses which the "school officials (should) promptly report to the appropriate police agency . . . for investigation." The provisions were from a "Memorandum of Agreement Between the Board of Education of the School District and Law Enforcement Agencies in New Castle County."

For the original study (Achilles, Campbell, et al., 1982) each of the sections for all five Codes and each statement within the sections were matched to each other to note revisions made when the new NCCDA Codes were written. Any differences which existed between the four revised codes were identified. The list of violations was compared to the violations listed on the Suspension Information Form; (the form had a 29th category for "other" violations). The contents of the Codes of the four districts were compared to recommended policies, objectives, and practices as stated in the literature.

Thus, there was ample data for the current study. By way of summary, data sources included: reports and computer print-outs of demographic data, Codes of Conduct, Incident Reports, interviews, previous studies, responses to the DCI (Discipline Context Inventory).

IV. DESIGN OF THE STUDY

The research design of this study had three descriptors: "field study," "quasi-experimental," and "ex post facto." The approach was descriptive, as opposed to projective, in nature.

Field Study

Issac (1971) defines a field study as one which is designed "to study intensively the background, current status, and environmental interaction of a given social unit: an individual, group, or community" (p. 14).

Qualitative observational research in situ was included in this study. Defined by Junker (1960), observational research in situ studies people where they are, being with them in a manner acceptable to them in order to find out about certain parts of their behavior.

This study was conducted in the schools and community of New Castle County, Desegregation Area. The background (other studies, records, and reports from the Data Service Center), current status (interviews, questionnaires, and reports from the Data Service Center), and environmental interactions of students, parents, school personnel, and community persons were studied in the setting in which the problems of the study were perceived to have existed.

Qualitative studies were completed with the cooperation of all persons involved in any way.

Quasi-Experimental

Campbell and Stanley define the true experimental design as "that portion of research in which variables are manipulated and their effects upon other variables observed" (1963:171).

A quasi-experimental design "approximates the conditions of the true experiment in a setting which does not allow the control and/or manipulations of all relevant variables" (Issac, 1971:14).

This study reviewed possible factors affecting discipline, including race, sex, class rank, and socioeconomic status (SES), school size, and density as ratio of minority pupils in a school. These variables could not be controlled nor manipulated. The study was to determine possible existing conditions which contributed to discipline

problems leading to disproportionate suspensions. The conditions were already in place. The study was conducted ex post facto.

Ex Post Facto

"Ex post facto" represents one of the most extended efforts toward quasi-experimental design (Gage, 1963:240). Kerlinger describes ex post facto research as

. . . systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulative. Inferences about relations among variables are made, without direct intervention, from concomitant variations of independent and dependent variables (1973:319).

The current study included the strengths and weaknesses associated with quasi-experimental, field study approaches as summarized by Kerlinger: the strengths of being a vehicle for studying what has already happened and of providing a way to research independent variables that are not manipulatable; the weakness of not being able to manipulate the variables, the lack of power to randomize and the risk of improper interpretation (Kerlinger, 1973:390).

V. ANALYSIS OF THE DATA

The objectives of the study were to research questions concerning disciplinary practices in New Castle County, Desegregation Area, (NCCDA), particularly those which led to suspension. Questions/issues were:

1. To examine disciplinary policies and procedures of New Castle County, Desegregation Area, to compare them with those defined in the literature and research as "good";

2. To determine whether or not the number of Black students suspended for disciplinary reasons in NCCDA was greater than would be expected, using the racial composition of the schools as a baseline; and, further,

3. If there were disparate impact, whether or not it seemed to be the result of discrimination by race, or if there were other equally plausible possible causes such as sex, socioeconomic status, class rank, or school factors such as size and density of minority.

The framework of the study was guided by related questions concerning: (1) policy, (2) rules and regulations, and (3) application of rules and regulations.

Question 1 was answered by researching the following subordinate questions:

- 1.1. What are "good" discipline policies/procedures as indicated in literature and research on discipline?

Chapter II of this study reports on Ten Common Characteristics of Recommended Codes as stated in the literature. The characteristics of policies/procedures were those which a number of researchers defined as desirable, if not necessary, for Codes that would effectively serve as guidelines for "good" discipline. These ten characteristics were listed and presented with the rationale for each as presented in the literature.

1.2. How do discipline policies/procedures of NCCDA and the process by which they were developed and established compare with those defined in the literature as "good?"

The policies stated in the Codes of Student Conduct for the four new districts in NCCDA were compared item by item to those in the original Code for the single district NCCSD from which they were derived, and to each other.

The procedures by which the Codes for the four districts were developed were then compared to philosophies and procedures for developing and establishing effective Codes of conduct as recommended in the literature.

1.3. How do the Codes of Conduct of the four districts in NCCDA compare to recommended practices/ procedures defined in literature and research?

The Codes of the four NCCDA districts were analyzed item by item to determine whether or not the ten recommended characteristics for effective Codes could be identified in the Codes of NCCDA.

1.4. How do the rules and regulations of the Codes of Conduct embody the policies of the four districts of New Castle County?

The rules and regulations of the Codes of the four districts of NCCDA were analyzed to determine whether or not they reflected the policies as presented in the introductory section of each Code and in the School Board Policy Manual of the New Castle County Board of Education (February 1981).

1.5. How are students, parents, and school personnel made aware of the schools' rules and regulations?

Survey data (responses to interviews and the Discipline Context Inventory) provided information concerning the procedures for disseminating the rules and regulations of each district to students, parents, and school personnel.

Statistical (quantitative data) analyzed Questions 2 and 3:

2. Whether or not the number of Black students suspended for disciplinary reasons is greater than would be expected using the racial composition of the schools as a baseline.

3. If there were disparate impact, whether or not it seemed to be the result of discrimination by race, or if there were other equally plausible possible causes.

Subordinate questions related to the application of the rules and regulations were:

3.1. Do student violations of rules and regulations of similar or the same nature seem to be perceived differently by school personnel because of students' race, sex, socioeconomic status, or class rank?

3.2. Do rules and regulations seem to be differentially applied to students because of race when violations of similar nature or of the same rules and regulations occur?

Quantative data were analyzed to study these issues:

Reports of Suspensions, School Year 1979-1980 (Data Service Center, 1980); Reports of Suspension, School Year 1980-1981 (Data Service Center, 1981); and Suspension Summary, Year to Date (YTD)

February 18, 1982 (Data Service Center, 1982) provided aggregate data for enrollment and suspensions--total numbers and percentages--for each school and district by race and sex. These reports provided data for comparison from three different school years for all students in all four districts. The Report of Suspensions, for School Year 1980-1981 provided baseline data. Comparison for that school year to the previous school year (1979-1980) and to the year to date (YTD) for the following school year (1981-1982) provided data from which trends in the new organizational structure could be determined. (School year 1981-1982 was the first year New Castle County School District operated as four separate districts, the New Castle County, Desegregation Area.)*

Additional data were collected showing High School Population and Suspensions as of April 30, 1982. This report listed total enrollment--numbers and percentages--of the 12 high schools in NCCDA, listed by schools within the 4 administrative areas by race and by sex. It also reported total out-of-school suspensions--numbers and percentages--by race (Black, White, Other) and sex. These data (as percents) for the four districts were compared to those of school year 1980-1981 to study suspension trends further.

These reports also made available data for analysis, by race and school district, for school years 1979-1980, 1980-1981, and school

*The four new districts of New Castle County, Desegregation Area had generally the same boundaries as the four attendance areas of the old New Castle County School District; District (Area) Five was for Special Education students and data for this area is not usually included in analyses in the current study.

year to date 1981-1982 to compare types of suspensions:

1. in-school and out-of-school
2. single and multiple.

The Report of Suspensions, School Year 1980-1981, also provided data to study more closely the implications of removing suspensions of chronic offenders from the total number of suspensions. This analysis isolated trends for further study. Removing students with multiple offenses from the tabulations, and removing the number of multiple suspensions, provided a theoretical base from which to examine the actual number of students suspended as opposed to the total number of suspensions. From these data ratios concerned only with number of students were established from which disproportionate impact on Blacks, Whites, or Others could be determined.

Suspension data for New Castle County School District was further compared to suspension data summarized for schools in the United States and in seven representative mid-western states, as well as to data representing total suspension rates in urban areas of Ohio (as reported in Kaeser, 1979b).

The analysis of statistical data was also used in the research of the third main question of the study:

Question No. 3: If there is disproportionate impact, whether or not it seems to be the result of discrimination by race.

Race. A single variable--race--had been isolated by minority groups as the basis for disproportionate impact of discipline against Black students in New Castle County, Desegregation Area (NCCDA). The

possible effects of interactions between different independent variables were not promoted.

This study therefore first reviewed race as a single variable (Question No. 2) to determine the impact of suspensions on Black students in NCCDA as compared to other racial groups. The study then reviewed other single variables in isolation to determine whether or not there was disproportionate impact of discipline against high school groups identifiable by another single characteristic other than race.

Question No. 3 asked questions concerning the impact of suspensions on high school students identified by (1) sex, (2) socioeconomic status (SES) as determined by students from families receiving Aid to Families with Dependent Children (AFDC), (3) class rank as reported in records from the Data Service Center, (4) size of school as indicated by enrollment totals, and (5) density of minorities as indicated by ratio of Blacks and other minorities to the total school enrollment. Principal points of comparison were the ratios of total high school suspensions to total high school students in particular categories.

Sex. Reports and Records of Data Service Center for School YTD February 28, 1982 provided data to determine the percentage of males and females suspended from each of the high schools, school year as of February 28, 1982.

These data were analyzed to identify the percentage of male and female students suspended for school YTD February 28, 1982. This percentage was then compared to the percentage of males and females in the total enrollment of the 12 high schools.

Suspension data to study SES and class rank for school year to date February 28 and April 26, 1982, were available for study at the Data Service Center. Students suspended were identified by identification (ID) number, sex, and race. Lists provided suspension dates, reasons for suspension, number of suspensions per student, record of arrests, and classification of in-school or out-of-school suspension. In reporting data for sex, SES, and class rank, three high schools were chosen to represent the total high school population of NCCDA. District 4 had only one high school; to maintain anonymity, data from that district were not used. The suspension lists were cross-referenced to other data collected (computer print-outs) to analyze the impact of suspensions on low SES students and low-achieving students.

Socioeconomic status (SES). The issue of identifying SES is controversial; it is difficult to appraise the economic status of individuals. For purposes of this study, low SES students were identified as students from families receiving Aid to Families with Dependent Children. State guidelines for families' eligibility to receive aid were used as the criterion to identify students from families in the lower income level in New Castle County, Desegregation Area.

Lists of all students in the 12 high schools in the NCCDA of families receiving AFDC were provided by the Data Service Center. These lists were cross-referenced to the suspension data for YTD February 28, 1982, to identify the AFDC students in grades 9-12 who were suspended. Using data from three representative high schools,

the percentage of high school AFDC students suspended was compared to the percentage of AFDC students in the total populations of the three high schools.

SES data were analyzed further to compare the percentage of AFDC students suspended to the "non-AFDC" students as determined by subtracting the number of students identified as "AFDC" from the total student enrollment.

Class rank. Some high schools in NCCDA calculate class rank for students in grades 9 through 12. The lists were made available for this study by Data Service Center for the school YTD April 26, 1982. Class records listed students by name and sex with highest-ranking student listed first. Lists for grades 9 and 12 were analyzed for the three representative schools. The ranked lists were divided into quartiles for each grade in each of the three schools. Names in the top quartile and bottom quartile were cross-referenced to the suspension data to identify the students who were suspended from the highest rank and those from the lowest rank. The ratio of students suspended in each of the identified quartiles to the total students in the grade was analyzed to determine the percentage of students suspended in the bottom quartile of grades 9 and 12. The same procedure identified the percentage of students suspended in the top quartile of grades 9 and 12. This percentage was compared to the percentage of students in each quartile (25 percent) to determine whether or not achievement level could have been a discriminant factor in suspension of high school students.

School size (as measured by total enrollment). Report of Suspensions, School Year 1980-1981 provided data for this analysis.

Total suspension data for each high school recorded out-of-school totals. Schools were ranked from highest enrollment to lowest enrollment for the year. Data were analyzed by grouping the 12 schools into classifications of over 1,500 students, 1,000-1,500 students, and under 1,000 students. The percentage of total suspensions to total enrollment in each group for each school year was analyzed to determine whether or not school size could be perceived as a discriminatory factor in suspensions.

Density of minority population. Report of Suspensions, School Year 1980-1981 and High School Population and Suspension for School Year to Date (YTD) April 30, 1982, data were analyzed to determine (1) percentage of minorities to total enrollment in each of the 12 high schools for each of the school years, and (2) percentage of out-of-school suspensions in each of the same schools to total out-of-school suspensions for the same two periods of time. Schools were ranked from the school with greatest density of minorities to the school with the least. Percentages of suspensions in each school were studied to determine whether or not the degree of density of minorities could be perceived as a factor in the disproportionate impact of suspension.

To study further the affects of school size and density of minority population, some correlation coefficients were computed. For each high school, data (1980-1981) were utilized for the correlations: (1) total enrollment, (2) total suspensions, (3) percent minority enrollment, and (4) percent minority suspensions. Pearson product moment correlations (r) and significance levels were computed.

Survey data from interviews and data collected through the Discipline Context Inventory (DCI) provided further analysis of Question No. 3.

Interview Guides (Qualitative Data).

Analysis of two interview guides, Interview Questions and Discipline Interview Guide (which was in two parts: Part I, Discipline Guide, concerned with respondents' perceptions of discipline in the NCCDA schools, and Part II, In-School Suspension Guide which questioned perceptions and opinions of in-school suspensions in NCCDA) provided an aggregate response to questions concerning perceptions of all groups interviewed.

Responses were categorized according to respondent's position (school administrator, teacher, student) and race (Black or White; percentage of other minorities was small and was included with Black). The tabulated responses to each question were noted, synthesized, and summarized individually. Demographics for respondents for each of the forms were tabulated.

Discipline Context Inventory (DCI)--(Questionnaire; Quantitative Data)

The DCI provided two sets of data for analysis: 45 survey items (quantitative data) and informal comments (qualitative data analyzed with interview data later in this chapter).

The 45 survey items identified 8 factors in school life that have powerful influences on student (and staff) behavior.

1. The way people work together for problem solving and decision making.
2. The distribution of authority and status.
3. Student belongingness.
4. Procedures for developing and implementing rules.
5. Curriculum and instructional practices.
6. Processes for dealing with personal problems.
7. Relationships with parents and other community members.
8. Physical environment (Wayson, 1982:64-74).

These factors served as a way to group DCI responses for analysis; each item of the DCI related to one of the groups. Items were rated from zero (not at all true of our school) to five (very true of our school). Responses to the DCI were designed to give an indication of how the school was running or was perceived to be running in relation to school climate and discipline problems. The DCI assessed discipline in the concept of self-control, restraint, and adherence to expected norms of behavior. Surveys were returned by 414 respondents.

In the previous study conducted by Achilles, Campbell, et al., (1982) responses to the 45 items were analyzed by methods to determine whether or not differences between responses of various groups were significant. There were methodological concerns in assuming the data

met the requirements for parametric statistical analyses; therefore, steps were taken to offset the problem and improve confidence in the results.

Nonparametric Chi-square analyses were used to test for * significance of differences in frequencies of responses by two groups (e.g., White and Minorities). However, since there was an a priori clustering of the 45 items into 8 categories (corresponding to the 8 factors listed above), an item-by-item discussion of the analysis seemed impractical. Assuming the responses (0, 1, 2, 3, 4, 5) to be "scores" (interval data), a parametric t-test analysis between two * groups was employed (item-by-item and on clusters) using raw data as "scores." Through a rescoring process of the same "scores," dichotomous (1, 0) data were developed to which t-test and ANOVA were also applied. Non-parametric results were similar to those obtained with both sets of t-test and ANOVA analyses for individual item responses and item clusters. Thus, the robustness and parsimony of the parametrics seem to justify the use of those tests. The current study used the Median Test and some parametrics (t-test) for item clusters. Since the data were the same as in the original study, the additional computations were not done again.

Categorizing respondents. The number of minorities responding (other than Black) was too small to allow for meaningful analysis (N=16). The results of t-tests computed by each item and each cluster between Blacks (N=116) and Other minorities (N=16) determined that there were no significant differences at the .05 level on 43 of

the 45 items (95 percent agreement between the two groups). As a result of this analysis, which showed there were essentially no differences in responses between Blacks and other minorities, Blacks and other minorities were combined into a single group designated "Minority (M)" (Achilles, Campbell, et al., 1982:64).

Individual item discussion. Individual items with number (N) of responses and percent (%) of responses for each of two respondent groups, (W) and (M), are in Appendix.

Analysis of clusters of items. Two approaches were used to analyze cluster data: (1) the one-way Analysis of Variance (ANOVA) among Black, White and Other; and (2) t-tests in analyses between pairs of respondents (e.g., White vs. minority).

The clusters of items referred to "topics" addressed by the items of the DCI; higher scores indicated more elements of the topics present, therefore a "better" condition. For example, a higher score on Cluster 3 (student belongingness) indicates a greater or more positive degree of feeling of student belongingness in the schools. A statistical significance of $p < .01$ was chosen to indicate significance for purposes of this discussion; (this level was selected to guard against false positives due to numerous analyses and large numbers).

Chi-square analysis. The six responses options of the DCI (0, 1, 2, 3, 4, 5) were collapsed to 3 categories (Low, Medium, and

High) for this analysis. The general format is shown in Figure 1. For the purposes of the current study, only analysis of the racial groups is discussed.

Groups	Responses		
	0, 1 Low	2, 3 Medium	4, 5 High
White			
Minority			

Figure 1. Categories for Chi-square Analysis.

For the current study, to analyze the data further, the Median Test was applied to the cross-tabulated data which were transformed to above and below the median frequencies for Whites (W) and minorities (M) using the combined median of both groups as the mid-point. Significance was determined by a Median Test using one degree of freedom. The Median Test analyzed the number in each group that responded above and below the overall median of all groups. See Figure 2 for the basic structure of the analysis.

Race	Number Above Median	Number Below Median	Median: Total
White			
Minority			
Total			

Figure 2. Median Test Structure.

Discipline Context Inventory (DCI)--(Informal Comments; Qualitative Data).

The comments written informally on the DCI were divided into categories--positive, negative, or neutral--on the basis of the general attitude toward the schools as reflected in the responses. These categories were analyzed by Black, White, and Other (Asian and Hispanic) respondents. The positive, negative, and neutral comments were categorized into four classifications:

Discipline: included fairness, consistency among teacher/administrators, degree of control, and reasonableness of rules and regulations.

Communication/climate: concerned all feelings about "equal" treatment, educational priorities, support given by administrators/teachers; included perceptions of biases by teachers/administrators which create tensions, as well as perceived opportunities for interactions between student/teacher and teacher/teacher.

Parental/community involvement: included any reference to, or indications that, an increase in involvement of parents or community would improve conditions in the school; included complaints of lack of interest by parents and unwillingness of community to finance enrichment activities such as field trips, etc.

School/spirit/activities: included all references which refer to student/teacher apathy and/or lack of participation in school extracurricular activities; also included feelings concerning bias in choosing students for activities.

Comments were analyzed and synthesized by classification of respondents into groups by status and by race.

Previous Studies

Four studies conducted prior to the 1982 study on Discipline, Grouping and Tracking, and Special Education (Achilles, Campbell, et al., 1982) were reviewed to a frame of reference for the perceptions of the minority community: Project Confidence (Ross, 1979); One Year Later: Parent Views Toward Schools in New Castle County After First Year of Desegregation (Raffel, 1979); Special Student Concerns Community Advocacy Project (Grantham, 1979); Project ACT (Memorandum) (Anderson and Street, 1978). The findings of these studies were used as context information to support and extend findings of current study. No specific data among comparisons were made between them and the current study.

Suspension/Arrest Information Form

These forms listed "Reasons for Suspension," or offenses for which a teacher or administrator had recommended a student be suspended. The 29 categories related to the 28 violations (and "other") listed in the Student Code of Conduct for each district in NCCDA.

A form for each student suspended was completed at the school with a copy sent daily to the Data Service Center. For further analysis of Research Question No. 3 concerning whether or not discipline practices might be disproportionately applied, the Suspension/Arrest Information Forms were studied to determine to what

extent referrals could have been dependent upon the subjectivity of the administrator making the recommendation for suspension. The 28 offenses listed on the form were divided into 3 categories:

I. Issues that were left mostly to the discretion of a school staff member both in interpretation and in deciding to report the issue. Adults probably would not receive punishment for these.
(School Judgment)

II. Issues that left little room for judgment relating to school rules--either the student did or did not violate rules.
(Status)

III. Issues that would have been offenses if adults had done them (whether in school or not) if they were reported and someone pressed charges (Achilles, Campbell, et al., 1982:25).
(Adult Offense)

The 28 offenses were assigned to one of the 3 categories by consensus agreement of 5 experts. The number of suspensions, by reason for suspension and by race, as reported in the Report of Suspensions, School Year 1980-1981, were reviewed to determine the extent to which subjectivity of an administrator might have been able to influence the suspension of students.

VI. SUMMARY

Data were collected from statistical records provided by the Research and Reporting Office, Data Service Center, New Castle County. Data were also analyzed from various instruments used with school personnel (administrators, teachers, students, and other school-related persons such as specialists) and community persons (parents, members of advocacy groups, and others interested in the educational environment).

Data were analyzed to determine (1) whether or not the number of Black students suspended for disciplinary reasons was greater than would be expected from the racial composition of the schools in New Castle County, Desegregation Area, and (2) if there were disproportionate impact, whether or not it seemed to be the result of discrimination by race.

The study also compared discipline policies and practices of NCCDA with those defined in the literature as "good."

CHAPTER IV

PRESENTATION AND DATA ANALYSIS

This chapter consists of two sections. First is an introductory section which explains the climate in the Desegregation Area of New Castle County, Delaware, in which this study was conducted, and the objectives of the study. The second section presents and discusses the data analysis and results.

I. INTRODUCTION AND QUESTIONS

Desegregation efforts in American schools have been impeded by a number of factors, among them the perceptions (and misperceptions) of both minority and majority groups as to what constitutes equitable treatment for all students. Major conflicts have resulted as school systems have attempted to identify the basic factors which have brought about an increase in suspension of students, especially at the secondary level.

Minority groups in New Castle County School District, Delaware, had been concerned about the overrepresentation in suspensions of Black students and about the possibility of resegregation of minorities in classrooms and special education programs. The current study focused on discipline issues and assessed discipline practices, particularly those which led to suspensions in the one New Castle County School District (NCCSD) and the new (1981-1982) four districts of New Castle County, Desegregation Area (NCCDA) to:

1. To examine disciplinary policies and procedures of New Castle County, Desegregation Area, to compare them with those defined in the literature and research as "good."

2. To determine whether or not the number of Black students suspended for disciplinary reasons in NCCDA was greater than would be expected, using the racial composition of the schools as a baseline; and further,

3. If there were disparate impact, to determine whether or not it seemed to be the result of discrimination by race, or if there were other equally plausible possible causes such as sex, socioeconomic status, class rank, or school factors such as size and density of minority.

The study was guided by subordinate questions related to the main questions researched.

II. DATA ANALYSIS

The questions subordinate to Question 1 were concerned with discipline policies and procedures, rules and regulations:

- 1.1. What are "good" discipline policies/procedures as indicated in literature and research on discipline?

A synthesis of policies and procedures recommended in the literature provided a list of common characteristics for recommended

codes. The ten most often recommended and discussed were chosen as representatives of "good" policies and procedures. Column I of Table 1 lists the Recommended Practices with brief descriptors. Column II provides the rationale as presented in the literature.

1.2. How do discipline policies/procedures of NCCSD and the process by which they were developed and established compare with those defined in the literature as "good"?

Each of the four school districts in the NCCDA had a written code which was a revision of the Code of Conduct of the one original New Castle County School District (NCCSD) of August 1979.

Differences between the revised Codes and the original NCCSD were minimal and those that were noted served to:

1. Emphasize the need for a closer school personnel/parent and school personnel/student relationship, e.g., "dialogue with parents, students, and other employees should reflect professionalism and caring" (Chapter I, School Personnel).

2. Attempt to state students' responsibilities more specifically, e.g., procedures necessary for sign-out and parental notes for unexpected absences (Chapter III, Other Absences).

3. Provide additional supervision and control when disciplinary measures are necessary, e.g., definitive steps and statements of students' rights and responsibilities for bus privileges (Chapter I); option to refer major violations to the courts (Chapter V).

TABLE I
TEN COMMON CHARACTERISTICS OF RECOMMENDED CODES

Descriptor of Recommended Practice	Rationale and Source	*Four Districts of New Castle County Desegregation Area
<u>Cooperatively planned</u>		
Student involvement	Students have the right to participate in the establishment of regulations regarding discipline through student representatives (Foster, 1980:61; Howard, 1978:184; Jones, 1973:17, 25, 38; Forehand, 1976:57). Students are more likely to understand, respect and obey rules they have had a part in formulating (Foster, 1980:2).	Generally developed through a committee process; representation of students, parents, school personnel.
Parent involvement	Discipline code committees should include all who will be affected by it. Workshops may be presented to parents during an evening meeting (Wayson, 1982:43).	
Faculty involvement: teachers, principals, administrators	Codes can be used to involve teachers in an interesting learning experience (Jones, 1973:25).	
Community involvement	Codes, . . . especially for desegregated (schools), (should) be developed with input from all segments of the community (Aquila and First, 1980:61).	
<u>Explicit</u>		
Language clear, free of ambiguity and vagueness	Prescribe how students should behave; cannot assume they know (Foster, 1950:119; Jones, 1973:25; Feeley, 1979:53; Forehand, 1976:57).	"The Code of Conduct defines specific acts which are considered violations of expected student behavior. . . . The aim is to provide . . . clear understanding of these violations and the resulting disciplinary actions" (D, p. 26).

TABLE I (Continued)

Descriptor of Recommended Practice	Rationale and Source	Desegregation Area *Four Districts of New Castle County
<u>Explicit (Continued)</u>	Limited offenses and give reasons (Ladd: 1975:11; Kaeser, 1979:481).	28 "Violations and Disciplinary Actions" listed in each Code. List is not all inclusive . . . acts . . . not listed . . . still subject to authority of the principal" (C, p. 28).
	Courts consistently have thrown out loosely written or vague codes . . . "misconduct" has been ruled unconstitutionally vague . . . so has "extreme styles" . . . "in the best interest of the school" (Jones, 1973: 25). Avoid ambiguous, vague, and meaningless terms (Goldsmith, 1982:184).	"Glossary of Disciplinary Actions" given in each of the Codes.
	Write in language a student can understand, readily comprehended by students and parents (Foster, 1980:25).	Readability level as determined by Fry Readability scale ranged from grade 8 to grade 16+.
<u>Goal-oriented</u>	Educational goal, safety measure, compliance with law (Forehand, 1976:57).	". . . District is dedicated to the development of each student's potential for learning in a positive environment. Schools are to be free from disruptions which interfere with teaching and learning activities" (D, p. 1).
	Ultimate goal of disciplinary procedures is to teach desirable behavior. . . . enforcement best when staff and students unite to achieve agreed-on goals based on mutual respect and trust (Wayson, 1982:42).	

TABLE I (Continued)

Descriptor of Recommended Practice	Rationale and Source	Desegregation Area *Four Districts of New Castle County
<u>Goal-oriented (Continued)</u>	Use of code as educational tool to create . . . environment which is oriented to self-discipline (Kaeser, 1979b:481).	"To achieve this goal students, parents and school staff must share the responsibility for encouraging orderly, constructive student behavior" (A, p. 1).
<u>Fair; equitable, realistic, constructive</u>	First and foremost factor in any discipline code . . . is fairness: . . . impartiality, reasonableness, even-handedness, and non-discrimination (Goldsmith, 1982:188).	"The code . . . standardizes procedures for disciplinary action" (C, p. 1).
	Match discipline procedure to the violation (Jones, 1973:35).	"The severity and frequency of the misbehavior are considered in defining appropriate disciplinary action" (B, p. 24).
	Neither permissive, nor "get tough" (Howard, 1978:9).	
	A minimum requirement is that equal punishment be meted out for breaking rules. Equal punishment for equal offense is necessary but not sufficient . . . the cultural sensitivity should guide the school. . . . If punishment appears to be associated with race (sex, other) is rule equitable (Forehand, 1976:38).	"The Code permits . . . select(ion) from a list of recommended actions for certain violations. Specific disciplinary actions are required for others" (D, p. 26).
<u>Written: briefly, succinctly</u>	Written codes eliminate grey areas, unanswered questions (Jones, 1973:23).	". . . acts . . . not listed . . . still subject to authority of the principal" (C, p. 28).
	"Decriminalize" a number of offenses (Kaeser, 1979b:481).	1981 Codes removed several violations from required suspension for first offense to alternative action, after giving "reprimand."

TABLE I (Continued)

Descriptor of Recommended Practice	Rationale and Source	Desegregation Area *Four Districts of New Castle County
Written: <u>briefly, succinctly</u> (Continued)	Need not prescribe school discipline for offenses already provided for by law (Foster, 1980:16).	"School-Police Relationship" lists provision of "Memorandum of Agreement between Bd. of Ed. of the School District and Law Enforcement Agencies in NCC;" all unlawful acts including those not accounted for in "Violations" (A, p. 42).
Reviewed systematically	Rules and regulations spelled out clearly and concisely (Jones, 1973:25).	Each violation listed is followed by an explanation, spelling out in specific terms what has been violated (A, p. 31).
	Responsibility of code writers as well as students and staff to review recent court decisions and be aware of implications for school policy (Foster, 1980:19).	"The Board of Education expects that this Code will be subject to ongoing review and revision in response to: A. Administrative, staff, student, and parent suggestions, B. Legal interpretation, and C. An annual review" (A, titlepage). District B; makes no provision. District C: "C. An ongoing review by a Board appointed by the Code Committee" (C, titlepage). District D: "The Board of Education expects that this Code will be subject to ongoing review and revision" (D, titlepage).
Positive: Policy Statement	Discipline procedures should be continuously scrutinized to determine whether they are achieving the desired results (Wayson, 1982:42). Most schools would profit from a careful, goal-oriented review of rules and codes (Forehand, 1976:56).	
	Provide guidelines for desirable and expected behavior. Usually at a more conceptual and general level than rules; address principles and procedures relative to student rights: what should be done and "how to" (Foster, 1980:135).	Section II in each District Code, lists "Student Rights and Responsibilities;" each subsection, the preceding the lists, defines the "Philosophical Basis"---"ATTENDANCE: Administrators have an obligation . . . to enforce . . . attendance" (A, p. 6).
	A set of general principles by which a group is guided in its management (Foster, 1980:120).	

TABLE I (Continued)

Descriptor of Recommended Practice	Rationale and Source	Desegregation Area *Four Districts of New Castle County
<u>Prohibitive and deterrent: Rules</u>		
Rules tell student what not to do and caution against "illegal behavior" (Foster, 1980:153).	Not unlimited: must operate within statutory and constitutional restraints. Cannot be arbitrary, capricious, or outside legislated authority. Should promote self-discipline (Wayson, 1982:29).	Specific in each Code, e.g., "Violations" . . . "04 Unexcused Absence: Absence from school without . . . reason. First . . . Required - parent contact (K-6)," (has six Optional). "Subsequent . . . Required-parent contact/conference and disciplinary probation" (D, p. 31).
	Some students have to pay the piper (Jones, 1973:33).	
	Suspension (only) when unacceptable behavior cannot be corrected by resources of the school (Foster, 1980:201).	Of the 28 violations, suspensions are required on 1st offense in 9, optional on 1st offense in 11; subsequent violations, required in 22 of the 28 for 1st offense, otherwise optional (A, C, D; District B, used more often.)
<u>Instructional</u>		
Teachers and students are not expected to know the fine points of the law (Jones, 1973:25; Feeley, 1979:60).		Codes each contain 5 major sections: " I. Introduction: What is Code, etc." " II. Student Rights and Responsibilities." " III. School Attendance." " IV. Safeguards that Protect Rights." " V. Violations . . . "

TABLE I (Continued)

Descriptor of Recommended Practice	Rationale and Source	Desegregation Area *Four Districts of New Castle County
<u>Informative of "Due Process"</u>		
The right to due process appears in both the Fifth and Fourteenth Amendments. (Due process of law) has never defined . . . its meaning varies according to the situation (Fischer, 1982: 299).	The underlying concept . . . is one of fairness, a fair hearing, a fair trial, a fair judgment. Everyone needs to know . . . that he will have a fair opportunity to have his side of a controversy openly considered (Jones, 1973:22).	Chapter IV of each district's Code " . . . Students, or their parents . . . Have all the rights given . . . by the Fifth and Fourteenth Amendments. . . . This chapter defines due process . . . students and their parents are encouraged to become familiar with these due process procedures."

*Identified as Districts A, B, C, and D. Unless otherwise noted, the same or similar language is written in the Codes of all four NCCDA districts.

Conversely, for many violations a "reprimand" had been inserted as the first requirement for disciplinary action, to precede suspension; originally, suspension was first.

The discipline policies/procedures for the four NCCDA districts are embodied in the Student Rights and Responsibilities, Code of Student Conduct for each district. NCCSD did not have a policy statement separate from the handbook and the NCCDA's 1981 revisions had the same format as the original Code of NCCSD. A brief introduction to each Code stated the district's goal for student learning and each area in the Student Rights and Responsibilities section was introduced with the "Philosophical Basis" for the statements which followed.

The School Board Policy Manual of the New Castle County Board of Education) (February 1981) states the "Educational Philosophy" of the New Castle County Board of Education which includes: Basic Statement of Goals, Considerations (which must be assumed if goals are to be met), and Commitments of the Board (to provide a sound instructional program "regardless of changes in society") (p. 36). The commitments include "Providing policies for the operation of the schools" and these policies are reflected in the Student Code of Conduct. The Manual established policy-making as the responsibility of the Board of Education, defining "policies" as "guidelines adopted by the Board to enact a course of action," and "procedures" as the "detailed directions developed by the administration to put policy into

action" (p. 2). In NCCDA the policies were established by the Board. The procedures presented in the Codes are the result of cooperative development by committees. The committees theoretically were composed of educators, students, and community persons, although some parents did not feel there was an equal balance of involvement.

A comparison of these Codes to the literature follows:

1.3. How do Codes of Conduct of the four districts in NCCDA compare to recommended practices/ procedures defined in literature and research?

The practices and procedures as defined in the Codes were compared to the Ten Common Characteristics recommended by the literature.

Column III of Table I, page 90, compares the recommended practices with the process in NCCDA wherever sufficient knowledge of the practices was available. (Districts are identified as A, B, C, and D; references [e.g., D. 26] indicate the source of the quotation, and the other districts [A, B, C] would have had the same or similar provisions. Differences among the four Codes were indicated by also quoting exception with reference.)

The literature recommends that student codes of conduct be:

1. Cooperatively planned
2. Explicit

3. Goal-oriented
4. Fair: equitable, realistic, constructive
5. Written: briefly, succinctly
6. Reviewed systematically
7. Positive: Policy statement
8. Prohibitive and deterrent: Rules
9. Instructional
10. Informative of Due Process

The comparison of the Codes of NCCDA's four districts indicated a fairly consistent pattern of adherence to the representative "good practices." The following provides a more detailed analysis of NCCDA's Codes.

Cooperatively planned--Student codes were generally developed through a committee process whereby the committees had representation of students, parents, school personnel, etc. They had been reviewed by these groups, especially when individual district codes were developed from the "master" copy--the 1979 NCCSD Code--in 1981. (Some parents did feel, however, that their involvement was minimal, stating that the educators included them "at the last minute" so that it was more of a "rubber stamp approval" than involvement.)

Explicit--By some standards the Codes could be considered overlong, but given the climate in the educational environment of NCCDA in 1981, to avoid ambiguity and vagueness, complete explanations might have been necessary. The 28 violations listed in Section V of each Code of the NCCDA districts corresponded to the "Reasons for

Suspension" which were on the Suspension Information Form sent to the Data Center each day. (A 29th category included for "Other.")

Goal-oriented--Codes were written to promote a

. . . Good school environment . . . best described as: being POSITIVE--not negative; providing full educational opportunities; making improvement in behavior the primary goal in discipline . . . free from distractions, frictions and disturbances (Code of Conduct, School District B, p. 2).

District D was more explicit; District A, less; District C had the same wording. Regardless of this stated goal, the length, impersonal tone, readability level, and legalistic approach could evoke a negativism toward the Codes and their positive intent, making goal attainment unrealistic if not impossible.

Fair: equitable, realistic, constructive--No distinctions were made to defer to any student because of race, sex, class rank, or socioeconomic status. When inflicting disciplinary action, however, administrators had options from which to choose and could be guided by "the severity and frequency of the misbehavior," or other extenuating or external influences of which they had knowledge, or to which they may have been sensitive. Options ranged from 2 in number (for offensive touching; trespassing) to 11, an average of 5 for each violation. (Exceptions to this were drug-related violations and rape, for which there were no options to suspension.)

Written: briefly, succinctly--The style in which the Codes were written might be a major deterrent to optimum effectiveness. The norm for the reading level of some parents was lower than that of the Codes, especially for minority groups without an English language

background. Fifteen samples were chosen from the codebooks of the four districts. Estimated readability levels using "Fry graph for estimating readability" (Alexander, et al., 1979:224) ranged from Grade 8 to over 16-plus with an average readability level of grade 13. (One district does have the Code available in Spanish; the readability level for this translation was not determined). The difficulty in readability prompted criticisms from parents: "It reads more like 'an insurance policy' than a guide to help kids."

Reviewed systematically--Two districts were in the process of reviewing and, where appropriate, revising their Codes (1982). Each district stated in the introduction to the Codes that the Codes would be "subject to on-going review and revision." The Codes averaged 40 pages each and hardly qualified as "brief or succinct."

One district had completed its first revision which resulted essentially in clarification of possible ambiguities and removed the harshness of some rules while providing more stringent consequences for violation of others. For example, students were given the right to know "when assignments were due," and also given the responsibility "to present the assignment when it was due." Abstinence from participation in "patriotic activities" which might be against a student's religious beliefs were amended to abstinence from "student activities" which might interfere. Students no longer had the right to be advised of a locker search since the search might be in the best interest of the rights of the majority of other students. "Referral to Court" previously listed as optional in some instances was changed to be

required. The revision of the Code resulted in changes in phrases or a sentence or two, and the addition of one or two sentences. There were no indications of a major re-evaluation of the Code.

Positive Policy Statements and Prohibitive and Deterrent Rules--These are written with (much) detail and explanation. In a revision, more clarity could be achieved with less wordy statements. However, until such time as parental and community negativism subsides, consolidation of some of the sections could lead to ambiguities or deliberate misdirected liberties in interpreting the intent of the Codes.

Instructional--NCCDA's districts' Codes all include the three recommended main sections--student rights, rules of conduct and sanctions for violations, and regulations for procedural due process (Jones, 1973:26). The Codes were explicit and made an attempt to cover everything a parent or student needed to know about the policies, rules, and regulations of each district. However, with the reading level of so many of the critical sections so far above the majority of high school students, the Codes could not be described as instructional. They could not be comprehended by those who would have the most reason to refer to them.

Informative of due process. Chapter I of each Code (Student Rights and Responsibilities) explained in detail students' rights and the students' corresponding responsibilities. The listings were preceded by the districts' "Philosophical Basis" for each category. Categories included: Curriculum; Grades; Consultation;

Attendance; Free Speech/Expression; Student Government; Publications; Student Dress; Search and Seizure; Grievance Procedures; Student Records; Marriage, Pregnancy and Parenthood. Chapter IV (Safeguards that Protect the Rights of Students and Parents) in each of the Codes was very explicit in interpreting the nature of grievances and in explaining due process procedures. Grievance was defined, situations in which grievance procedures could be used were listed, and eight steps to be followed in the grievance procedure were explained. The committees were thorough in providing content of the Codes; however, the introduction to Chapter I had an estimated readability level of over Grade 16, and Chapter IV's estimated level was Grade 13. These readability levels would prohibit their usefulness to the students and parents who would presumably need to refer to them for guidelines.

The length and complexity of the Codes were counterproductive to the contents. They could have been another class assignment in reading comprehension rather than a positive guidebook (and that could only be through teacher-directed interpretation).

As a tool to assist teachers in promoting self-discipline, the implications for developing the responsibilities were there, but specific encouragement was not. Student responsibilities were more often expressed in imperative language: "Students have the responsibility to . . . To get prior consent . . . To conduct themselves in an appropriate manner . . . To use only those bulletin boards . . . To be well-informed about issues."

The Codes left no excuse for the student to profess ignorance of the rules or his rights, but if the intent was to develop well-disciplined future citizens, rather than to attempt to control behavior, teachers had to "translate principles of democratic discipline into daily action in the classroom. . . . Administering discipline is more difficult than taking a few simple punitive tricks" (Fritz Redl in Kindsvatter, 1980:690). Kindsvatter (1980) stated further that even when teachers are taught the principles of good discipline, the individual competency of each teacher is what determines the effectiveness of the lesson. Rather than coercing students, educators should be teaching self-control and personal initiative (p. 691). Maintaining a climate in which students can learn is not synonymous with maintaining "control."

1.4. How do the rules and regulations of the Codes of Conduct embody the policies of the four districts of New Castle County?

The School Board Policy Manual of the New Castle County Board of Education (February 1981) includes the following statements:

The Board of Education believes that each pupil in the School District is entitled to the opportunity of receiving an education and that the instruction should meet the needs of each child

The Board of Education believes that the schools should help each individual to develop respect for the dignity and worth of people regardless of race, religion, nationality, and Socio-economic status, and that ethical values should be emphasized

. . . .
The Board of Education believes that responsibility for providing a public school system is shared by the community, the state, and the nation.

In its statements of Educational Philosophy the Manual enumerated its "beliefs, goals and commitments." Pertinent to the application of the rules and regulations as stated in the Codes of Conduct were the following statements:

We believe that when programs are designed to meet (the) goals (of the New Castle County Board of Education) they should take into consideration:

The students to be educated/ The way students learn/ The needs and demands of society/ . . . The legal structures within which schools must be established and operated/ The material and human resources available/ Research and professional knowledge.

The rules and regulations in each of the Codes supported the goals and philosophies set forth in the Policy Manual (1981) and in the introductory section of each Code which was summarized in the handbook of one of the senior high schools:

Policy

The . . . School District is dedicated to developing each student's potential for learning. To achieve this goal students, parents, and school staff must share the responsibility for encouraging orderly, constructive student behavior (Code District A, p. 1).

The Codes of Student Conduct were lengthy, written with a readability level above the average person to whom they applied, but prejudicial application, or the perception of prejudicial application, of the rules and regulations could only occur through a misinterpretation of the intent of the policies as they are embodied in the rules and regulations of the Codes of Student Conduct.

The rules and regulations were written to protect the rights of all students, parental involvement was encouraged (and often required), student responsibilities were presented to promote concern of the

student for himself and others, programs were provided to meet the needs of every child. Disproportionateness in any area of discipline or educational opportunity could not result from the inadequacy of the provisions of the Codes.

1.5. How are students, parents, and school personnel made aware of the schools' rules and regulations?

Through interviews and responses to questions on the Discipline Context Inventory (DCI), data which responded to this question fell into two categories: a discussion of the method of awareness and, more important, an understanding of the Codes. One of the questions in the Discipline Interview Guide (which is analyzed in further detail under Survey Data later in the study) concerned: Means by which parents/pupils (were) informed about school rules, especially suspension rules?

All respondents (N=102: 37 teachers, 27 administrators, 27 students, 11 aides, and others) answered this question and provided positive examples of the informing process. Most mentioned in descending order were the Codes of Conduct, handbooks, discussions in classes, and newsletter. Others mentioned often were conferences, open houses, manuals, notes sent home with students, home visits, parent conferences, and telephone.

This indicated a positive feeling about the awareness of the schools' rules and regulations. This was supported by an analysis of responses to two statements on the DCI:

16. Rules and expectations are clearly defined, stated, and communicated so that people know what to do.

45. School rules are written and steps are taken to see that each pupil/parent/school faculty, etc., knows the rules, or has a copy of the rules (Codes of Conduct).

An analysis of DCI item appears later in the study. For purposes of answering the question concerning the means by which awareness of the rules and regulations is achieved, responses to these two statements are important to note here (Table II).

TABLE II
RESPONSES OF WHITE (N=282) AND MINORITY (N=132) RESPONDENTS
RELATED TO AWARENESS OF RULES AND REGULATIONS,
DISCIPLINE CONTEXT INVENTORY (PERCENTS)

Respondents (By Race)	Total 0,1,2	Total 3,4,5,	No Response	Total* (Percent)
<u>Statement 16</u>				
White	9	92	1	100+
Minor	13	85	2	100
<u>Statement 45</u>				
White	5	95	1	101
Minor	9	89	2	100

*Due to rounding, percents did not always = 100.

Although the Codes were written at a reading level above that of high school students and above that of many parents in the NCCDA community, the majority of respondents indicated a positive reaction to being informed about the rules and regulations.

Question No. 2: Whether or not the number of Black students suspended for disciplinary reasons is greater than would be expected from the racial composition of the school.

Statistical analysis of racial composition and suspensions.
Reports from the Data Service Center for school year 1980-1981 provided aggregate baseline data for comparison to data for the previous year 1979-1980 and for the school year 1981-1982 at various cut-off dates. The 1980-1981 data also provided a baseline against which to observe trends for enrollment and suspensions.

For the analysis of more specific areas of study, the data from the various cut-off dates (school year to date December 31, 1981, February 28, 1982, and reports as of April 30, 1982) were used. Enrollment figures for each of these periods differed slightly; however, percentages, or ratios of Black students, White students, and Other minorities to the total enrollment remained generally constant. Table III shows a comparison of the percentages for each racial group to total enrollment for three time periods: school years 1979-1980, 1980-1981, and school year to date (YTD) February 28, 1982.

TABLE III
SUMMARY ENROLLMENT AND OUT-OF-SCHOOL SUSPENSION DATA NEW CASTLE COUNTY (DE) SCHOOL YEARS 1979-1980, 1980-1981,
YEAR TO DATE FEBRUARY 28, 1982 - TOTAL DISTRICTS AND HIGH SCHOOLS

School Year	Total Enrollment	Total Distribution of Students						Total Distribution of Suspensions						
		Black			White			Black			White			
		N	%		N	%	Other	N	%		N	%	Other	
NCCSD* 1979-1980	58,459	14,615	25	42,090	72	1,754	3	3,668	47	3,941	51	141	2	7,750
NCCSD* 1980-1981	55,146	14,338	26	39,154	71	1,654	3	4,024	47	4,378	51	156	2	8,558
NCCDA** YTD 2/28/82	51,242	13,867	25	35,504	70	1,871	4	2,181	45	2,579	52	140	3	4,900
12 High Schools 1980-81	15,385	4,000	26	11,077	72	308	2	2,015	45	2,451	54	59	1	4,525
12 High Schools YTD 2/28/82	15,028	3,637	24	10,966	73	425	3	1,059	44	1,254	52	95	4	2,408

*NCCSD = New Castle County School District.

**NCCDA = New Castle County, Desegregation Area.

Enrollment declined consistently each year (approximately 6 percent 1979-1980 to 1980-1981; 7.5 percent 1980-1981 to YTD February 28, 1982.)

Total out-of-school suspension data showed a different trend. For the 10 months of school year 1979-1980, out-of-school suspensions averaged 775 per month--a total of 7,750; school year 1980-1981 averaged 856 per month--a total of 8,558 for the year, an increase of approximately 10 percent over the previous year. For the current year of the study, suspensions averaged 816 per month for the six months YTD; at this rate, total suspensions for the ten months would be 8,166, a decrease of 4 percent.

Enrollment trends were consistent in declining; suspension trends were inconsistent in increasing one year and declining the next. Racial ratios for both enrollment and suspensions remained fairly constant (although some patterns were appearing): in 1979-1980 Black students comprised 25 percent of the total enrollment; in 1980-1981, 26 percent; and, in school YTD February 28, 1982, 25 percent. White student ratios for the same periods were 72 percent, 71 percent, and 70 percent. Students of Other minorities for the same periods accounted for 3 percent, 3 percent, and 4 percent, respectively.

Suspension rates were consistently disproportionate to the enrollment rates, but also remained generally constant. For Black students, percentages of suspensions for the 3 periods were 47 percent, 45 percent, and 46 percent, respectively; for Whites, the percentages were 51, 51, and 52, respectively. Suspension rates for Others were 2, 2, and 3 percent, respectively, for each time period.

Enrollment and suspension data show that approximately 25 percent of the students (Blacks) accounted for approximately 47 percent of the out-of-school suspensions; 71 percent of the students (Whites) accounted for 51 percent. Only students of Other minority groups had a suspension rate relatively close to the enrollment rate (approximately 3 percent average for both).

Data for the high schools show the same ratios: enrollment for the school year 1980-1981 was 26 percent Black, 72 percent White, and 2 percent Other; suspension ratios were 45 percent Black, 54 percent White, and 1 percent Other.

Table IV lists the comparisons by districts. Ratios for the total school population were 23 percent Black, 74 percent White, 3 percent Other minority groups; total secondary enrollment was 15,026 students. The 3,550 suspensions were distributed 44 percent Black students, 53 percent White, and 3 percent Other. (These ratios correspond closely to ratios for enrollment and suspension in the total NCCDA.)

Statistical analysis of in- and out-of-school suspensions.

Additional detailed summaries of suspension data appear as Table V. These summaries show 1979-1980, 1980-1981, and 1981-1982 (school YTD December 1981) data in slightly different configurations. In- and out-of-school suspensions are shown for 1980-1981. These data are compared to suspensions for 1979-1980 (a year in which in-school suspensions were not formally used) and to YTD 1981-1982 (a year for which in-school information was not available).

TABLE IV

OUT-OF-SCHOOL SUSPENSION RATIOS NEW CASTLE COUNTY, DESEGREGATION AREA, HIGH SCHOOLS,
BY DISTRICTS, BY RACE AS OF APRIL 30, 1982 (PERCENTS)

High School District	Total Enrollment	School Population			Out-of-School Suspensions			Total Suspensions
		Black	White	Other	Black	White	Other	
Area 1	4,209	20	79	1	45	55	1	645
Area 2	4,453	23	75	2	40	57	3	1,191
Area 3	4,414	25	70	5	42	50	8	928
Area 4	1,950	29	70	1	50	49	1	253
Total	15,026	23	74	3	44	53	3	3,550

Students are classified as Blacks (B), Hispanics (H), and Other (O) which includes American Indian, Asian, and White population. Only in Area 4 were Blacks given out-of-school suspensions more than in-school suspension (18 percent in-school, 37 percent out-of-school); this is true for Hispanics in Areas 2 and 3.

Area 4 is the only Area in which Whites have a larger percent of in-school than out-of-school suspensions (82 percent in-school, 63 percent out-of-school).

For the school year 1980-1981, in-school suspensions accounted for only 2 percent of total suspensions; 22,396 instructional school days were lost as a result of 8,558 out-of-school suspensions.

Statistical analysis of first and multiple suspensions. Data for single suspensions (one suspension per student) were isolated from data for multiple suspensions (students suspended more than once). The maximum number of suspensions before a student was recommended for expulsion was five. For these analyses, "multiple suspensions" were identified as three or more suspensions in one year (the average of one and five). Key questions considered when the data were reviewed were:

1. How do the percentages of first time only suspensions and multiple suspensions compare (by race and other variables)?

2. If multiple suspensions (pupils with three or more suspensions in one year) are removed from the gross data, how do suspension ratios compare to race ratios in the schools?

Report of Suspensions, School Year 1979-1980, and Report of Suspensions, School Year 1980-1981 (Data Service Center, 1980, 1981) provided statistics for the number of students suspended from NCCSD's schools "one time only" and "more than one time." Additional reports from the Data Service Center listed comparable information for school year to date YTD December 31, 1981. Table VI shows this information by race for each school district in the NCCDA, listing number and percent of first suspensions, number and percent of multiple suspensions, and number of instructional days lost through suspension in each of the three time periods.

Data show an increase in percentage of Black suspensions from first to multiple, and a decrease in percentage of White suspensions from first to multiple. For example, Area 1 (1979-1980) had 49 percent of its Black students suspended for the first time and 55 percent were suspended more than once, a 6 percent increase; or, all students suspended once were repeat offenders and there were 6 percent more students added. The following year, the increase for Black students suspended more than once was 13 percent above the first offense.

Conversely, in school year 1979-1980, White students suspended for the first time accounted for 51 percent of total suspensions, and multiple suspensions for White students accounted for 45 percent of the total; 6 percent of the students who committed a first offense, did not commit a second offense. For the 2 subsequent years the decrease for White students was 13 percent and 14 percent, respectively.

TABLE VI

BASIC SUSPENSION DATA (FIRST OR MULTIPLE SUSPENSIONS) NEW CASTLE COUNTY, DELAWARE, SCHOOL YEARS 1979-1980, 1980-1981, YEAR TO DATE DEC. 1981, BY AREAS, BY RACE

Suspensions	1979-1980						Total	1980-1981						Total	1981-1982 YTD 9/81-12/81						Total
	Black		White		Other			Black		White		Other			Black		White		Other		
	N	%	N	%	N	%		N	%	N	%	N	%		N	%	N	%	N	%	
AREA 1																					
1st	560	49	574	51	2	-		563	47	637	53	3	.3		243	49	250	50	4	1	497
Multi.	543	55	437	45	0	-	2,116 Susp.	670	60	447	40	3	.3	2,323 Susp.	174	64	97	36	1	-	272
Total	1,103	52	1,011	48	2	-	5,284 Days	1,233	53	1,084	47	6	.2	4,967 Days	417	54	347	45	5	1	769
AREA 2																					
1st	432	39	599	55	67	6		402	42	493	52	54	6		151	44	159	47	32	9	342
Multi.	255	46	275	50	25	5	1,653 Susp.	274	51	235	44	24	5	1,482 Susp.	49	52	35	37	10	10	94
Total	687	42	874	53	92	6	4,181 Days	676	46	728	49	78	5	3,759 Days	200	46	194	45	42	10	436
AREA 3																					
1st	674	53	575	45	22	2		716	46	822	52	33	2		196	41	276	57	10	2	482
Multi.	670	66	336	33	9	1	2,286 Susp.	752	56	566	42	29	2	2,918 Susp.	80	44	92	50	11	6	183
Total	1,344	59	911	40	31	1	6,389 Days	1,468	50	1,388	48	62	2	8,700 Days	276	42	368	55	21	3	665
AREA 4																					
1st	293	31	643	68	9	1		338	35	632	64	11	1		300	41	422	58	8	1	730
Multi.	229	32	491	74	6	1	1,671 Susp.	389	39	615	61	2	.2	1,987 Susp.	216	45	259	54	2	+	477
Total	522	31	1,134	68	15	1	4,547 Days	727	37	1,247	63	13	1	4,947 Days	516	43	681	56	10	1	1,207
AREA 5**																					
1st	8	62	4	31	1	8		7	44	8	50	1	6								
Multi.	4	36	7	64	0	0	24 Susp.	8	73	3	27	0	0	27 Susp.							N/A
Total	12	50	11	46	1	4	49 Days	15	56	11	41	1	4	23 Days							
Total																					
				Suspensions		7,750								8,737						3,077	
				Days Lost		20,450								22,396						7,344	
																				(YTD)	

For 1979-80 and 1980-81 the areas correspond (generally) to the four school districts.

*Percent rounded to the nearest whole percent.

**Special schools.

Instructional days lost from school due to suspensions increased from 20,450 days in 1979-1980 to 22,396 days in 1980-1981.

Comparable data were analyzed for the secondary schools in NCCDA for 1980-1981 for the Black/White population only. (Other Minorities accounted for 2 percent or less of the totals and were not included in this summary table. Complete information for all secondary schools, all students is in Appendix .

Table VII summarizes the data by districts for the Black/White student population. Column I (Total) shows 42 percent of the Black students and 56 percent of the White students in the secondary schools suspended during the school year 1980-1981; Other Minorities accounted for 2 percent or less of the totals and were not included in this summary table. (Enrollment in the secondary schools was 26 percent Black, 72 percent White, 2 percent Other.)

When students with multiple suspensions (3 or more) were removed from the number of students suspended, the remaining percent of students suspended--single suspensions--were 40 percent Black, 58 percent White (Column III). The percentage of total suspensions with multiple offenders removed decreases for Blacks (47 percent [Column II] to 41 percent [Column IV]) and increases for Whites (52 to 57 percent).

Summary tabulations of the number of students responsible for the total suspensions showed 950 students responsible for 3,948 suspensions in the secondary schools; of the 950 students, 380 Black students accounted for 1,618 suspensions; 551 White students accounted

TABLE VII

SUMMARY SUSPENSION DATA NEW CASTLE COUNTY SCHOOL DISTRICT SECONDARY SCHOOLS (1980-1981) TOTAL PUPILS SUSPENDED AND TOTAL SUSPENSIONS, WITH TOTALS MINUS REPEAT OFFENDERS*
BLACK AND WHITE**

Area	A				B				C		
	I. Percent Pupils Suspended		II. Percent Total Suspensions		III. Percent Pupils Minus 3*		IV. Percent Suspensions Minus 3*				
	Black	White	Black	White	Black	White	Black	White			
1	47	52	53	47	43	57	44	55	271	for	1142
2	41	53	44	50	39	55	40	54	115	for	451
3	45	53	49	49	42	56	44	54	320	for	1292
4	35	64	37	63	33	66	33	66	244	for	1063
Total	42	56	47	52	40	58	41	57	950	for	3948

*Repeat offenders: Students with 3 or more suspensions in one year; "minus 3" = removal of repeat offenders from computations.

** + 2 per cent other minority population not included.

A = Actual, B = Minus 3 = Average of 1-5 days, and C = Summary.

for 2,250 suspensions (the balance of 80 suspensions was accounted for by 19 students of Other minority groups).

Statistical analysis in comparison with other geographical areas. To provide some comparisons of New Castle County, Desegregation Area (NCCDA) suspensions to external areas, Table VIII shows average rate of suspension of students in seven mid-western states and in the total United States. The total for NCCDA was 9 percent (1979-1980) compared with 4.2 percent nationally; however, the ratio of suspensions by race for NCCDA and the United States was approximately the same; NCCDA suspended twice as many Black students as White students (14 percent to 7 percent), and in the United States, the ratio was 6 percent Black to 3.1 percent White. New Castle County, Desegregation Area's total suspension rate of 9 percent was higher than any of the seven mid-western states for which information was available (Kaeser, 1979b). The range for the seven states was 2.4 percent (Iowa) to 6.8 percent (Wisconsin) with a mean rate of 4.1 percent. Illinois was the only state in which more Whites were suspended than Black (3.0 to 2.3 percent); other differences between Black and White suspensions were from 2.9 percent nationally to 9.5 percent in Wisconsin.

New Castle County, Desegregation Area, is an urban area. Data for suspensions in the secondary schools in the seven largest systems in Ohio were available from the Office of Civil Rights study in 1975-1976 (Kaeser, 1979b). Table IX lists the number of suspensions

TABLE VIII

COMPARISONS OF STUDENTS SUSPENDED IN NEW CASTLE COUNTY SCHOOL DISTRICT (DE) (1980-81) TO STUDENTS SUSPENDED NATIONALLY AND IN SEVEN MID-WESTERN STATES,* BY RACE (PERCENT)

Race	NCCSD	U. S.	IL	IN	IA	MI	MN	OH	WI
Black	14	6.0	2.3	7.8	8.5	5.7	6.8	7.3	13.8
White	7	3.1	3.0	3.2	2.0	2.0	2.9	3.4	4.3
Total	9	4.2	2.7	4.3	2.4	4.6	3.3	4.8	6.8

*Percent of students; multiple suspensions not included (School Survey for the Office of Civil Rights, Suspension Data, 1972-1973 quoted in Kaeser, 1979b).

TABLE IX

COMPARISONS OF SUSPENSIONS (SECONDARY SCHOOLS) NEW CASTLE COUNTY SCHOOL DISTRICT (DE) (1980-81) AND SEVEN LARGEST OHIO SCHOOL SYSTEMS* BY PERCENTS

	NCCSD	Dayton	Toledo	Youngstown	Akron	Columbus	Cincinnati	Cleveland	Total Ohio
Suspension: First Time and Multiple	31	7	8	12	14	14	15	21	13

*(Ohio Suspension Data, 1975-1976, quoted in Kaeser, 1979b).

(multiple suspensions included) for these systems. NCCDA data include all secondary schools, junior high and high schools (1980-1981). The suspension rates for the Ohio secondary schools ranged from 7 percent in Dayton to 21 percent in Cleveland with an average rate of 13 percent. NCCDA's rate at 31 percent was nearly two and one-half times that of Cleveland.

Research of the third question included further statistical analysis of data provided by the Report of Suspensions, School Year 1980-1981, and other reports furnished by the Data Service Center.

Question No. 3: If there is disproportionate impact, whether or not it seems to be the result of discrimination by race?

3.1. Do student violations of rules and regulations of similar or the same nature seem to be perceived differently by school personnel because of the students' race, sex, socioeconomic status, or class rank?

3.2. Do rules and regulations seem to be differentially applied to students because of race when violations of similar nature or of the same rules and regulations occur?

Quantitative data were obtained from a statistical analysis of reports and computer print-outs, made available through the Research and Reporting Office, Data Service Center, New Castle

County, Delaware. The responses received on the Discipline Context Inventory (DCI) were analyzed statistically to identify areas in which various groups differed in their perceptions of disciplinary practices and procedures in NCCDA high schools.

The preceding section of this chapter (pages 88 to 120) presented analysis of the impact of suspensions of students by race (Black, White, and Others; or, Black, Hispanic, and Others). Data had been collected from total school population, and from secondary schools only, for various time periods.

These data were also used to analyze whether or not there seemed to be disproportionate impact on any group as a result of any reason other than race.

Other single variables considered in isolation were sex, socioeconomic status (SES) as determined by children who were from families receiving Aid to Families with Dependent Children, and class rank, or low achieving pupils identified by those in the bottom quartiles of 9th and 12th grades.

The study also reviewed suspensions in relation to the size of the secondary school as determined by enrollment in the schools; and in relation to the percentage of minority population in the secondary schools (density). The enrollment and density of each of the 12 schools was studied in relation to enrollment and density of each of the others.

Sex. The total enrollment of the 3 representative high schools of NCCDA (School year-to-date [YTD], February 28, 1982) was 3,667 students, comprised of 1,831 females and 1,836 males, or approximately 50 percent each sex. Table X shows that of the 1,831 females enrolled, 160 (9 percent) received out-of-school suspensions; of the 1,836 males enrolled, 337 (18 percent) were suspended (out-of-school). Therefore, although females and males were equally represented in the enrollment (50 percent each sex), the probability of a male student receiving an out-of-school suspension was twice that of a female.

The total population of the 3 high schools was 3,667; there were 497 suspensions. Of the 497 suspensions, 160 (32 percent) were accounted for by females; 337 (68 percent) were accounted for by males.

Data were not available for a parallel study (YTD, February 1981) of suspensions by sex. However, year-end enrollment data and out-of-school suspensions by sex for each of the three schools provided some comparable analyses. Total enrollment of the three schools (1980-1981) was 3,001; of these, 393 students were suspended, approximately 13 percent of the schools' populations. Sixty-five percent of the 393 out-of-school suspensions were male and 35 percent were female; these ratios are relatively close to the 68-32 percent for school YTD February 28, 1982.

TABLE X
SUSPENSIONS (OUT-OF-SCHOOL) AND ENROLLMENT NEW CASTLE COUNTY, HIGH SCHOOLS 1980-81
AND YEAR TO DATE FEBRUARY 28, 1982, BY SEX

School Sex	School Year 1980-81			Ratio S/E*	School YTD 2/28/82			Ratio S/E*	
	Total Enrollment	Suspension N	%		Enrollment N	Suspensions N	%		
A									
Female	**	59	33		607	52	32	26	.149
Male	**	121	67		562	48	91	74	.057
Total	1,270	180		.142	1,169		123		.105
B									
Female	**	45	43		497	47	58	28	.30
Male	**	60	57		559	53	149	72	.103
Total	889	105		.118	1,056		207		.196
C									
Female	**	34	32		727	50	70	42	.096
Male	**	74	68		715	50	97	58	.136
Total	842	108		.128	1,442		167		.116
Total Schools									
Female	**	138	35		1,831	50	160	32	.087
Male	**	255	65		1,836	50	337	68	.184
Total	3,001	393		.131	3,667		497		.136

*Suspension/Enrollment Ratio.

**Not available by sex.

Socioeconomic status. The total enrollment of the 3 representative high schools (YTD February 28, 1982) was 3,667, of which 217 students (6 percent) were members of families receiving Aid to Families with Dependent Children (AFDC). (See Table XI.)

There was a total of 497 suspensions in the 3 high schools (1980-1981); of these, 97 (20 percent) were AFDC students. Therefore, 6 percent of the population of these three high schools accounted for 20 percent of the total suspensions of the three schools.

The total population of the 3 high schools was 3,667; 14 percent (497) were suspended. The total population of AFDC students was 217; 45 percent (97) were suspended.

Students of families not receiving AFDC are not listed separately in school records. To further the comparison, "non-AFDC" students, therefore, were identified by removing AFDC students from the enrollment totals. Table XII provides a comparison of total suspension data for AFDC and "non-AFDC" students to enrollment in the three representative high schools.

The ratios as tabulated indicate 12 percent probability of a "non-AFDC" student being suspended as contrasted to the 45 percent probability for an "AFDC" student based on statistics of the 3 representative high schools.

Class rank. Statistics were available for some of the high schools in NCCDA showing class rank of students in grades 9 through 12. For this study, lists for grades 9 and 12 for 3 representative high schools were analyzed. Class lists were divided into academic

TABLE XI
 SUSPENSIONS (OUT-OF-SCHOOL) FOR AFDC* STUDENTS IN
 NEW CASTLE COUNTY, DESEGREGATION AREA, HIGH
 SCHOOL YTD FEBRUARY 28, 1982

School	Enrollment		Suspensions		Ratio S/E**
	N	%	N	%	
A					
Total	1,442		167		.116
AFDC	44	3.1	34	20.4	.772
B					
Total	1,056		207		.196
AFDC	55	5.2	38	18.8	.709
C					
Total	1,169		123		.105
AFDC	118	10.1	24	19.5	.203
Totals					
Total	3,667		497		.136
AFDC	217	5.9	97	19.5	.447

* Aid to Families with Dependent Children

**S/E = Suspension/Enrollment Ratio

TABLE XII
SUSPENSIONS FOR AFDC AND "NON-AFDC" STUDENTS, THREE
NEW CASTLE COUNTY DISTRICT AREA HIGH SCHOOLS,
SCHOOL YEAR TO DATE, 2/28/82

Students	Suspensions		Enrollment		Ratio	(Rounded)
	No.	%	No.	%	S/E	%
AFDC	97	19.5	217	5.9	.447	45
Non-AFDC	400	80.5	3,450	94.1	.115	12
Total	497		3,667		.136	14

quartiles and students in the top and bottom quartiles of the two grades for each school were cross-referenced to the list of students suspended school YTD, April 26, 1982. Table XIII shows the comparisons. Suspension totals were out-of-school suspensions only. (For the top quartile, each suspension represents one student; no student was suspended more than once.)

Total enrollment in the bottom quartiles of the 3 9th grades was 225; 89 of the 225 pupils were suspended. Thus, the ratio of 9th grade pupils suspended to the total number of pupils in the quartiles was .40.

The 225 pupils had 183 suspensions; a ratio of suspension to enrollment of .81 for the 9th grade bottom-quartile students. (The ratio for the top-quartile students was .018; of the 225 pupils, 4 were suspended one time each.)

Percentage comparisons showed that 25 percent of the pupils (225 bottom-quartile) in the 9th grades of the 3 schools being studied accounted for 64 percent (183) of the total 9th grade suspensions (285).

Total enrollment in the bottom-quartiles of the 3 12th grades was 231; 43 of the 231 pupils were suspended. Thus, the ratio of 12th grade pupils suspended to the total number of pupils in the quartiles was .19.

The 231 pupils had 54 suspensions; a ratio of suspension to enrollment of .23 for the 12th grade bottom-quartile students. (The

TABLE XIII
OUT-OF-SCHOOL SUSPENSIONS NEW CASTLE COUNTY, DESEGREGATION AREA, THREE HIGH SCHOOLS,
SCHOOL YEAR TO DATE 4/26/82 BY CLASS RANK--TOP AND BOTTOM QUARTILES

School and Grades	Enrollment		Suspensions			Suspension Ratios		
	Total Grade/School	Top/Bottom Quartile	Top Students/Susp.*	Bottom Students	Total Grade	Students Quartile	Quartile Susp.	Bottom Susp. Grade Susp.
A								
	1,437							
9th	316	80	0	36	62	.45	.78	.70
12th	401	100	1	19	18	.19	.18	.78
B								
	1,042							
9th	238	60	0	20	52	.33	.87	.64
12th	264	66	2	18	25	.27	.38	.49
C								
	1,119							
9th	336	85	4	33	57	.39	.67	.49
12th	260	65	1	6	6	.09	.09	.40
Totals								
9th	890	225	4*	89	171	.40	.76	.60
12th	925	231	4*	43	49	.19	.21	.55
Totals								
9th & 12th	1,815	456	8	132	220	.29	.48	.59

*Each student one time only; ratio of suspensions to total students in quartile = .02.

ratio for the top-quartile students was .017; of the 231 students, 4 were suspended one time each.)

Percentage comparisons showed that 25 percent of the pupils (bottom-quartile of grade 12, N=231) being studied accounted for 61 percent (54) of the total 12th grade suspensions (89).

Additional variables. Two other factors provided data for further study: school size (as measured by total enrollment) and the density of the Black population in the schools. Enrollment of the 12 high schools of NCCSD as shown in the 1980-1981 report was used as baseline for comparison of suspension rates by school size and by minority density.

School size. The 12 high schools of NCCSD were ranked by total enrollment from highest to lowest. Total school enrollment was 15,385; individual schools ranged from 2,158 in School L to 707 in School A. Schools were grouped for analysis--three groups of four schools each--to study trends. (The top group consisted of schools with over 1,500 students; the middle group, between 1,000 and 1,500; and the bottom group, under 1,000 students.)

Ranked by size, students in the top group totaled of 7,484 (49 percent) and accounted for 62 percent (2,805) of the suspensions. The middle group had 4,545 (30 percent) and accounted for 18 percent (813) of the suspensions; the bottom group with 3,355 (21 percent) accounted for 20 percent (907) suspensions (Table XIV). A large overrepresentation appears in the largest schools.

TABLE XIV
ENROLLMENT AND SUSPENSIONS OF HIGH SCHOOL PUPILS BY SCHOOL SIZE

Category	Under 1,000	1,000-1,500	Over 1,500
Enrolled	21%	30%	49%
Suspended	20%	18%	62%
Average Suspended/ Enrolled Ratio	.264	.178	.374

The 12 schools were then ranked by suspension/enrollment ratios, highest to lowest. Three of the four schools in the highest group ranked by enrollment (Schools L, F, E) were also in the highest third when schools were ranked for suspensions (although in reverse order: E, F, L). This trend did not continue in the middle and bottom groups: two schools (Schools B and C) remained in the middle group for both enrollment and suspension ratio, but two schools in the middle group for enrollment (Schools I and J) dropped to 11th and 12th when ranked by suspension ratio. Table XV shows the 12 schools ranked by enrollment and by suspension ratio.

From the bottom third, School D (9th when ranked by enrollment) became the highest in rank by suspension ratio (52.3 percent). School A (12th of the 12 schools when ranked by enrollment) was ranked 7th by suspension ratio (21 percent).

TABLE XV
SUSPENSION DATA, HIGH SCHOOLS, NEW CASTLE COUNTY SCHOOL
DISTRICT 1980-1981 BY SCHOOL SIZE AND
SUSPENSION/ENROLLMENT RATIOS

School By Rank	Total Enrollment		Total Suspensions		S/E Ratio
	N	%	N	%	
<u>Enrollment</u>					
L	2,158	14.0	784	17.3	36.3
F	1,789	11.6	718	15.9	40.1
E	1,780	11.6	798	17.6	44.8
G	1,758	11.4	505	11.2	28.7
B	1,270	8.3	295	6.5	23.2
I	1,137	7.4	157	3.5	13.8
J	1,099	7.1	146	3.2	13.3
C	1,039	6.8	215	4.8	20.7
D	917	6.0	480	10.6	52.3
H	889	5.8	124	2.7	13.9
K	842	5.5	152	3.4	18.1
A	707	4.6	151	3.3	21.4
Total	15,385		4,525		27.2
<u>S/E Ratio</u>					
D	917	6.0	480	10.6	52.3
E	1,780	11.6	798	17.6	40.1
F	1,789	11.6	718	15.9	40.1
L	2,158	14.0	784	17.3	36.3
G	1,758	11.4	505	11.2	28.7
B	1,270	8.3	295	6.5	23.2
A	707	4.6	151	3.3	21.4
C	1,039	6.8	215	4.8	20.7
K	842	5.5	152	3.4	18.1
H	889	5.8	124	2.7	13.9
I	1,137	7.4	157	3.5	13.8
J	1,099	6.8	146	3.2	13.3
Total	15,385		4,525		27.2

*S/E = Suspension divided by enrollment.

Analysis of the schools individually showed some inconsistencies. Three schools with relatively similar suspension ratios: B (23 percent), A (21 percent), C (21 percent); had diverse enrollments 1,270, 707, 1,039 students, respectively. School J had 60 more students than School C (1,099 to 1,039) but suspensions differed by almost 7.5 percent. School D, 4th smallest (917 students) had the highest suspension rate, 52.3 percent. Although there were noticeable differences school by school, when data were grouped, schools with over 1,500 students accounted for over half the suspensions. Below 1,500, there was no definite trend. Average suspension ratio of the 4 largest schools was .374; middle, .178; and 4 smallest, .264.

Density of minority population in total enrollment. The 12 high schools were ranked in order of percentage of minority population in the total enrollment, highest to lowest. They were divided into 3 groups based on percent minority population: schools with over 25 percent minorities, between 23 and 25 percent, and under 23 percent. Schools were also ranked by ratio of total minority suspensions to total minority enrollments to compare schools and observe trends.

The total enrollment of the 12 high schools was 15,385; the total minority enrollment was 3,822 (25 percent). The total number of suspensions in the 12 schools was 4,525 of which 2,074 (46 percent) were minorities.

An analysis of the groups shows that the average rate of suspension for the group with the highest percent minorities (average

28 percent) is 45 percent; for the middle group (average 24 percent minorities), average suspension rate is 46 percent; for the group lowest in percent of minorities (21 percent), average suspension rate is 44 percent. There is no consistent trend.

An analysis of individual schools showed a more diverse configuration. Although School G ranked highest in minority population (563 students) and also in accounting for the largest percent of total suspension in the school (60 percent), the ratio of minority suspension (304) to minority enrollment (563) was .54, 5th highest.

School D with total enrollment of 917 and total suspensions of 480 (52 percent) had a minority enrollment of 182 with 175 (96 percent) suspensions, yet this school ranked lowest in percentage of minority students in the total enrollment. Other inconsistencies existed when ratio of minority suspensions to minority enrollment in individual schools was analyzed: School F and School A with comparable minority enrollment (26 percent) had a difference of approximately 22 percent (31 percent to 53 percent) in suspension of minorities within the school. These 2 schools also had a difference of .21 in minority suspension/enrollment ratios (.78 to .57). Table XVI shows comparisons by schools.

Correlations: School Size/Density of Minority Pupils/Suspensions

Correlation coefficients were computed to attempt to identify additional patterns in suspensions (Table XVII). For each of the 12 high schools the following data (1980-1981) were used: (1) total

TABLE XVI

SUSPENSION DATA HIGH SCHOOL NEW CASTLE COUNTY
SCHOOL DISTRICT SCHOOL YEAR 1980-1981
BY DENSITY OF MINORITY

School Rank % Minority	Enrollment			Suspensions			Rank by Minority S/E*	
	Total	Minority	% Minority	Total	Minority	% Minority	Ratio	School
G	1,758	563	32	505	304	60	.96	D
K	842	244	29	152	56	37	.82	F
F	1,789	465	26	718	381	53	.78	E
A	707	184	26	151	47	31	.57	L
L	2,158	540	25	784	309	39	.54	G
E	1,780	445	25	798	346	43	.53	C
H	889	222	25	124	56	45	.49	B
C	1,039	229	22	215	122	57	.37	I
J	1,099	253	23	146	64	44	.26	A
B	1,270	267	21	295	131	44	.25	H
I	1,137	227	20	157	83	53	.25	J
D	917	183	20	480	175	36	.23	K
Total	15,385	3,822	25	4,525	2,074	46	.54	

*S/E - Suspension divided by Enrollment.

TABLE XVII

PRODUCT MOMENT CORRELATIONS BETWEEN SCHOOL SIZE, DENSITY
OF MINORITY PUPILS, AND SUSPENSIONS IN NEW CASTLE
COUNTY, DESEGREGATION AREA, SCHOOL YEAR 1980-1981*

Variables	Total		Minority	
	Enroll.	Susp.	Enroll.	Susp.
Total				
Enrollment	1,000	.873	.279	.345
Suspensions		1.000	.186	.076
Minority				
Enrollment			1.000	.121
Suspensions				1.000

*Pearson r.

enrollment, (2) total suspensions, (3) percent majority enrollment, (4) percent minority suspension. There was a strong relationship between total enrollment and total suspension ($r = .87$) (the more students there were enrolled, the more there were available for suspensions) but very little between total enrollment and minority suspension ($r = .35$) and even less between minority enrollment and minority suspension ($r = .13$). Total suspensions were not strongly related to minority suspensions ($r = .089$). These low correlations indicated that the density of minority enrolled was not related to the rate of suspension whether the school was large or small.*

III. ANALYSIS OF SURVEYS AND INTERVIEWS

Data collected through the Discipline Context Inventory (DCI) provided information concerning discipline procedures and practices in the schools of New Castle County based upon the subjects in the study. The DCI surveyed school personnel (administrators, teachers, aides, and others interested in responding), parents, and other community persons, and students.

The DCI provided two sets of data for analysis. The questionnaire section consisted of 45 statements to which respondents reacted. The end of the inventory provided opportunity for informal reactions and comments. Each section of the instrument was analyzed separately.

*Data are in Tables XV and XVI, pages 131 and 134, respectively.

Questionnaire. Respondents reacted to the 45 items by scoring on a scale of from 0 (not at all true of our school) to 5 (very true of our school). There were eight assumptions underlying the Inventory which provided categories for analyzing responses. (See discussion of assumptions in Chapter III of this study, pages 58-59.) Each item of the DCI related to one of the assumptions and assessed discipline in the concept of self-control, restraint, and adherence to expected norms of behavior.

In the original study (Achilles, Campbell, et al., 1982), responses to the questionnaire were analyzed in two ways: by individual items and by clusters, the clusters being developed by grouping the 45 items with the assumptions to which they related. Reliabilities for the cluster analysis appear in Table XVIII. Inventories were returned by 414 respondents. Table XIX lists the categories of respondents to the returned surveys.*

A summary of the number of responses to each individual item with percent of responses for all respondents is in Appendix.

Chi-square analysis to test for the significance of difference (Achilles, Campbell, et al., 1982) found when the analyses were completed along racial lines (White vs. all Minorities) responses to 19 items were significantly different at $p \leq .01$. On 58 percent of the items there were no significant differences based on race. On items

*Results for the t-test analysis for clusters (W vs. M) showed no significant differences in five of the eight clusters ($p \leq .01$) (Achilles, Campbell, et al., 1982).

TABLE XVIII
RELIABILITY ESTIMATES FOR ITEM CLUSTERS ON
DISCIPLINE CONTEXT INVENTORY

Cluster	Items Per Cluster	Reliability Estimates
1	6	.75*
2	7	.71
3	8	.75
4	6	.74
5	4	.66
6	4	.79
7	6	.74
8	4	.68
Total	45	.95

*Cronbach's Alpha.

TABLE XIX
RESPONDENTS TO DISCIPLINE CONTEXT
INVENTORY (QUESTIONNAIRE)

Respondents	Black		White		Other		Total	
	N	%	N	%	N	%	N	%
Teachers*	16	19	67	81	-	-	83	20
Administrators	16	22	56	77	1	1	73	18
Community**	10	26	27	69	2	5	39	9
Students	74	34	132	60	13	6	219	53
TOTAL	116	28	282	68	16	4	414	100

*Includes Home-School, Guidance, Human Relations Specialist

**Includes Parents, Advisory Councils, etc.

where significant difference occurred, Whites generally were more positive and Minorities more negative.*

Results very similar to those achieved with the Chi-square analyses were obtained with the t-test analyses of individual item responses. Using a significance level ($p < .01$) for Whites and Minorities, there were statistically significant differences in 11 of the 45 items. The mean scores for Whites were generally higher than the mean scores for Minorities, except for a few not significant items.

For the current study, results of the Median Test applied to each individual item showed there was a significant difference between responses of White respondents and Minority respondents $p < .01$ on only four items; 41 were not significantly different. Items in which the

*Responses and data to the DCI were analyzed in the original study. The current study extends those analyses and builds upon them. In the initial study, Chi-square analyses were used to determine the significance of differences in frequency of responses of selected groups. Next, the numerical responses of the DCI (5, 4, 3, 2, 1, and 0) were assumed to be "scores" and parametric t-tests were computed. It was determined that using the Chi-square and t-test gave essentially the same results, with the more robust and parsimonious t-test identifying a few less significant items than the χ^2 . Thus, for purposes of cluster analyses, the numerical values were used and ANOVA or t-tests computed (Achilles, Campbell, et al., 1982).

The researcher recognizes the methodological problem with assuming a score or scale relative to these data and calls it to the reader's attention. Purists would suggest that no scale relationship has been specified (data are not interval) in the DCI. On the other hand, the same results are determined by non-parametrics as with parametrics, and the parsimonious approach was taken in analyses of aggregate or clustered data.

Also, in the original study Chi-square tests were conducted between the responses of Black respondents and other minority respondents. On 45 DCI items only 1 difference was found ($p < .05$) in those responses so both Black and Other minority responses were combined into a category called "minority" for treatment in the study.

difference occurred (6, 9, 22, 26) had to do with attitudes: status differences not eliminated, lack of mutual respect, lack of positive curriculum outside the classroom. For each of the items Black responses greater than the median were less than those below; more Blacks perceived these statements "not true of our school" than "true." The opposite was true for Whites. These results support the previous study which found that Whites generally were more positive and Minorities more negative on DCI responses.*

Informal Comments on DCI

A second source of data from the DCI was provided by the informal comments written by respondents at the end of the inventory.

When the responses to the 45 items had been completed, respondents were encouraged to express on the last page any concerns they felt had not been addressed in the questionnaire. Students, more than any other group (114 of 154 respondents), used the opportunity to write about their perceptions of various aspects of the school environment.

*The researcher recognizes the possible distortion of test results due to the large sample. The test was used for comparison of results to those which were obtained in the original study. Since distortion would be in the direction of showing more items being significantly different, the finding of only four items different at $p < .01$ adds credence to the results of the original study. The Median Test is a more conservative test which tests the probability that two groups will have the same median.

For analysis, the comments were classified by attitudes reflected in the responses--positive, negative, and neutral. Table XX shows the classification of responses.

Although responses of Blacks were equally divided between positive and negative (48 percent for each), responses of Whites were predominantly negative (54 percent): more Whites were negative than Blacks, Hispanic, and Asians combined--57 percent compared to a combined total of 43 percent for the minority groups.

These classifications of positive and negative comments were assigned to one of four categories:

Discipline--included fairness, consistency among teachers/administrators, degree of control, and reasonableness of rules and regulations.

Communication/climate--concerned with all feelings about "equal treatment," educational priorities, support given by administrators/teachers; included perceptions of biases by teachers/administrators which create tensions, as well as perceived opportunities for interactions between student/teacher and teacher/teacher.

Parental/community involvement--included any reference to, or indications that, an increase in involvement of parents or community would improve conditions in the school; complaints of lack of interest from parents and unwillingness of community to finance enrichment activities such as field trips, etc.

School spirit/activities--included all references which referred to student/teacher apathy and/or lack of participation in school extra-curricular activities; also feelings concerning bias in choosing students for activities.

The total number of comments received was relatively proportionate to Black/White representation in districts (33 percent B, 57 percent W, 10 percent Other) (Table XX.) However, the following should be noted from Table XXI: no Black teachers responding chose to add comments on the questionnaire, and Black adults--administrators (2) and parents (2)--accounted for less than 3 percent of the total comments. Therefore, in reading the analyses, while it may not be recorded that Black teachers were negative, neither were they positive; rather, they refrained from making any comments. Responses attributed to Blacks reflected almost entirely those made by students. The following summary in Table XXI analyzes the attitudes as interpreted from written comments on the DCI:

Discipline. Only students and White teachers were negative; Black students were almost twice as positive as White students (38 percent to 21 percent) and only slightly more than one-third as negative (23 percent to 60 percent); White students were responsible for making 60 percent of the negative comments.

Communication/climate. Negative comments were made by all groups; however, administrators, teachers, and parents together accounted for only 14 percent of the negativism. White students were

TABLE XX

CLASSIFICATION OF ATTITUDES FROM INFORMAL COMMENTS
ON DISCIPLINE CONTEXT INVENTORY

Respondents	Positive		Negative		Neutral		Total	
	N	%	N	%	N	%	N	%
B	22	40	23	30	2	18	47	33
Row %		48		48		4		100
W	31	56	44	57	7	64	82	57
Row %		38		54		8		100
O	2	4	10	13	2	18	14	10
Row %		8		77		15		100
TOTAL	55	100	77	100	11	0	143	100
Row %		38		54		8		100

TABLE XXI
CATEGORIES OF INFORMAL COMMENTS ON DISCIPLINE CONTEXT INVENTORY

Respondents	N	%	Race	Discipline				Communication/ Climate				Parent/Community Involvement				School Spirit/Activities				Total Comments	
				Positive		Negative		Positive		Negative		Positive		Negative		Positive		Negative		N	%
				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Administrators	2	1	B							2	4		1	8						3	2
N=8	6	4	W	3	11			2	5	1	2		1	8						7	4
			0																		
Teachers	0		B																		
N=16	16	11	W	5	17	4	11	6	15	3	6		2	15						20	11
			0																		
Parents	2	1	B							1	2									1	1
N=16	2	1	W	1	3								1	8						2	1
	1	1	0	1	3															1	1
Students	43	30	B	11	38	8	23	17	44	13	25					3	43	4	36	56	30
N=114	58	41	W	6	21	21	60	14	36	27	50		8	61	4	57	4	36	84	45	
	13	9	0	2	7	2	6		6	11						3	28	13		7	
Totals	143	99		29	100	35	100	39	100	53	100		13	100	7	100	11	100	187	102	

responsible for 50 percent of the negative comments, twice that of Blacks (25 percent).

Parent/community involvement. Whites accounted for 76 percent of all negative comments of teachers and students. This was the only area of concern in which no group made positive comments.

School spirit and activities. All comments were made by students. Sixty-one percent of them were negative (11 of 18); these were contributed equally by Blacks, Whites, and Others. Blacks and Whites were equally positive.

Overall, White students' comments were more negative (71 percent) than positive; Black and Other students combined made nearly as many positive statements as negative (48 to 52 percent).

Previous Studies

Previous studies had been conducted in New Castle County School District. These studies were useful in providing background information concerning the perceptions of minority groups in the district and in studying recommendations which were made to NCCSD as a result of the studies.

Suspension Report Form

Chapter IV of Codes of Student Conduct defines "Suspension from School" and the process by which a student is suspended. Written notification of the suspension is sent to the student's parents and a copy of Suspension/Arrest Form is forwarded to the Data Service Center for its records.

Reasons for suspension are reported by using one or more of the code numbers listed on the form. These 29 code numbers generally match the 28 violations listed in the Student Code (number 29 of the Information Form is for "Other"). (See Appendix.)

Reports from the Data Service Center (as of June 30, 1981) provided information about 8,493 student suspensions: dates, reasons, number of times, in- and out-of-school and other demographic information; (student names had been deleted). To analyze this data, reasons for suspension (offenses) were grouped into three categories. Reasons were assigned to categories by consensus of four experts. The categories and the reasons assigned to each are:

1. Issues that are left mostly to the discretion of a school staff member both in interpretation and in deciding to report the issue. Adults probably would not receive punishment for these.

(School Judgment Call) Reasons: 01, 02, 02, 05, 08, 09, 10, 12.

2. Issues that leave little room for judgment relating to school rules--either the student did or did not violate rules. (School Status Offenses) Reasons: 04, 06, 07, 11, 13, 14, 15.

3. Issues that would be offenses if adults did them (whether in school or not) if they were reported and someone pressed charges.

(Adult Offense) Reasons: 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28.

The distribution of the 8,493 suspensions into the 3 categories by race is shown in Table XXII.

TABLE XXII

GROUPING OF SUSPENSION REASONS INTO THREE BROAD CATEGORIES (SCHOOL JUDGMENT, STATUS,
AND ADULT OFFENSE), NEW CASTLE COUNTY SCHOOL DISTRICT AS OF 6/30/81 (BY RACE)

Race	I. School Judgment Call		II. School Status Offense		III. Adult Offense		TOTAL
	N	%	N	%	N	%	
Black	1,808	49	758	34	1,433	55	3,999
Row %	45		19		36		
White	1,798	49	1,445	65	1,097	42	4,340
Row %	41		33		25		
Other	62	2	35	2	57	2	154
Row %	40		23		37		
TOTAL	3,668		2,238		2,587		8,493

For Category 1 (Judgment Calls) the ratio of suspensions is 49 percent for Blacks; 49 percent, Whites; 2 percent, Other. This is similar to the suspension percent by race for NCCSD (47 percent, 51 percent, 3 percent, respectively). Category 1 includes aggravating, but not dangerous, offenses that require a judgment by the administration, or on the part of school personnel who refer the pupil. Judgment on questions such as defiance of authority, general classroom disruptions, use of profanity, and other such offenses, may vary from teacher to teacher.

Category 2, (School Status Offenses) with suspension rates of 34 percent Black; 65 percent, White; 2 percent, Other, more closely parallel the percent of race distribution. Category 2 offenses are "Yes/No" issues of breaking widely known school rules such as truancy, cutting a class, leaving school grounds, trespassing or loitering at school--rules made necessary by the school environment.

Category 3 (Adult Offenses) again show the disproportionate relationship: 55 percent, 42 percent, and 2 percent (Black, White, Other, respectively). This is closest to the out-of-school suspension rates of 53 percent Black, 45 percent White, and 2 percent Other, respectively.

Since these divisions into three categories are subject to some interpretation, a second computation using a slightly different configuration for each of the three categories was completed. The results were similar.

Expulsions. Expulsions were used as a "last resort;" only two violations listed in the Codes required automatic expulsion for the first offense--selling drugs and attempted rape or rape. (Expulsion was listed as optional or required for "subsequent" violations for 19 of the remaining 26.)

There were established appeal processes and these were clearly defined in the Codes of Student Conduct .

No student could legitimately be expelled without an investigation and an informal hearing at which the student was given an opportunity to speak. Notices sent to the students to advise them of the hearing encouraged parents to attend. These conferences enabled the student and the parents to meet with the principal. The conference had to be held no later than five days after the student was suspended.

Summary of Expulsions, September 1979-June 1981 (two year period) (Data Service Center, 1981), provided demographics of expelled students without listing names, age, sex, race, grade, reason, area/school, date expelled, date readmitted. Table XXIII shows the distribution by race and sex.

Of the 19 students expelled, 15 were Black (79 percent); 15 were males (11 Black, 4 White). There were four black females expelled; possession of a weapon and/or assault was listed as the reason for expulsion. One Black female was a 19-year old in an 11th

TABLE XXIII
DISTRIBUTION OF EXPULSIONS SEPTEMBER 1979-JUNE 1981

Category	Black	White	Total
Male	11	4	15
Female	4	0	4
Total	15	4	19

grade homeroom assigned to earn 9th grade credits. She was expelled for "disorderly conduct" on June 25, 1981 (the end of the school year).

Age of the students expelled ranged from 14 years to 19 years with 13 students in the 15-17 year range; terms for expulsion ranged from 6 months to indeterminate.

Black males were expelled 6 of the 11 times for assault (2 with a weapon); 3 Black female expulsions involved assault and possession of a weapon. White male expulsions were for drug possession, assault, and arson. No White females were expelled.

Interviews

Two forms were used for interviewing school personnel, community persons, and students. The interviews were semi-structured with questions used as guides to prompt informal discussion of the topics introduced. For this reason, all questions were not answered by all respondents, nor were both forms always used with each individual interviewed. The analysis of each form provides the summary of information collected.

The summaries are "informal" in nature since they were unstructured interviews, and are included in this study to support or validate other analyses and conclusions. The responses have been reviewed for content analysis only; there has been no attempt to be "scientific." The responses of all interviews have been synthesized

and summarized here to represent the overall perceptions of groups or individuals interviewed.

The first form, Interview Questions, surveyed responses to general questions concerning student behavior and suspension practices in the schools.

The second, Discipline Interview Guide, a two-part survey, was concerned with perceptions of discipline practices in the schools and opinions about in-school suspensions or other alternative practices.

The number of responses, categorized by respondents is listed in Table XXIV. (The responses of minorities other than Black were few, therefore, they are included with the number of Black responses in a category indicating "Minority.")

Interview Questions. The ratio of interview responses by race for these interviews was close to the racial composition of the school enrollment (27 percent Black, 73 percent White). (See Table XXV.)

There were no clear differences in the context of responses made by Blacks and Whites, whether they were teachers or administrators. Black females were singled out by two respondents as being special discipline problems. A summary of responses to each question follows:

1. What Student Behaviors Upset You Most? Loudness, "street language," and overt defiance of staff were mentioned most.

Lack of respect, thefts, immaturity, defiance of rules, tardiness, truancy, and throwing trash were mentioned next most often.

TABLE XXIV
RESPONDENTS OF INTERVIEWS NEW CASTLE COUNTY
DESEGREGATION AREA

Respondents	Interview Questions			Discipline Interview Guide					
	Minority	White	Total	I. Discipline (General)		II. In-School Suspensions			
				Minority	White	Minority	White		
Administrators	8	17	25	9	18	27	2	8	10
Teachers	7	20	27	10	27	37	1	0	1
Others	3	12	15	1	10	11			
Students				4	23	27			
Totals	18	49	67	24	78	102	3	8	11

TABLE XXV
DISTRIBUTION OF RESPONDENTS
INTERVIEW QUESTIONS

Position	Black		White		Total
	N	Row %	N	Row %	N
Administrators	8	32	17	68	25
Teachers	7	26	20	74	27
Others	3	20	12	80	15
TOTAL	18	27	49	73	67

One group was upset about students making up excuses and being unwilling to accept responsibility for their own actions. There was no general agreement as to which groups exhibit the behaviors most: Blacks, Black females, Whites, and "All" were mentioned.

Concern was expressed about problems of urban students mixing with suburban students, bringing neighborhood problems into the schools; (this was cited as a problem related to Blacks).

Whites were cited as tardy, truant, and not being responsible.

2. What Student Behaviors Please You Most? Manners, cooperation, attentiveness were most often cited.

Pride in school and self-pride, honesty, and Black/White acceptance of each other were next most-often mentioned.

3. Is Your School System Suspending Too Many (Too Few, Just Right) Pupils?

Of 37 responses there were 3 "just right," 6 "too many," 15 "too few," and 13 "don't know."

4. Is Your School Suspending Too Many . . . ? The 29 responses were: 13 "too many," 6 "too many," 10 "just right." The "too few" responses here and in prior questions were by Whites who said that fear kept schools from suspending some kids who deserve it.

Others thought that the schools had many good options to suspension which was a last resort and the options were being used before suspensions.

One group of administrators (2 White and 2 Black) said that it was usually the same small group of students who were suspended.

Some administrators (1 Black and 3 White) felt that one problem was that students considered some rules to be minor--and that they consistently broke the "minor" rules.

5. Do Students Get Due Process? All respondents (N=43), "Yes."

Two individuals and one group of four administrators had some qualifications: "some," "mostly," ". . . but after constant and repetitive breaking of the rules by the same students, this may get lax."

In some schools there is written and/or oral notice of actions to be taken and in one school there may be a parent conference before even short-term suspensions.

6. Is Bias Involved in Suspension? Thirty respondents (10 Black and 20 White) said: "No"; 7 (3 Black and 4 White) said "Yes" or "Some."

Two "no" respondents said that many teachers do not understand cultural differences and they create or escalate problems.

Five (1 Black and 4 White) said rules were not consistently applied.

7. Have You Known Successful Programs for Suspensions? Twelve "Yes"; 16 "No," 39 no response. In-school suspensions was mentioned by all and five commented on PASS (Positive Alternatives to School Suspensions).

8. If you assume that some form of punishment should be administered to students for deviant behavior, what creative action would you propose?

Restitution, In-school Suspensions, Time-Out Room, and Alternative Programs. More student centered and school-related activities: music, dramatics, athletics.

9. How Would You Overcome the Problem of Suspension? A few respondents made suggestions: make better use of resources such as Home-School/Human Relations Specialists, counselors, Youth Aid Officers, and community agencies; use more detention; more inservice for teachers and staff; try to establish high expectations of school for all pupils; do not readmit students without a parent conference.

Summary of Interview Questions. There were almost no differences in responses which could be classified by race or position, except responses to Question 6 which involved perception of bias in suspensions. Behaviors were not stereotyped.

Most creative alternatives suggested by the respondents (Questions 8 and 9) were used somewhere in the four systems, or else they reflected knowledge of current research on the problem.

Respondents reflected a desire for an orderly, quiet, "non-profane" school.

Discipline Interview Guide (General). This six-question guide, Part I of the two-part instrument was used during most of the interviews. It was concerned with general questions about discipline and supervision. The demographic data (race/position) of respondents appear in Table XXVI.

TABLE XXVI
 DISTRIBUTION OF RESPONDENTS DISCIPLINE INTERVIEW GUIDE:
DISCIPLINE (GENERAL)

Position	Black		White		Total
	N	%	N	%	
Administrators	9	33	18	64	27
Teachers	10	27	27	73	37
Others	1	9	10	91	11
Students	4	15	23	85	27
Total	24	24	78	76	102

A summary of responses for each question follows: if there were differences by race or position, these differences are noted.

A. Status on suspensions/expulsions? Teachers stated they did not really know about this; it was taken care of by the administration. Administrators felt there were too many district-wide (felt that any are too many). In general, they felt concerns that community pressure prevented more suspensions.

B. Status of School Discipline? Students generally believed that the discipline in the schools was mostly fair. They identified a few incidents about which they were negative and a few "bad" teachers, but all would rather be in the school in which they were than in any other.

Of the 75 interviewees who were not students, 22 described discipline as good, 4 described it as poor (or "not good enough"), and the remainder described discipline generally as "getting better."

Interviewees felt that most problems were with "Black inner-city kids;" some teachers "may back kids into a corner."

There was no clear division in responses along racial lines; only 3 of 19 Black educators thought that discipline was poor.

C. Procedures for Handling Discipline. Except for a few minor differences between schools and some differences between levels (elementary and secondary) each respondent knew the procedures for discipline and referrals; most often the Code of Conduct handbook was mentioned. Respondents generally felt that there were clear procedures

established for reporting discipline (suspensions) to the system and to the Data Service Center.

D. How Are People Informed About Rules . . . ? All

respondents answered this question and provided positive examples of the informing process. Most often mentioned, in descending order were: Code of Conduct, student handbooks, discussions in classes, newsletter. Other means mentioned often were conferences, open house activities, notes sent home with students, home visits, parent conferences, telephone communication. Problems that some parents encountered in getting to schools for conferences were mentioned consistently.

E. Offenses Punishable by Suspension. All respondents referred to the Code of Conduct, which includes a detailed list of offenses and alternative punishments for first and subsequent offenses. Students "knew" the "rules" for suspensions.

F. . . . Discipline Techniques Other Than Suspension. Some suggestions: in-school suspensions, detention, time-out-room (TOR), in-school alternative programs (such as the student Assistance Center (SAC) at Skyline Junior High School), out-of-school alternative programs, use of validated programs from the National Diffusion Network (NDN) such as Positive Alternatives to School Suspension (PASS), New Model Me, and others.

In-School Suspensions. Part II of the Discipline Interview Guide was concerned with only in-school suspension. Demographic data

of the respondents, and summaries of the answers to the five questions are included in Table XXVII.

A. What processes are used to decide on in-school suspensions: what offenses? In most schools the decision to assign in-school suspensions is made by the administrator, based on the teacher's referral. One school bases its decisions on the parent(s)' work schedule; it is used only as a convenience for parents.

Offenses incurring in-school suspensions were truancy, smoking, cursing, first fight; a pupil's record was usually considered when making the decision.

B. How much time do students spend in in-school suspensions? Varies from a short stay (a period or two) in the time-out room to five days; students say in-school suspensions average three days.

C. Mechanics/cost of in-school suspensions. There are some Alternative Schools in the system where pupils may be sent for up to 20 days for more serious offenses. Usually the decision is made to isolate the pupils and have them do remedial work in basic skills. An academic teacher is there to help with the student's work. Some additional costs are involved with these programs.

D. What are the Advantages of in-school suspensions? Small groups for individual attention, controlled work sessions as opposed to out-of-school suspension, counseling available, assignments may sometimes be obtained, as well as class notes, parents may not have to know (student response), parents' schedules are not interrupted, and students do not enjoy in-school suspension as they might out-of school.

TABLE XXVII

DISTRIBUTION OF RESPONDENTS DISCIPLINE INTERVIEW
GUIDE: IN-SCHOOL SUSPENSIONS

	Black		White		Total
	N	%	N	%	
Administrators	2	2	8	8	10
Teachers	1	100	0	-	1
TOTAL	3	27	8	73	11

E. What are the disadvantages of in-school suspension?

Students' responses: can not do work missed or make up test missed while in suspension and teachers will not help in providing work missed. Teachers responses: students sent to Alternative School may be worse when they return; "domino effect" occurs: "worst" student is removed from learning environment but another becomes the "worst."

F. Suggestions/recommendations? There was almost universal support of in-school suspensions, especially for such things as truancy and class-cutting where out-of-school suspension usually seems to reward the behavior being punished.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

I. INTRODUCTION

Discipline--or the lack of it--has become a major concern of educators and others throughout the country. In many schools the solution for disruptive behavior has been suspension of the offenders. As a result, suspension rates nationwide are very high.

In urban and suburban areas affected by desegregation, concern about discipline has become increasingly more acute. Many minority groups feel there are inequities related to suspension practices (shown by numerical overrepresentation) caused by or resulting in "discrimination" against children of minority cultures.

The current study reviewed discipline as it existed in the context of a court-ordered desegregated district in New Castle County, Delaware. It assessed discipline practices in the four new districts of the New Castle County, Desegregation Area (NCCDA) to determine (1) if the numerical overrepresentation of minority pupils in school suspensions seemed to be based mostly (or primarily) on race, or if other factors (e.g., sex, socioeconomic status or SES, and/or academic rank in class) seemed to influence suspensions as much as race, and/or (2) if discipline (suspensions) seemed to be distributed fairly and in accordance with accepted good practices.

Research Questions

The study focused on the following questions/issues:

1. To examine disciplinary policies and procedures of New Castle County, Desegregation Area (NCCDA), to compare them with those defined in the literature as "good."
2. Whether or not the number of Black students suspended for disciplinary reasons was greater than would be expected using the racial composition of the schools.
3. If there were disproportionate impact, whether or not it seemed to be the result of discrimination by race.

Methodology

Suspension reports available through the Research and Reporting Office, Data Service Center, New Castle County, provided data for analyses of comparisons and trends. Although some analyses reviewed total District enrollment and suspension, this study focused on the 12 high schools. (The elementary schools had few suspensions.)

Between September 1981 and April 1982, data were collected by a study team which prepared a report for the State Board of Education (see Achilles, Campbell, et al., 1982). The current study is an extension of the earlier study.

The population for the study consisted of students and faculty of the NCCDA and others concerned with the educational process in the schools. A selection from the population was made to confine this

study to students and faculty of the secondary schools and related community persons.

In addition to data from the Data Service Center, information was collected through interviews and a questionnaire. Sixty "person days" were spent in the secondary schools observing and interviewing administrators, teachers, students and other school-related personnel. Community, advocacy group, and School Board meetings were attended and members of the groups were interviewed. Results from 102 interviews were analyzed.

Questionnaires (modification of Wayson's Discipline Context Inventory) distributed to 414 persons from the same population provided data to assess their perceptions in relation to discipline and suspension practices in the schools. Responses were studied to determine what differences existed between perceptions of the Black and the White respondents.

Suspension data from the Data Service Center were analyzed to compare ratios of enrollment and suspension rates for two school years 1979-1980, 1980-1981, and school year-to-date (YTD) 1981-1982. In-school and out-of-school suspension data were analyzed, and "one time only" and "multiple offenders" were compared to determine the effect of multiple offenses on the total suspension reports.

Six variables were analyzed independently of each other to compare the suspension rate of each to the total enrollment of the groups, and to compare the ratio of suspensions in each group

to the total suspensions for the group. Variables studied were race, sex, SES (as determined by students of families receiving Aid for Families with Dependent Children), class rank, size of school (total enrollment), and density of minority population within each school.

Correlation coefficients were computed using (1) total enrollment, (2) total suspensions, (3) percent minority enrollment, and (4) percent minority suspensions to determine relationships which might affect the rate of suspensions.

Analysis of Data

Content analysis was used to analyze responses to the two interview guides, and the voluntary comments on the Discipline Context Inventory (DCI).

Descriptive analysis procedures were used for the suspension data provided by Data Service Center, and data were reported as ratios, percents, means, etc.

Responses to the 45 items on the DCI were analyzed by non-parametric Chi-square and parametric t-tests for significance of differences between perceptions of Black and White respondents and between Educators and non-Educators (Achilles, Campbell, et al., 1982). In the current study responses to the 45 items were further analyzed through the use of the nonparametric Median test.

Review of the literature provided Ten Common Characteristics of student conduct codes which promote better discipline in the schools.

These characteristics were compared to Codes of Student Conduct of the four districts of NCCDA.

Findings of the study are described in sections relating to the questions which guided the study.

II. FINDINGS

Major findings of the study are summarized here according to questions that guided the study. The first question was concerned with discipline policies and procedures; questions subordinate to the main question provided a framework for answering the questions.

1.1. What are "good" discipline policies/procedures as indicated in literature and research?

Literature indicates that policies are usually written in a prescriptive manner to provide guidelines for acceptable conduct.

Policies provide a set of general principles by which a group is guided in its management; denotes an issue of general purpose directed toward the welfare of the group (Foster, 1980:119-120).

1.2 How do discipline policies/procedures of NCCSD and the process by which they were developed and established compare with those defined in the literature as good?

The study determined the following after reviewing Codes of Student Conduct for each of the four school districts and the School Board Policy Manual of the New Castle County Board of Education:

1. NCCSD had no separate, delineated set of discipline policy statements for administrators or teachers to use as a handbook.

2. School Board Policy Manual states a general "Educational Philosophy" which includes basic goals, considerations, and commitments for the School Board. Commitments include "Providing policies for operation of the schools" which are reflected in the Codes of Student Conduct.

3. Policies were defined as "guidelines adopted by the Board to enact a course of action" and "procedures" were defined as the "detailed directions developed by the administration to put policy into action."

4. Discipline policies/procedures for NCCDA were adapted with few revisions from those of NCCSD.

5. Discipline policies/procedures were developed (and revised) by committees formed of administrators, parents, and some community persons: a few students were involved.

1.3 How do the Codes of Student Conduct of the four districts in NCCDA compare to recommended practices/procedures defined in literature and research?

The literature provided a summary list of ten common characteristics. These recommendations are listed below followed by findings in the Codes of Conduct of the four school districts of NCCDA. Literature recommended that Codes be:

1. Cooperatively planned. Codes were generally developed by a committee with representation of student, parent, school personnel groups. Parents indicated that their involvement was minimal.

2. Explicit. Codes were explicit: they included 28 offenses with very definitive punishments for violations. Over 27 student rights and accompanying responsibilities were listed under 12 headings.

3. Goal-oriented. Goals were vaguely stated, as "to promote a good school environment."

4. Fair: equitable, realistic, constructive. No distinctions were made to defer to any student because of race, sex, class rank, or socioeconomic status. No evidence of being constructive. Punishments tended to be similar for all offenses; little attempt to adjust punishment to the offense.

5. Written: briefly, succinctly. Codes were not brief and were written at a reading level determined as post-high school. Codes were complex and "legalistic" in nature. ("Sound like an insurance policy for the schools.")

6. Reviewed systematically. Codes for NCCDA had been developed in 1981 (revisions of the previous NCCSD Codes). Districts stated the intent to review and revise; one district had completed its first revision.

Through revisions of the original NCCSD Code to develop Codes for the four new districts, changes

a. Emphasized the need for a closer school personnel/parent and school personnel/student relationship; (parent involvement in the disciplinary process was also provided by some of the Codes).

b. Attempt to state students' responsibilities more specifically than in the original Code.

c. Provided for additional supervision and control when disciplinary measures were necessary.

d. Provided options to refer major violations to Court; (provision added to Chapter V).

e. Deferred suspension for certain violations by inserting "reprimand" as a first requirement, replacing suspension as first.

Codes, were developed by revision of the original NCCSD Code, were not alike in every detail. One district deviated by

a. Designating suspension as punishment more often than the other three districts.

b. Not recommending counseling for students and parents during the expulsion period.

c. Not including specific treatment for Special Education students under "Corporal Punishment."

7. Positive: policy statements. Codes were written in a positive language; philosophical basis for each set of student rights and responsibilities was given.

8. Prohibitive: deterrent rules. Violations and punishment for infractions were clearly defined.

9. Instructional. Due to the reading level of the Codes they could not be instructional unless used in a textbook manner; some parents were not able to understand them.

10. Informative of due process. Codes clearly stated students' rights; however, reading level prevented the availability of information to all students and parents.

1.4 How do the rules and regulations of the Codes of Conduct embody the policies of the four districts of New Castle County?

The policies of the four districts were not definitively stated; rules and regulations were very definitive.

1.5 How are students, parents, and school personnel made aware of the schools' rules and regulations?

1. Rules and regulations are disseminated through Codes of Conduct, school handbooks, newsletters, conferences, open house activities, manuals, notes to parents, telephone communication, home visits, and by other ways which individual teachers may develop.

2. Codes are interpreted to students in school through many classroom activities and homework assignments.

Research concerning Application of Rules and Regulations provided findings to answer questions two and three of the study.

Question No. 2: Whether or not the number of Black students suspended for disciplinary reasons is greater than would be expected from the racial composition of the school.

Review of statistical data provided by Research and Reporting Office, Data Service Center, indicated:

1. Data for two full years and up to seven months of the current year of the study showed disproportionate impact of out-of-school suspensions on Black students. Enrollment for the 3 periods

in the 4 districts was approximately 25 percent Black; 71 percent White; 2 percent Other (American Indian, Asian and Hispanic). Suspensions were 47 percent, 51 percent and 2 percent, respectively, for Black, White, and Other.

2. Suspension rate for Blacks in the 12 high schools was disproportionate: enrolled--25 percent Black, 73 percent White, 2 percent Other; suspension--45 percent Black, 52 percent White, 3 percent Other.

3. The percent of Black students put into in-school suspension (1980-1981) was greater than the percent of Black students given out-of-school suspension (53 percent to 47 percent).

4. The percent of White students put into in-school suspension (1980-1981) was less than the percent of White students given out-of-school suspension (45 percent to 51 percent).

5. Hispanic students maintained a suspension ratio approximately equal to the enrollment ratio: 2 to 3 percent.

6. Black students repeated offenses more often than White.

7. Black students had more multiple suspensions than White; when "multiple" offenders were removed from the suspension count, the percent of suspensions for Blacks reduced from 42 percent to 40 percent and percent suspensions for White increased from 56 percent to 58 percent (1980-1981).

8. Percent of suspensions of Black pupils increased an average of 9 percent (1980-1981) from first suspension to multiple suspensions.

9. Percent of suspensions of White pupils decreased an average of 8.5 percent from first suspension to multiple suspensions.

10. NCCSD suspension rate (1980-1982) was more than twice the national average; the ratio by race was comparable in disproportionate-ness: in both NCCSD and nationally, twice as many Blacks as Whites were suspended.

11. NCCSD suspension rate was nearly 2 1/2 times the average (1972-1973) for 7 urban cities in Ohio; 10 percent higher than Cleveland.

Question No. 3: If there were disproportionate impact, whether or not it seemed to be the result of discrimination by race; subordinate questions 3.1 and 3.2 (p. 9) studied variables other than race.

Suspension data were studied for indications of disproportionateness due to students' sex, socioeconomic status (SES), academic rank in class, and for the possible effect of school size and density of minority (Black) populations in the schools.

In the analysis of some of the following data, 3 representative high schools were chosen from the 12 in the 4 districts to present the data. One district had only one high school and, to maintain anonymity, data were not presented by districts.

Sex. Comparisons of data related to suspensions, analyzed by sex of the students in the three high schools, provided the following findings for school YTD February 28, 1982 (i.e., September 1981-February 1982):

1. Males and females were equally represented in the total enrollment of 3,667 students: 1,836 females (50 percent each sex).

2. From the total enrollment, twice as many males were suspended out-of-school as were females (18 percent to 9 percent).

3. Total suspensions represented approximately 14 percent of the total population of the 3 high schools; of the population suspended out-of-school (497), males accounted for 68 percent (337); females, 32 percent (160).

Analysis of comparable data for school year 1980-1981, showed the following:

3. Approximately 13 percent (393) of the schools' total population (3,001), were suspended out-of-school; of the population suspended (out-of-school) 65 percent were male and 35 percent were female.

Socioeconomic status (SES). Low SES was identified by school records of students from families receiving Aid for Families with Dependent Children (AFDC). Study of these groups in the 3 representative high schools for YTD February 28, 1982, showed the following:

1. AFDC students represented 6 percent (217) of the total enrollment of the 3 high schools (3,667).

2. AFDC student represented 20 percent (97) of the total number of students suspended from the 3 schools (497).

3. The ratio of the population of AFDC students in the 3 schools (217), to the number of AFDC students that were suspended (97) was 2.4.

5. "Non-AFDC" students (3,450) accounted for 80 percent (400) of the total number of suspensions in the 3 schools (497).

6. The ratio of "non-AFDC" students suspended (400) to the number of "non-AFDC" students enrolled (3,450) was .12.

Class rank. Students in grades 9 and 12 of the 3 representative schools were studied by analyzing the number of students given out-of-school suspensions from bottom quartile and top quartile in each grade for school YTD April 26, 1982. (Since bottom- and top-quartiles each represented 25 percent of the total student population, the descriptors will be used interchangeably in the discussion.)

Findings were as follows:

1. In the top quartile of each (9th and 12) grades, no student was suspended more than once; each suspension represented one student.

2. In the top quartile of each (9th and 12 grades), 4 students were suspended during the year. Ratio of suspensions for these students to total suspensions in each grade was .02.

3. Total enrollment of bottom quartiles of the 3 9th grades was 225 students:

a. Of these 225 students, the ratio of students suspended (89) to total students in the quartile was .40.

b. The ratio of total suspensions (171) to enrollment in the quartile (225) was .76.

c. The ratio of total suspensions (171) in the bottom quartile to the total suspensions for the 3 9th grades (285) is .60.

d. The ratio of students suspended to total students in the grade is twice as large for 9th grade (.10) as for 12th grade students (.05).

A summary of the findings in this section (analysis of suspension ratios by race, sex, SES, and class rank) is shown in Table XXVIII and discussed below.

In high schools of NCCDA:

1. A male was twice as likely to be suspended than a female.
2. A Black was 2.25 times more likely to be suspended than a White.
3. An AFDC pupil was over 3.5 times more likely to be suspended than a non-AFDC pupil.
4. Using combined data for grades 9 and 12, a low-quartile pupil was 24 times more likely to be suspended than a top-quartile pupil.

A study of two additional variables, size of school enrollment and density of minority population in the total enrollment of the schools was completed with the following findings:

School size. A ranking of the 12 high schools by size (total enrollment 15,385) was compared to the ranking of the schools by number of total suspensions (4,525). Ranked by size, schools were divided into 3 groups: schools with under 1,000 students, with between 1,000 and 1,500, and between 1,500 and 2,000. Analysis provided the following findings:

1. Ranked by size, the 4 highest in enrollment accounted for 62 percent of the suspensions.

TABLE XXVIII
 SUSPENSION/ENROLLMENT RATIOS NEW CASTLE COUNTY, DESEGREGATION AREA,
 HIGH SCHOOLS FOR VARIABLES

Variables	Race			Sex		Socioeconomic Status		Class Rank			
	Black	White	Other	Male	Female	AFDC*	NonAFDC**	Grade 9		Grade 12	
								Top	Bottom	Top	Bottom
Suspensions(S)	2,015	2,451	59	337	160	97	400	4	171	4	49
Enrollment(E)	4,000	11,077	308	1,836	1,831	217	3,450	225	225	231	231
Ratio (S:E)	.50	.22	.19	.18	.09	.45	.12	.02	.76	.02	.21

*AFDC = Aid for Families with Dependent Children.

**NonAFDC = Not receiving Aid for Families with Dependent Children.

2. Three of the highest in enrollment were in the top third for suspensions.

3. Average suspension rates of the 4 largest schools was 62 percent for the top group; 18 percent for the middle; and 21 percent for the 4 smallest. This is consistent and linear.

An analysis of the schools individually rather than a comparison of groups found some inconsistencies:

4. One school ranked 9th in enrollment and ranked first in percent of total suspensions (52.3 percent).

5. Schools with approximately the same suspension ratios (.23, .21, and .21) had diverse numbers of students in their total enrollments (1,270, 707, and 1,039, respectively).

Density of Minority Population in Total Enrollment

Schools were ranked by percent of minority students in total secondary enrollment (15,385) and grouped by schools with over 25 percent minority, 23-25 percent, and 20-22 percent. Schools were also ranked by suspension/enrollment ratio to observe trends.

An analysis of the 3 groups, and of the schools individually, found:

1. Total enrollment of the schools was 15,385; total minority population was 3,822 (25 percent). Minority population in individual schools ranged from 20 to 32 percent.

2. Total suspensions in 12 schools were 4,525; minorities accounted for 2,074 (46 percent). Suspension rate of minority pupils in the schools ranged from 31 to 60 percent.

3. Of the total enrollment (15,385), there were 4,525 (29 percent) suspensions. Of the total minority population (3,822), there were 2,074 (54 percent) suspensions.

4. Minority suspensions for the 3 groups averaged 45 percent for the group with the highest percent of minorities (average 28 percent); 46 percent for the middle group (average 24 percent minority population); and 44 percent for the group lowest in minority population (average 21 percent).

5. School D with the highest minority suspension/enrollment ratio (.96) ranked lowest in percent minority population (20 percent).

6. School K with the lowest minority suspension/enrollment ratio (.23) ranked second in percent minority population (29 percent).

7. School A with the 4th highest minority percent (26 percent) ranked 4th lowest in suspension/enrollment ratio (.26).

Correlations of School Size (Total Enrollment), Enrollment of Minorities, and Suspensions

Correlations of: (1) total enrollment, (2) total suspensions, (3) percent minority enrollment, (4) percent minority suspension in the 12 high schools were computed to determine relationships which might affect the rate of suspensions. Findings were:

1. There was a high correlation between total enrollment and total suspensions.

2. Total minority enrollment was not related to minority suspensions.

3. Total minority enrollment was not related to total suspensions.

Discipline Context Inventory (DCI), a survey instrument, provided two sets of data for analysis: questionnaire items and informal comments.

Data from the DCI were collected through analysis of the 45-item questionnaire and the informal comments written at the end of the questionnaire. Analysis of the questionnaire with responses grouped in clusters or topics indicated the following:

1. There were no significant differences between Whites and minorities on five of the eight clusters; differences appeared on the following:

a. Distribution of authority and status: few barriers to communication; involvement of staff, secretaries, aides, custodians, etc. in exercising authority; widespread sense of responsibility among staff and students.

b. Student belongingness: students felt school served their needs--was a happy and safe place to be; student concerns treated fairly.

c. Process for dealing with personal problems; practices existed which helped people cope with life outside the school.

2. Analysis of the items individually indicated that on over half there were no significant differences based on race.

3. On individual items where significant differences occurred, Whites were generally more positive and minorities more negative. Whites saw issues related to school discipline as less severe than did minorities.

Findings from the informal comments which reflected attitudes and perceptions of respondents in four areas--Discipline, Communication and Climate, Parental and Community Involvement, School Spirit and School Activities--showed:

1. Blacks made an equal number of negative and positive comments (48 percent each) of total comments made.

2. Whites commented negatively more often than positively (54 percent to 38 percent) and were neutral more often than Blacks (8 percent to 4 percent).

3. More Whites were negative than all minorities combined (57 percent to 43 percent).

4. The total number of comments received was relatively proportionate to Black/White representation in the districts (33 percent Black, 57 percent White, and 10 percent Other).

5. No Black teachers responding chose to add comments on the questionnaire.

6. Black adults--administrators (2) and parents (2)--accounted for less than 3 percent of the total comments; responses indicated as being made by Blacks reflected almost entirely the attitudes and perceptions of the students.

Findings provided by an analysis of the comments synthesized within the four categories showed:

7. Discipline--only students and White teachers were negative; Black students were almost twice as positive as White students (38 percent to 21 percent) and only about one-third as negative (23 percent to 60 percent); White students made 60 percent of the negative comments.

8. Communication/Climate--All groups made negative comments; however, administrators, teachers, and parents together accounted for only 14 percent of the negativism. White students made 50 percent of the negative comments, twice that of Blacks (25 percent).

9. Parent/Community Involvement--Whites made 76 percent of all negative comments of teachers and students. This was the only area of concern in which no group made positive comments.

10. School Spirit and Activities--Only students commented and 61 percent of comments were negative (11 of 18); Blacks, Whites, and Others made comments. Blacks and Whites were equally positive.

11. Overall, White students made more negative comments (71 percent) than positive; Black and Other students combined made nearly as many positive statements as negative (48 percent to 52 percent).

Suspension Report Forms

Analysis of 8,493 out-of-school (1980-1981) suspensions by race and by assignment to 1 of 3 designated categories (1--School Judgment Calls, 2--School Status Offense, or 3--Adult Offense) showed:

1. In Category 1 the ratio of suspensions was equal for Blacks and Whites (49 percent each) and 2 percent for Other minorities, similar to the suspension percent by race for NCCSD (47, 51, and 3, respectively).

2. In Category 2 the ratio of suspensions was 34 percent Black, 65 percent White, and 2 percent Other, fairly close to the percent of race distribution 26, 27, and 3, respectively).

3. In Category 3 the ratio of suspensions was 55 percent Blacks, 42 percent, Whites and 2 percent Other, close to the out-of-school suspension ratios of 53 percent, 45 percent and 2 percent for Blacks, Whites, and Others.

Expulsions

A review of the Summary of Expulsions for 2 school years (September 1979-June 1981) provided data for analysis. Findings were:

1. Of 19 students expelled in the 2-year period, 15 (79 percent) were Black.

2. Of 19 students expelled in the 2-year period, 15 (79 percent) were males: 11 Black and 4 White.

3. There were 4 Black females expelled; no white females were expelled.

4. Age of students expelled ranged from 14 years to 19 years with 13 students in the 15-17 year range; terms for expulsion ranged from 6 months to indeterminate.

5. Black males were expelled 6 of 11 times for assault (2 with a weapon).

6. Three Black female expulsions involved assault and possession of a weapon.

7. White male expulsions were for drug possession, assault, and arson.

Interviews

Interviews were held with school personnel, community persons, and students. Informal in nature, they surveyed attitudes and perceptions about student behavior, suspension practices in the schools, and discipline procedures.

Two forms were used--Interview Questions, and Discipline Interview Guide, a two-part survey.

A synthesis of the responses provided the following findings:

Interview Questions

1. Ratio of interview responses by race was close to racial composition of the district (27 percent Black, 73 percent White).

2. There were almost no patterned differences in responses by race or position except in the question concerning perception of bias in suspension practices: 30 respondents (10 Black and 20 White) replied negatively; 7 (3 Black, 4 White) indicated that they believed there was at least some. Some respondents said that many teachers do not understand cultural differences.

3. Five (1 Black and 4 White) said that rules were not consistently applied.

4. Respondents did not attribute particular behaviors to groups (stereotyping) and respondents did reflect a desire for an orderly, quiet, non-profane school.

Discipline Interview Guide--Part I

5. Ratio of respondents was 24 percent Black, 76 percent White.

6. Students generally believed that discipline was fair, 16 of 19 Black educators said that discipline was fair.

7. Except for a few minor differences between schools, each respondent knew procedures for discipline and referrals; most respondents referred to the Code often when responding.

Discipline Interview Guide--Part II (In-School Suspensions)

8. There was almost universal support of in-school suspensions especially for such things as truancy and class cutting, where suspension seems to reward the behavior being punished.

III. CONCLUSIONS

Conclusions have been drawn about discipline practices and procedures as they existed in the single New Castle County School District and later in the reorganized NCCDA, especially as they were applied to the Black population in the 12 high schools of the 4 new districts.

The findings of the study were the bases for the following conclusions:

Student Codes of Conduct

1. The content of the Codes of Student Conduct in NCCDA met the objectives for effective codes as they were described in the literature: providing guidelines for acceptable conduct; denoting an issue of general purpose directed toward the welfare of the group (Foster, 1980:119-120).

The Codes of NCCDA in general contained the characteristics recommended. However, with a suspension rate in NCCDA twice the national average. The Codes have done little to improve student behavior.

The Codes for NCCDA were written with a readability level above high school (grade 13+) yet, subjects interviewed had no negative comments about their contents and even referred to the Codes as their source of information about discipline and students' due process. Apparently, the school system had been effective in communicating the message of the Codes although some parents stated the Codes as written "read like an insurance policy."

The weakness of the Codes seemed to be in their complexity. They contained too many rules and regulations and long lists of students' rights and responsibilities. The length and complexity would deter students from becoming familiar with all of the contents. Teachers, in frustration, and becoming annoyed with student misbehaviors, could use the convenience of the Code with its multiplicity of options, to remove the student from the classroom. If teachers had fewer specified violations with options for punishment, they would

evaluate each situation on its own merits, individualizing rules to each situation. A punishment that is not relevant is meaningless.

The Codes of NCCDA include the three components recommended in the literature: (1) student rights (and responsibilities), (2) rules of conduct and sanctions for violations, and (3) regulations for procedural due process (Jones, 1973), but all components are defined with such specificity that they are difficult to understand and probably too long to remember. Although such detail may have been desirable to set parameters during the initial stages of reorganization and desegregation, they are of little value if they are used only to assign punishment after a misdemeanor rather than being used as guidelines for instruction.

2. The process by which the Codes were developed theoretically meets one criterion established in the literature: cooperative planning. Comments from parent and advisory groups indicated, however, that parental involvement was minimal, a "last minute" gesture. Not only should parents be invited to contribute, but if many affected by the rules had been encouraged to participate in the decision making, commitment would have been greater and possibly suspensions fewer. Student participation would lead to peer pressure for conforming and a motivation for students to learn self-control (Wayson, 1982).

3. Provisions have been made for on-going revisions of the Codes. "Revision," however, seems to involve minor rewording, some

deletions, and a few additional statements. Major revisions incorporating input from teachers, students, and parents currently affected by the Codes are necessary. Codes established by individuals no longer associated with the system are meaningless. Those developed by the cooperative efforts of persons directly affected become personal and a sense of pride can be developed that will discourage poor behavior. Students who help set their own rules will also help police their own ranks.

4. The Codes clearly reflected administrative efforts to alleviate the discipline problem vis-a-vis desegregation; but providing teachers with more education relevant to discipline, especially as it should be developed in newly desegregated schools, would encourage a more positive attitude toward student behavior. The Codes were an attempt to control behavior rather than to change it, to try to legislate equal treatment. Revisions were a clarification or a change to conform to law rather than a cooperative effort to make them a tool for teachers and students. Perhaps the circumstances of reorganization demanded stringent guidelines, but with suspension rates at such a high level, a new approach might contribute to better communication.

5. Discipline policy statements of the districts were vague; rules and regulations did not seem to be developed as an extension of the establishment of policies. Definitive policy statements developed with student and teacher participation would heighten awareness of the rules and fewer written regulations would be necessary. Students would respond more readily to responsibilities which were self-imposed.

6. There was a general opinion that the contents of the Codes were all inclusive as evidenced by responses to the DCI and interviews; but, the suspension rates continued to be high. Knowing the rules and regulations did not prevent breaking them. Revising them to provide more control did not seem to improve the situation. Rules and regulations imposed from authority figures do not encourage self-discipline and until that is developed, the situation will probably not improve.

Summary. The four districts of NCCDA have conscientiously attempted to improve discipline by implementing written Codes of Conduct. Revisions have been made to make them more relevant. However, the Codes are ineffective. The weakness of the Codes is attributable in part to their complexity. The involvement of students, and possibly more parents, in the development of the Codes would make them more relevant. Fewer rules and regulations and a stronger policy statement would allow teachers more flexibility in assigning punishments within the guidelines set by the policies. In-depth training for teachers to help them better understand the problems of bi-cultural school populations and the process of desegregation could help eliminate bias and develop an educational approach to behavior change. Students would be taught self-control and the majority of discipline problems would be learning experiences.

Ratio of Black Students Suspended Compared to Ratio in Enrollment

An analysis of suspensions in the one district NCCSD and in the four new districts of NCCDA (specifically the 12 high schools)

indicated a definite overrepresentation of Black pupils in suspension. In addition to reviewing total enrollment and suspension data, trends were studied by analyzing in-school suspensions; multiple suspensions were also reviewed.

1. In-school suspension was not formally used until school year 1980-1981; there were no records available from the Data Service Center. The establishment of in-school suspensions served to keep discipline problems out of the community. Pupils confined to an educational program (even if it is apart from the regular classroom) are theoretically more likely to fulfill academic requirements--the proximity of classroom activities should preclude loss of contact with required assignments. In-school suspensions in NCCDA were accepted as a positive alternative to complete removal from school. Respondents to the interviews supported in-school suspensions; assigning out-of-school suspensions was viewed as a reward for poor behavior.

2. Analysis which showed that a greater percentage of Black pupils were given in-school suspension than out-of-school suspension would indicate a reluctance to exclude Black pupils from the school environment. This could be an attempt to keep in touch with the pupils, providing make-up or remedial work whenever possible. In-school suspension may be assigned for educationally motivated reasons to give the pupils every possible advantage, even during isolation, to remain a part of the school community. Perhaps the decision was made because parents worked outside the home. If both parents--or the one parent--were working, no one would be available to

discipline the child. In-school suspension seemed more appropriate than out-of-school suspension. White parents are often less hostile about suspension accepting it as a part of the "growing up" process, especially for boys, whereas to Black parents, days out of school are days lost.

3. Multiple suspension data showed first and multiple suspensions for the same three school years as the out-of-school suspension data. The reports indicated that more of the reported offenders were Black than were White. The school year of the current study was the first year of the new single district system; students were being encouraged to establish an identity with their school, to make it a "school community." Under a majority-White governance (both formally and informally) Black students' priorities or opinions would be outvoted by those of White students. Given the new environment, the physical changes that required new relationships to be established, and the cultural mores that distinguish Black characteristics from those of the White student population, the minority Black population would be on the defensive continually, making them vulnerable to be repeat offenders. Incident Reports and other suspension data indicated that more than 65 percent of Black offenses which led to suspension were fighting, defiance of school authority, general classroom disruption, general disruption of the educational process, and class cutting--attitudinally motivated behaviors. Black students, frustrated by so many changes, may act out their frustrations, with unacceptable behavior resulting.

When students with multiple (three or more) suspensions were removed from the number of students suspended, the Black student suspension ratio decreased as much as 9 percent in one district to 4 percent in others. This would indicate that with a core of "chronic troublemakers" removed, the disproportionate impact on Black students is reduced. Repeat offenders often have an underlying problem which constant removal from the educational environment will not improve. These are the pupils that become the "dis" pupils--disenchanted, disaffected, disaffiliated, disturbed (Arnone, 1980)--who need understanding and counselling rather than repeated disassociation from their peers.

4. Suspension was used in NCCSD (1980-1981) twice as often as nationally (although the racial ratios were comparable). When teachers and students were interviewed, the general consensus about suspensions was that it was "about right." Only administrators seemed aware of the large number of students being suspended. The majority responded negatively to questions concerning bias in suspension. It appeared that every teacher and/or pupil knew little beyond what was closest to them and their immediate environment. When news articles reported suspension data or discipline problems, they were translated to the immediate locale and discussed as a "we/they" problem within that school. The larger problem--high suspension rates and overrepresentation of Blacks in suspension--was not visible to teachers and students. Only parents at community meetings and administrators discussed the large number of suspensions. If teachers are not aware

that suspension is being assigned too often, alternatives will not be sought.

Summary. The number of Black students suspended for disciplinary reasons was greater than would be expected from the racial composition of the schools. A larger percentage of Blacks were assigned to in-school suspension than to out-of-school suspension, perhaps to compensate for assigning the punishment. In-school suspensions would reduce the number of Black pupils out of school.

Students find it difficult to meld easily into a new and different type of school environment and for Blacks to adjust to a situation that is predominated by White teachers and students would be particularly difficult. Perceived as defiant and unconfoming, Blacks may become disruptive and often "repeat offenders."

Overrepresentation may be due to some extent to the nature of desegregation that requires busing of Black students to predominantly White schools. The Black students are captives of the system; they cannot leave the school except by bus, therefore, their disruptive behavior is school-related. White students have the community in which they can act out their frustrations.

Trends over three school years indicate that although enrollment changes, ratios of enrollment and suspensions remain constant. The ratios of suspension to enrollment compare to national suspension data; however, the percentage of students suspended in New Castle County is approximately twice the national rate. Suspension is

used more frequently in New Castle County than in any other school district for which figures were reported (Office of Civil Rights Report 1972-1973). This suggests the quality of the educational programs and the awareness of the educational staff need to be examined in NCCDA rather than a concentration on disproportionateness, a problem NCCDA shares with schools throughout the country.

The large out-of-school suspension rate is more than a school problem. Children not in school are more likely to be on the streets than at home; this becomes a community problem and requires the involvement and cooperation of schools, parents, and community.

Disproportionateness by Variables Other than Race

The following conclusions were drawn from findings which indicated that factors other than race may influence suspension. These conclusions result from a study of each of the factors independent from all others using data from the three representative high schools.

Sex. From a high school population that was equally divided between males and females, the suspension of males was twice that of females. Data were not available to review reasons for suspensions; however, in large urban high schools a core of non-academically oriented youth are in school only to await the age when they can legally drop out. These pupils, predominantly males, become trouble-makers. Unable to attain recognition through academic or even athletic successes and often unwilling to admit their inabilities and ask for

assistance, they attain recognition by deviant behavior. Boys in high school are expected to be deviant; "getting into trouble" is considered to be part of the growing-up process. Female students' interest is more social. Ancillary relief programs designed to train the academically capable and provide remediation for those who need it would keep the pupils in school and off of the streets. Pupils, and ultimately society, would benefit by providing skills that can be applied later.

Socioeconomic status (SES). It is difficult to identify accurately the SES of families for many reasons: schools do not keep such records, pride often prevents low income families from asking for assistance, outward appearances can be misleading. For purposes of this study, children from families receiving Aid for Families with Dependent Children (AFDC) were identified as low SES. These are the children to whom many middle class teachers and administrators have difficulty relating. These are usually children from poorer neighborhoods where schools lacked many of the resources available to some of the other schools, and school has not been a pleasant experience for them. Usually, these are the least attractive pupils in the classrooms. In NCCDA, AFDC pupils represented only 6 percent of the population of the 3 high schools selected for study, but 1/5 of all students suspended were AFDC pupils; 45 of every 100 AFDC students were suspended. Children from low SES neighborhoods have had to learn to be on the defensive. If they sense a lack of respect from teachers, they may act out their defiance in many ways and become "discipline problems." Special training is needed for teachers

unfamiliar with low SES background if they are to educate and not merely control the pupils. These pupils ranked second in order for disproportionate impact of suspensions.

Class rank. For the four variables reviewed--race, sex, SES, class rank--suspension rates were most disproportionate for pupils in the bottom quartile of the grades studied. If a student is not successful in class and does not understand the lesson, his/her boredom may result in misbehavior. Removing underachievers from a classroom makes it easier to progress at a pace commensurate with the needs of the majority. Pupils themselves often make the choice not to attend class; 27 percent of all suspensions (1980-1981) were due to class cutting, lateness to school or class, and unexcused absences. The district was in its first year of reorganization. Remedial programs and specialists' schedules had not been operating long enough to evaluate their effectiveness. Pupils need to have programs (remedial or alternative) that lead to success. This will motivate the pupils, keeping them in school to learn at least survival skills. The curricula did not seem to be meeting the needs of the students. Teachers trained to work with exceptional children can help them to develop an interest in learning and assist them in attaining their potential.

Students at the top of the class do not get suspended as often because the misdemeanors are less offensive: class cutting, general disruption.

Suspensions dropped with 12th grade students; those who had persevered to the last year were more serious-minded and less prone to suspension.

The study of these four variables independently raises questions about disproportionate impact of discipline on students because they are Black. No one variable can be isolated, and the findings that indicate overrepresentation of groups defined by variables other than race precludes identifying race positively as the only discriminator. Suspensions by race rank third after low achievers and low SES pupils. Discrimination by sex is slightly lower than race. These findings confirm the overrepresentation of Blacks--and of other students as well.

The study of 2 factors not definitive by groups--the number of students enrolled in the 12 high schools (school size) and the number of minority students in the high schools (density of minorities)--provided the following conclusions:

School size. Grouping the schools by size (under 1,000 students, between 1,000 and 1,500, over 1,500) showed that suspension ratios decreased as enrollment decreased. A study of the schools individually, however, disallows generalizations. The school with the highest rate of suspension (52 percent) of the 12 schools studied was ranked 9th by enrollment. Individual deviations are the exception; generally, when there are more students interacting, there is more opportunity for misbehavior. The exceptions indicate, however, that good discipline can exist in large schools.

Density of minorities. Findings for the 12 high schools grouped in thirds according to minority enrollment, provided no pattern whether schools were grouped or studied individually. If race were a determinant, it would be expected that schools with a high ratio of minorities would also have a high ratio of suspension and this is not consistently the case. It is not the size of the minority population but other factors which determine the climate of the school.

Discipline Context Inventory (DCI). The responses on this instrument were perhaps the most meaningful. Anonymity was assured and the distribution was widespread among school personnel, students, parents, and community persons. Analysis of the DCI gave an indication of how the administration of the schools was perceived in relation to discipline and climate issues. The instrument did not focus on discipline only as punishment but viewed it in the broader traditional concept of restraint, self-control, and adherence to common expectations or norms of acceptable or proper behavior.

The majority of responses on which there were significance differences by race were related to communication: the way people work together for problem solving and decision making; involvement of everyone concerned in the exercise of authority and status; student belongingness; involvement of persons concerned in making rules; process of dealing with personal problems. The major difficulties were not along race lines but between school personnel and non-school personnel. Whites saw issues related to school discipline as less severe than did minority respondents.

When one group (Whites) perceives that there are no instances where inferiority or difference of status are implied and that cultural differences are respected, but another group (Blacks) do not agree, there is a serious lack of communication. Communication barriers at the community, school, and parent levels will be reflected in student behaviors. School and community leaders can provide leadership in creating positive attitudes among all persons concerned.

The informal comments written on the DCI provided more insight into perceptions of the respondents; they were able to choose their topic and state their opinions with anonymity. A general summary of all comments would reflect a great deal of negativism by White school personnel and students especially concerning discipline and communication or climate. Considering the overrepresentation of Blacks in suspension, one would expect the White students to be satisfied that Black students were being suspended. Perhaps the high rate of suspension for Blacks focuses attention on a negative issue thereby eliciting a negative response; i.e., if so many Blacks are being suspended, discipline must be had.

Students interviewed in groups were not as negative as written responses indicated. Negativism was qualified such as admissions that White students sometimes exhibited the same behaviors. However, when searching for examples of Black behaviors that were not consistent with White, reference was made to news articles; students verbally reflected adult perceptions.

Responses of the Black school population seem to indicate that Blacks are dealing with the issues more philosophically than the Whites--this is not consistent, however, with reactions at community meetings. It is the Black student who has had to make many adjustments and has moved to a new environment but it is the Black parents who are vocal in their dissatisfaction over what they perceive as bias against the Black population. The White population who presumably have the best of the situation, also seem to be having an adjustment problem, as reflected by their negativism. This has been the first year of the reorganization and one of the major problems seems to be poor communication.

Summary. When studied independently suspensions were disproportionate: on low-achievers, on low SES pupils, on Blacks, and on males, in that order. After reviewing the policies and procedures of NCCDA independently and in relation to good practices it is apparent that appropriate procedures were followed in the development of the Codes of Conduct and that the Codes are explicit. However, readability level is excessively high for those who need it the most and suspension is the first alternative for many offenses. If followed, the explicitness of the Codes makes discriminatory practices almost impossible at the administrative level. However, teachers refer discipline cases to the office and teachers' perceptions of discipline may vary. The Codes need to be revised periodically with attention to reading level complexity.

There clearly is overrepresentation of minority pupils in the suspension data of NCCDA. Indeed, Blacks are suspended at approximately twice the rate of White pupils. This is consistent with the national average, except that the rates in NCCDA are twice the national average for both Blacks and Whites.

Although there clearly is overrepresentation in suspension by race, there clearly is overrepresentation based on other factors as well. When studied independently, suspensions were disproportionate on low-achievers, on low SES, on Blacks and on males, in that order. If suspensions were based on race, one would expect higher suspension rates in schools that had higher density of minority pupils. That was not the case in this study.

If one group argues that there is invidious disproportion of discipline meted out to one group based on a single variable (race), it seems equally logical to analyze for this disproportionateness based on other single, equally plausible, variables. When this is done, this study shows that there are other equally plausible causes of disproportionate impact.

This study points out that both researchers and the courts may need to review their standards regarding the use of single variables in attempting to show "discrimination." The use of a single variable for these purposes seems counter-productive; thus, to isolate any one variable and to search for evidence to support overrepresentation of one group over another would be

a misrepresentation of life as it really exists. No student can be classified in one category to the exclusion of all others: a male student is Black, White, or another race; a Black student is either a high-achiever, low-achiever, or average; and so on.

Research of the current study has shown that although there was a disproportionate impact on Black students, there were no specific data which can determine whether it was because the student was Black or whether it was because the student was also a member of some other group equally identifiable as overrepresented, or simply because of the students' behavior.

IV. RECOMMENDATIONS

Research for the current study indicated there is a need for further research to:

1. Study the relationships among the four variables (and possibly others) that were analyzed in isolation in this study: race, sex, socioeconomic status, and academic rank in class.
2. Analyze the data further to determine which variable would be the best predictor for suspensions (e.g., regressions).
3. Study the role of teachers in the suspension process to determine the percent of students suspended by each teacher in a school system.
4. Analyze further the reasons for suspension of high school students by race, especially reasons for repeat offenses.

The following recommendations are made based on data results and conclusions of the study:

1. Develop more effective lines of communication between school and community and among school personnel.
2. Develop specific policy statements to serve as guidelines in developing effective rules and regulations.
3. Develop Codes of Student Conduct that set parameters with a minimum of rules and sanctions; schools need flexibility to individualize punishments.
4. Include in the development of Codes all persons who are affected by the Codes. Revise Codes frequently--the process is probably more important than the product.
5. Emphasize self-discipline by students rather than control over students by school personnel.
6. Provide in-service training in multicultural education, classroom management, and conflict resolution.
7. Provide alternative programs to replace out-of-school suspensions for continuously disruptive youth.
8. Provide ancillary relief programs that will increase the ability of pupils who are below grade level.

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APPENDIX

INTERVIEW QUESTIONS (GUIDE)

SCHOOL _____ DISTRICT _____

POSITION _____

1. A. What type(s) of student behavior(s) upset(s) you most? _____
Why? _____
B. Which ethnic group(s) normally exhibit(s) that (those) behavior(s)?
Black? White? Hispanic? Asian? Others? All?
2. A. What type(s) of student behavior(s) please(s) you the most? _____
Why? _____
B. Which ethnic group(s) normally exhibit(s) that (those) behavior(s)?
Black? White? Hispanic? Asian? Others? All?
3. A. Do you feel that your school system is suspending too few (or too many) students? Too few? _____ Too many? _____
B. Why? _____
4. A. Do you feel that your school is suspending too few (or too many) students? Too few? _____ Too many? _____
B. Why? _____
5. Do you feel that students get "due process" before suspension?
Yes _____ No _____ Why? _____
6. A. Do you think that bias is involved in suspensions of students?
Yes _____ No _____ Why? _____
B. If so, toward which group(s)? _____
7. Have you known of any successful programs that deal with suspension?
Yes _____ No _____ If yes, name some _____
8. If you assume that some form of punishment should be administered to students for deviant behavior, what creative action would you propose?

9. If you were in charge of the school system and had the power to deal with suspensions, what would you do to overcome the problem? _____

DISCIPLINE INTERVIEW GUIDE (GENERAL)

SCHOOL _____ DISTRICT _____
POSITION _____

I. Discipline Interview Guide (General)

A. Status of suspensions/expulsions? (Your building and school building or District)

B. Status of School Discipline? (Your school or District)

C. Procedures for handling disciplinary cases?

1. How reported at building?
2. How reported (if at all) at District?

D. Means by which parents/pupils informed about school rules, especially suspension rules?

E. Offenses punishable by suspension?

F. Use of discipline techniques other than suspensions?

II. In-School Suspensions (General)

A. What processes were used to decide on In-school? What offenses?

B. How much time do students spend in In-school suspension?

C. Mechanics of In-school suspension

1. What is it?
2. How is it run?
3. Extra costs?
4. Are students really "suspended"?
5. How are they carried on suspension reports?

D. What are the advantages of In-school?

E. What are disadvantages of In-school?

F. Suggestions/recommendations?

M E M O R A N D U M

TO: Student, Parent, Educator or Friend of Education

FROM: Discipline Study Team

RE: Response to Discipline Questionnaire Date: December 5, 1981

General Information

The Delaware State Board of Education asked us to study several aspects of education in four Delaware school districts. We hope to find out how people view their schools and what they think or believe about discipline and some instructional processes. We shall conduct most of the study from December 7 to 16, 1981. We need thoughtful responses to some questions from a cross section of school district residents. Will you help us by answering the attached questionnaire?

1. All responses will be confidential -- no one will be identified except as a group member (for example, teachers, parents, students, etc.)
2. You are under no obligation to respond -- but we hope that you will. Your response constitutes voluntary consent to participate.
3. Questionnaire responses are only part of the data for the study. Other sources include school records, interviews, etc.

PLEASE NOTE THE SPECIAL INSTRUCTIONS FOR YOUR GROUP.

To Students/Parents or Guardians

We are asking each student selected to participate to take a second questionnaire home so that a parent/guardian may review the questions. We would like the student to complete one questionnaire and the parent to complete the other one. Please answer all questions. Place both completed questionnaires in the attached envelope and (1) either mail it immediately, or (2) return it to the main office at your school. We need the answers as soon as possible.

To Teachers/School Personnel

Please respond to each item on the questionnaire and return the questionnaire to the main office in your school. We shall pick up the response in a day or two.

To Everyone Who Responds

Thank you for your concern and help.

- . Please fill in your questionnaire and return it as soon as possible.
- . Remove this cover sheet before returning your questionnaire.

SCHOOL AND DISCIPLINE CONTEXT INVENTORY

We are seeking some information about Discipline and Discipline Procedures at your school. DIRECTIONS. Circle a number to rate your school from 0 to 5. A rating of 0 shows that the statement is not true of your school. A rating of 5 means that the statement is very true of your school.

First, please, some information about you and the school.

- (A) Name of District (B) Name of School _____
1. _____ Brandywine (C) School Grade Level 1. _____ Elementary
 2. _____ Christina 2. _____ Junior High
 3. _____ Colonial 3. _____ High School
 4. _____ Red Clay 4. _____ Other (Specify)
- (D) Your position (e.g., Teacher, Student, Parent, Custodian, Administrator) _____
- (E) Race
1. _____ Native American Indian 3. _____ Asian 5. _____ White/Caucasian
 2. _____ Black/Negro 4. _____ Hispanic 6. _____ Other (Specify)

- | | <u>Not True</u> | <u>True</u> | |
|-----|-----------------|-------------|---|
| 1. | 0 | 1 2 3 4 5 | A sense of direction and mutual purpose is shared among many staff, students, and (to some extent) parents. (They can describe some goals and achievements in specific, understandable terms.) |
| 2. | 0 | 1 2 3 4 5 | Problems do not fester; they are identified and resolved. The question, "What can we do?" replaces the sentiment, "It can't be done." |
| 3. | 0 | 1 2 3 4 5 | Nearly all members feel that the school belongs to them, and that he or she can make a difference in it. |
| 4. | 0 | 1 2 3 4 5 | A large number of the staff is involved in planning and implementing school activities. Participation is high and widely distributed. |
| 5. | 0 | 1 2 3 4 5 | Staff members know how to prevent discipline problems caused by adults, by school procedures or by the school organization. |
| 6. | 0 | 1 2 3 4 5 | Status differences that imply inferiority or superiority of one staff or student group over another are eliminated. |
| 7. | 0 | 1 2 3 4 5 | Each person accepts criticism from those who receive his/her services. |
| 8. | 0 | 1 2 3 4 5 | School secretaries, aides, custodians, and other school staff (such as bus drivers) participate in faculty meetings and inservice sessions. |
| 9. | 0 | 1 2 3 4 5 | Responsibilities and "territories" are shared and respected; people are not possessive nor are they fearful that someone will "take over" their job, space, or materials. They say "our school" and "our students," not "mine." |
| 10. | 0 | 1 2 3 4 5 | Many students are involved in the school's activities--in planning and in implementing. Participation is high and widely distributed. |

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 W. Wayson, The Ohio State University, Columbus, OH. 43210.

	<u>Not True</u>					<u>True</u>	
11.	0	1	2	3	4	5	Students participate in solving the problems of the classroom and the school.
12.	0	1	2	3	4	5	Students' work is displayed in classrooms, display cases, corridors, and cafeterias.
13.	0	1	2	3	4	5	All students are actively included in classroom and school activities, regardless of sex, race, religion, socio-economic status or academic ability.
14.	0	1	2	3	4	5	Students feel responsible for keeping the school environment attractive and clean.
15.	0	1	2	3	4	5	Teachers know the names of their students, not only those in their classrooms but others in the school.
16.	0	1	2	3	4	5	Rules and expectations are clearly defined, stated, and communicated so that people know what to do.
17.	0	1	2	3	4	5	Rules apply only to relevant behavior and not to matters that are trivial, highly personal, or have no effect upon the school or class.
18.	0	1	2	3	4	5	Disciplinary techniques are used to teach positive ways of behaving, not just to punish or to teach blind obedience.
19.	0	1	2	3	4	5	A <u>few</u> good rules are made and enforced rather than having many rules which aren't enforced.
20.	0	1	2	3	4	5	Individual differences and a variety of learning styles are respected and accommodated.
21.	0	1	2	3	4	5	Teachers choose the methods and materials which they can best use to achieve explicit goals.
22.	0	1	2	3	4	5	Playgrounds, school buses, cafeterias, hallways, and lavatories are seen as places where students learn; teachers design and implement positive curriculum for teaching behavior in those areas.
23.	0	1	2	3	4	5	Field trips, outside speakers, and disciplinary practices are seen as ordinary teaching methods which teachers may use without extraordinary administrative procedures.
24.	0	1	2	3	4	5	Before rushing to solve a problem, people clarify whether there is a problem and define what it is.
25.	0	1	2	3	4	5	If a person has a problem with another, he or she discusses it <u>directly</u> with that person.
26.	0	1	2	3	4	5	Individual and cultural differences are respected and valued and are openly expressed in the school.
27.	0	1	2	3	4	5	People assist one another in ways that help them to become independent.
28.	0	1	2	3	4	5	Staff members know the neighborhood, the street names, the stores, and the places of entertainment their students live with.

	<u>Not</u>	<u>True</u>				<u>True</u>	
29.	0	1	2	3	4	5	Teachers and other school personnel visit students' homes.
30.	0	1	2	3	4	5	Staff members recognize the stereotypes they may hold about the students and the community and work to see students and parents as individuals; the school community works in various ways to break down stereotypes.
31.	0	1	2	3	4	5	Staff and administrators frequently participate in groups, institutions, and organizations within the community which can offer support to students and to the school. (ex., churches, clubs).
32.	0	1	2	3	4	5	Staff members feel responsible for keeping the school environment attractive and clean.
33.	0	1	2	3	4	5	Adults and students are able to analyze "trouble areas" in the environment and make provisions to solve problems.
34.	0	1	2	3	4	5	Places are designed where small groups can work together without having to talk loudly to be heard.
35.	0	1	2	3	4	5	The school is attractive and inviting.
36.	0	1	2	3	4	5	Parents participate in school activities and/or are represented in some faculty meetings and inservice sessions.
37.	0	1	2	3	4	5	Students take responsibility for enforcing agreed-upon patterns of relationships with other students, teachers, and administrators.
38.	0	1	2	3	4	5	When decisions are made and procedures established, the educational growth of individual students takes priority over concerns such as adult convenience, pleasing superiors, saving face, or maintaining tradition.
39.	0	1	2	3	4	5	Teachers know and respect the students' languages, cultures, and individual styles.
40.	0	1	2	3	4	5	Each student has a definite contact, preferably an advocate, on the faculty.
41.	0	1	2	3	4	5	Rules and other expectations are clearly defined, stated, and communicated so that people know what to do.
42.	0	1	2	3	4	5	Due process is applied before punishment. (e.g., students have their say and know why they are being punished.)
43.	0	1	2	3	4	5	Parents are interested in good discipline in the school and work with school personnel to obtain it.
44.	0	1	2	3	4	5	Discipline in our school is firm, fair and consistent. All students are treated equally; no group "gets away" with things.
45.	0	1	2	3	4	5	School rules are written and steps are taken to see that each pupil/parent/school faculty, etc., knows the rules, or has a copy of the rules (code of conduct).

About how often do you have contact with the schools (or school district) each year?

☐ daily	☐ 6 Times	☐ Once or none
☐ weekly	☐ 4 Times	
☐ monthly	☐ Twice	

Please write any comments you have:

Form 221 9/81

RED CLAY CONSOLIDATED SCHOOL DISTRICT
WILMINGTON, DELAWARE
INCIDENT REPORT

The principal shall report by telephone the following information to the Director of Special Services:

Location(school) _____ Date of Incident _____ Time of Incident _____

Person Calling _____ Person Receiving Call _____ Date of Call _____

Time of Call _____

Nature of Incident:

☐ Personal Injury

☐ Disruptive Behavior

☐ Student Demonstration (Peaceful)

☐ Adult Demonstration (Peaceful)

☐ Violent Demonstration

☐ Fight

☐ Bomb Threat

☐ Burglary

☐ Fire

☐ Other _____

Brief Description _____

Authorities Notified: ☐ Police ☐ Fire ☐ Ambulance

Persons Involved (relationship to District, e.g. pupil, teacher)

Action Taken: _____

Action Requested: _____

Other Comments: _____

White - Director of Special Services
Canary - Superintendent
Pink - Assistant Superintendent, Instruction
Blue - Director, Elem. or Sec. Education
Gold - Supervisor, Information Services

SUSPENSION/ARREST INFORMATION FORM

DISTRICT NUMBER ____

SCHOOL NUMBER ____

SCHOOL NAME _____

STUDENT NUMBER _____

STUDENT NAME _____

TYPE of SUSPENSION (check one):* ☐ In-School ☐ Out-of-SchoolCHECK IF STUDENT WAS ARRESTED FOR THIS OFFENSE: ☐

DATE SUSPENDED ____ / ____ / ____

NUMBER of DAYS SUSPENDED ____
(Full Days Only)

	<u>Primary Reason</u>	<u>Secondary Reason</u>
REASON for SUSPENSION: (Use Number Code)	# ____	# ____

REASONS for SUSPENSION

Code No.Code No.

- 01 General Classroom Disruption
- 02 Use of Profanity
- 03 Inflammatory Actions
- 04 Unexcused Absence (Truancy)
- 05 Lateness to School or Class
- 06 Class Cutting
- 07 Leaving School Grounds Without Permission
- 08 Smoking
- 09 Loitering
- 10 Defiance of School Authority
- 11 Disruption on the School Bus
- 12 General Disruption of the Orderly Educational Process
- 13 Trespassing
- 14 Gambling
- 15 Indecent Proposition

- 16 Simple Assault
- 17 Offensive Touching
- 18 Fighting
- 19 Aggravated Assault; Assault & Battery
- 20 Possession or Use of Alcohol or Illegal Drugs
- 21 Selling Drugs
- 22 Extortion
- 23 Stealing/Possession/Transferring of Stolen Goods; Robbery
- 24 Vandalism
- 25 Reckless Driving
- 26 Arson
- 27 Possession/Concealing of Weapons
- 28 Sexual Assault, Attempted Rape or Rape
- 29 Other

(specify) _____

* A student is not to be reported as suspended unless he/she is suspended for at least one full day.

NOTE: Please retain original for your records and send copy to DATA CENTER each day as form is completed.

SCHOOL AND DISCIPLINE CONTEXT INVENTORY

We are seeking some information about Discipline and Discipline Procedures at your school.
DIRECTIONS. Circle a number to rate your school from 0 to 5. A rating of 0 shows that the statement is not true of your school. A rating of 5 means that the statement is very true of your school.

First, please, some information about you and the school.

- (A) Name of District (B) Name of School _____
1. _____ Brandywine (C) School Grade Level 1. _____ Elementary
 2. _____ Christina 2. _____ Junior High
 3. _____ Colonial 3. _____ High School
 4. _____ Red Clay 4. _____ Other (Specify) _____
- (D) Your position (e.g., Teacher, Student, Parent, Custodian, Administrator) _____
- (E) Race
 1. _____ Native American Indian 3. _____ Asian 5. _____ White/Caucasian
 2. _____ Black/Negro 4. _____ Hispanic 6. _____ Other (Specify) _____

Number (N) of Responses to items by
 White (W) and all others (Minorities)
 (M)

	0	1	2	3	4	5	No Response	Item
W	2	13	17	81	108	61	-	1. A sense of direction and mutual purpose is shared among many staff, students, and (to some extent) parents. (They can describe some goals and achievements in specific, understandable terms.)
M	5	6	12	51	39	19	-	
W	11	14	25	69	100	63	-	2. Problems do not fester; they are identified and resolved. The question "What can we do?" replaces the sentiment, "It can't be done."
M	13	13	12	25	37	20	2	
W	18	22	39	75	89	39	-	3. Nearly all members feel that the school belongs to them, and that he or she can make a difference in it.
M	13	14	21	25	31	26	2	
W	10	19	35	72	85	58	3	4. A large number of the staff is involved in planning and implementing school activities. Participation is high and widely distributed.
M	9	14	15	29	32	32	1	
W	11	25	29	93	90	21	13	5. Staff members know how to prevent discipline problems caused by students by school procedures or by the school organization.
M	7	13	25	37	19	26	5	
W	14	27	45	63	85	42	6	6. Status differences that imply inferiority or superiority of one student or student group over another are eliminated.
M	8	22	30	42	18	10	2	
W	19	34	46	90	66	21	6	7. Each person accepts criticism from those who receive his/her services.
M	11	20	24	41	18	15	3	
W	85	51	30	43	27	13	33	8. School secretaries, aides, custodians, and other school staff (such as bus drivers) participate in faculty meetings and inservice sessions.
M	34	22	17	15	17	12	15	
W	16	16	27	74	100	44	3	9. Responsibilities and "territories" are shared and respected; people are not possessive nor are they fearful that someone will "take over" their job, space, or materials. They say "our school" and "our staff" not "mine."
M	15	17	22	31	24	20	3	
W	17	26	41	81	79	37	1	10. Many students are involved in the school's activities--in planning and implementing. Participation is high and widely distributed.
M	18	8	17	31	28	30	-	

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 W = Whites, M = All Minorities Combined
 White N = 282, Minority N = 132

	0	1	2	3	4	5	No Response	Item	
W	20	31	48	86	71	19	7	11.	Students participate in solving the problems of the classroom and the school.
M	14	27	33	20	14	5	-		
W	6	12	26	44	86	107	1	12.	Students' work is displayed in classrooms, display cases, corridors, and cafeterias.
M	6	10	17	28	23	45	3		
W	10	7	16	28	96	122	3	13.	All students are actively included in classroom and school activities, regardless of sex, race, religion, socio-economic status or academic ability.
M	12	8	17	18	26	48	3		
W	39	25	51	85	57	22	3	14.	Students feel responsible for keeping the school environment attractive and clean.
M	32	25	16	25	17	15	2		
W	5	6	21	66	114	68	2	15.	Teachers know the names of their students, not only those in their classrooms but others in the school.
M	8	9	11	21	39	39	5		
W	2	8	13	38	115	105	1	16.	Rules and expectations are clearly defined, stated, and communicated so that people know what to do.
M	7	3	8	18	34	59	3		
W	14	17	29	60	95	63	4	17.	Rules apply only to relevant behavior and not to matters that are trivial, highly personal, or have no effect upon the school or class.
M	20	12	12	39	25	29	5		
W	8	22	21	67	94	68	2	18.	Disciplinary techniques are used to teach positive ways of behaving, not just to punish or to teach blind obedience.
M	11	10	15	23	33	37	3		
W	14	21	30	64	90	58	5	19.	A few good rules are made and enforced rather than having many rules which aren't enforced.
M	2	10	12	43	26	34	5		
W	6	16	28	65	99	67	1	20.	Individual differences and a variety of learning styles are respected and accommodated.
M	7	10	15	32	37	26	5		
W	2	1	16	43	102	112	6	21.	Teachers choose the methods and materials which they can best use to achieve explicit goals.
M	7	3	11	18	41	47	5		
W	46	32	56	69	51	25	3	22.	Playgrounds, school buses, cafeterias, hallways, and lavatories are seen as places where students learn; teachers design and implement positive curriculum for teaching behavior in those areas.
M	35	21	24	13	20	15	4		
W	32	29	47	44	75	51	4	23.	Field trips, outside speakers, and disciplinary practices are seen as ordinary teaching methods which teachers may use without extraordinary administrative procedures.
M	12	10	16	31	30	30	3		
W	10	19	33	75	110	31	4	24.	Before rushing to solve a problem, people clarify whether there is a problem and define what it is.
M	15	12	19	32	29	22	3		
W	41	31	37	73	72	24	4	25.	If a person has a problem with another, he or she discusses it directly with that person.
M	30	24	16	17	18	18	9		
W	14	19	42	66	90	49	2	26.	Individual and cultural differences are respected and valued and are openly expressed in the school.
M	22	17	24	33	18	15	3		
W	8	24	31	84	92	35	8	27.	People assist one another in ways that help them to become independent.
M	9	16	18	40	30	14	5		
W	43	43	47	76	47	21	5	28.	Staff members know the neighborhood, the street names, the stores, and the places of entertainment their students live with.
M	36	22	19	30	10	12	3		

W = Whites

M = All Minorities Combined

	0	1	2	3	4	5	No Response	Item
W	89	55	59	49	20	5	5	29. Teachers and other school personnel visit students' homes
M	41	30	15	21	13	8	4	
W	8	23	38	106	76	19	12	30. Staff members recognize the stereotypes they may hold about the students and the community and work to see students and parents as individuals; the school community works in various ways to break down stereotypes.
M	11	15	21	40	23	9	13	
W	28	26	56	87	47	21	17	31. Staff and administrators frequently participate in groups, institutions, and organizations within the community which can offer support to students and to the school. (ex., churches, clubs).
M	10	22	22	33	17	18	10	
W	9	14	27	47	104	78	3	32. Staff members feel responsible for keeping the school environment attractive and clean.
M	6	9	14	18	37	45	3	
W	1	13	44	101	84	36	3	33. Adults and students are able to analyze "trouble areas" in the environment and make provisions to solve problems.
M	9	9	22	36	30	22	4	
W	13	29	36	72	72	54	4	34. Places are designed where small groups can work together without having to talk loudly to be heard.
M	10	13	12	32	27	32	6	
W	11	12	15	64	94	84	2	35. The school is attractive and inviting.
M	6	5	9	20	47	40	5	
W	24	28	53	73	66	33	5	36. Parents participate in school activities and/or are represented in some faculty meetings and inservice sessions.
M	5	13	18	34	33	22	7	
W	12	24	53	99	66	21	7	37. Students take responsibility for enforcing agreed-upon patterns of relationships with other students, teachers, and administrators.
M	5	12	15	45	32	18	5	
W	12	19	39	85	81	38	8	38. When decisions are made and procedures established, the educational growth of individual students takes priority over concerns such as adult convenience, pleasing superiors, saving face, or maintaining tradition.
M	4	7	21	35	40	17	8	
W	11	12	39	83	97	36	4	39. Teachers know and respect the students' languages, cultures, and individual styles.
M	9	17	16	36	30	19	5	
W	23	24	48	66	76	41	4	40. Each student has a definite contact, preferably an advocate, on the faculty.
M	10	9	16	40	31	22	4	
W	2	9	18	35	101	116	1	41. Rules and other expectations are clearly defined, stated, and communicated so that people know what to do.
M	2	8	14	27	33	44	4	
W	19	7	18	34	80	121	3	42. Due process is applied before punishment. (e.g., students have their say and know why they are being punished.)
M	7	8	13	27	24	49	4	
W	6	18	42	69	91	52	4	43. Parents are interested in good discipline in the school and work with school personnel to obtain it.
M	1	15	19	31	31	31	4	
W	31	25	27	35	70		2	44. Discipline in our school is firm, fair and consistent. All students are treated equally; no group "gets away" with things.
M	15	12	23	20	26	32	4	
W	2	4	9	16	44	205	2	45. School rules are written and steps are taken to see that each pupil/parent/school faculty, etc., knows the rules, or has a copy of the rules (code of conduct).
M	4	3	5	18	22	77	3	

W = Whites
M = All Minorities Combined

SCHOOL AND DISCIPLINE CONTEXT INVENTORY

We are seeking some information about Discipline and Discipline Procedures at your school.
DIRECTIONS. Circle a number to rate your school from 0 to 5. A rating of 0 shows that the statement is not true of your school. A rating of 5 means that the statement is very true of your school.

First, please, some information about you and the school.

- (A) Name of District _____ (B) Name of School _____
1. _____ Brandywine (C) School Grade Level 1. _____ Elementary
 2. _____ Christina 2. _____ Junior High
 3. _____ Colonial 3. _____ High School
 4. _____ Red Clay 4. _____ Other (Specify) _____
- (D) Your position (e.g., Teacher, Student, Parent, Custodian, Administrator) _____
- (E) Race
 1. _____ Native American Indian 3. _____ Asian 5. _____ White/Caucasian
 2. _____ Black/Negro 4. _____ Hispanic 6. _____ Other (Specify) _____

Percent of Responses to items by
 White (W) and all others (Minorities)
 (M)

	0	1	2	3	4	5	No Response	Item
W	1	5	6	29	38	22	0	1. A sense of direction and mutual purpose is shared among many staff, students, and (to some extent) parents. (They can describe some goals and achievements in specific, understandable terms.)
M	4	5	9	39	30	14	0	
W	4	5	9	25	36	22	0	2. Problems do not fester; they are identified and resolved. The question, "What can we do?" replaces the sentiment, "It can't be done."
M	10	10	9	27	28	15	2	
W	6	8	14	28	30	14	0	3. Nearly all members feel that the school belongs to them, and that he or she can make a difference in it.
M	10	11	16	19	24	20	2	
W	4	7	12	26	30	21	1	4. A large number of the staff is involved in planning and implementing school activities. Participation is high and widely distributed.
M	7	11	11	22	24	24	1	
W	4	9	10	33	32	7	5	5. Staff members know how to prevent discipline problems caused by adults, by school procedures or by the school organization.
M	5	10	19	28	14	20	4	
W	5	10	16	22	30	15	2	6. Status differences that imply inferiority or superiority of one staff or student group over another are eliminated.
M	6	11	23	32	14	8	2	
W	7	12	16	32	24	7	2	7. Each person accepts criticism from those who receive his/her services.
M	8	15	18	31	14	11	2	
W	30	18	11	15	10	5	12	8. School secretaries, aides, custodians, and other school staff (such as bus drivers) participate in faculty meetings and inservice sessions.
M	26	17	13	11	13	9	11	
W	6	6	10	26	36	16	1	9. Responsibilities and "territories" are shared and respected; people are not possessive nor are they fearful that someone will "take over" their job, space, or materials. They say "our school" and "our students," not "mine."
M	11	13	17	24	18	15	2	
W	6	9	15	29	28	13	+	10. Many students are involved in the school's activities--in planning and in implementing. Participation is high and widely distributed.
M	14	6	13	24	21	23	0	

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 W = Whites, M = All Minorities Combined
 + = Less than 1%
 White N = 282, Minority N = 132

	0	1	2	3	4	5	No Response	Item
W	7	11	17	31	25	7	3	11. Students participate in solving the problems of the classroom and the school.
M	14	11	21	25	15	11	4	
W	2	4	9	16	31	38	+	12. Students' work is displayed in classrooms, display cases, corridors, and cafeterias.
M	5	8	13	21	17	34	2	
W	4	3	6	10	34	43	1	13. All students are actively included in classroom and school activities, regardless of sex, race, religion, socio-economic status or academic ability.
M	9	6	13	14	20	36	2	
W	14	9	18	30	20	8	1	14. Students feel responsible for keeping the school environment attractive and clean.
M	24	19	12	19	13	11	2	
W	2	2	7	23	40	24	1	15. Teachers know the names of their students, not only those in their classrooms but others in the school.
M	6	7	8	16	30	30	4	
W	1	3	5	14	41	37	+	16. Rules and expectations are clearly defined, stated, and communicated so that people know what to do.
M	35	2	6	14	26	45	2	
W	5	6	10	21	34	22	1	17. Rules apply only to relevant behavior and not to matters that are trivial, highly personal, or have no effect upon the school or class.
M	15	9	9	22	19	22	4	
W	3	8	7	24	33	24	1	18. Disciplinary techniques are used to teach positive ways of behaving, not just to punish or to teach blind obedience.
M	8	8	11	17	25	28	2	
W	5	7	11	23	32	21	2	19. A few good rules are made and enforced rather than having many rules which aren't enforced.
M	2	8	9	33	20	26	4	
W	2	6	10	23	35	24	+	20. Individual differences and a variety of learning styles are respected and accommodated.
M	5	8	11	24	28	20	4	
W	1	+	6	15	36	40	2	21. Teachers choose the methods and materials which they can best use to achieve explicit goals.
M	5	2	8	14	31	37	4	
W	16	11	20	25	18	9	1	22. Playgrounds, school buses, cafeterias, hallways, and lavatories are seen as places where students learn; teachers design and implement positive curriculum for teaching behavior in those areas.
M	27	16	18	10	15	11	3	
W	11	10	17	16	27	18	1	23. Field trips, outside speakers, and disciplinary practices are seen as ordinary teaching methods which teachers may use without extraordinary administrative procedures.
M	9	8	12	24	23	23	2	
W	4	7	12	27	39	11	1	24. Before rushing to solve a problem, people clarify whether there is a problem and define what it is.
M	11	9	14	24	22	17	2	
W	15	11	13	26	26	9	1	25. If a person has a problem with another, he or she discusses it directly with that person.
M	22	18	12	13	14	14	7	
W	5	7	15	23	32	17	1	26. Individual and cultural differences are respected and valued and are openly expressed in the school.
M	17	13	18	25	14	11	2	
W	3	9	11	30	33	12	3	27. People assist one another in ways that help them to become independent.
M	7	12	14	30	23	11	4	
W	15	15	17	27	17	7	2	28. Staff members know the neighborhood, the street names, the stores, and the places of entertainment their students live with.
M	27	17	14	23	8	9	2	

+ = Less than 1%
 W = Whites
 M = All Minorities Combined

	0	1	2	3	4	5	No Response	Item
W	32	20	21	17	7	2	2	29. Teachers and other school personnel visit students' homes
M	31	23	11	16	10	6	3	
W	3	8	14	38	27	7	4	30. Staff members recognize the stereotypes they may hold about the students and the community and work to see students and parents as individuals; the school community works in various ways to break down stereotypes.
M	8	11	16	30	17	7	10	
W	10	9	20	31	17	7	6	31. Staff and administrators frequently participate in groups, institutions, and organizations within the community which can offer support to students and to the school. (ex., churches, clubs).
M	7	17	17	25	13	14	8	
W	3	5	10	17	37	28	1	32. Staff members feel responsible for keeping the school environment attractive and clean.
M	5	7	11	14	28	34	2	
W	+	5	16	36	30	13	1	33. Adults and students are able to analyze "trouble areas" in the environment and make provisions to solve problems.
M	7	7	17	27	23	17	3	
W	5	10	13	26	26	19	1	34. Places are designed where small groups can work together without having to talk loudly to be heard.
M	8	10	9	24	21	24	5	
W	4	4	5	23	33	30	1	35. The school is attractive and inviting.
M	5	4	7	15	36	30	4	
W	9	10	19	26	23	12	2	36. Parents participate in school activities and/or are represented in some faculty meetings and inservice sessions.
M	4	10	14	26	25	17	5	
W	4	9	19	35	23	7	3	37. Students take responsibility for enforcing agreed-upon patterns of relationships with other students, teachers, and administrators.
M	4	9	11	34	24	14	4	
W	4	7	14	30	29	14	3	38. When decisions are made and procedures established, the educational growth of individual students takes priority over concerns such as adult convenience, pleasing superiors, saving face, or maintaining tradition.
M	3	5	16	27	30	13	6	
W	4	4	14	27	34	13	1	39. Teachers know and respect the students' languages, cultures, and individual styles.
M	7	13	12	27	23	14	4	
W	8	9	17	23	27	15	1	40. Each student has a definite contact, preferably an advocate, on the faculty.
M	8	7	12	30	24	17	3	
W	1	3	6	12	36	41	+	41. Rules and other expectations are clearly defined, stated, and communicated so that people know what to do.
M	2	6	11	21	25	33	3	
W	7	3	6	12	28	43	1	42. Due process is applied before punishment. (e.g., students have their say and know why they are being punished.)
M	5	6	10	21	18	37	3	
W	3	7	15	25	32	18	1	43. Parents are interested in good discipline in the school and work with school personnel to obtain it.
M	1	11	14	24	24	24	3	
W	11	9	10	12	25	33	1	44. Discipline in our school is firm, fair and consistent. All students are treated equally; no group "gets away" with things.
M	14	9	17	15	20	24	3	
W	1	1	3	6	16	73	1	45. School rules are written and steps are taken to see that each pupil/parent/school faculty, etc., knows the rules, or has a copy of the rules (code of conduct).
M	3	2	4	14	17	58	2	

+ = Less than 1%
 W = Whites
 M = All Minorities Combined

VITA

Esther Luther Campbell was born in Bristol, Rhode Island, and attended public schools in Rhode Island and Swansea, Massachusetts.

Her Bachelor of Education Degree in Elementary Education and Master of Education Degree in Reading are from Rhode Island College. A Certificate of Advanced Graduate Study Degree in Educational Administration was received from Northeastern University, Boston, and a Doctor of Education Degree in Educational Administration and Supervision from The University of Tennessee, Knoxville.

The writer has had classroom teaching experience in grades K-8 in Middletown, Rhode Island, and Raynham and Andover, Massachusetts. She was an Assistant Adjunct Professor at Rhode Island College, Reading Specialist in Raynham and Andover, and Director of Andover's Developer Demonstrator Project funded under the National Diffusion Network, U. S. Department of Education. During her doctoral program at The University of Tennessee, Knoxville, she was Assistant Director of the Tennessee State Facilitator Project, at College of Education.

She was a grant recipient for a Rhode Island College-Carnegie Study and was on the president's list at Rhode Island College. Professional affiliations include Association for Supervision and Curriculum Development, Tennessee Association for Supervision and Curriculum Development, International Reading Association, Phi Delta Kappa, and Delta Kappa Gamma.