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EDUCATIONAL TECHNOLOGY CENTER
CENTRAL WASHINGTON UNIVERSITY

THE DEVELOPMENT AND IMPLEMENTATION OF A
PROGRAM OF IN-SCHOOL-SUSPENSION

A Project
Presented to
the Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Administration

by
Loren Grunenfelder

July 1983

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I would like to thank the following people for their help in organizing and producing the final program:

- a. Mr. Merle Davis, principal, Tumwater Junior High School
- b. Mr. Myron Grubb, vice principal, Tumwater Junior High School
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- d. Mr. Gary Keister, teacher, Tumwater Junior High School
- e. Mrs. Jean Miller, teacher, Tumwater Junior High School
- f. Mr. Bill Greenwood, teacher, Tumwater Junior High School
- g. Mrs. Anita Foster, Counselor, Tumwater Junior High School
- h. Mr. Gary McCauley, Counselor, Tumwater Junior High School

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Chapter 1

INTRODUCTION

The subject of school discipline has drawn much attention in recent years from parent groups, teachers, administrators, college professors, and researchers. Even students have expressed interest and concern with our present discipline procedures. One of the areas of discipline which is being closely examined is student suspension from school.

If one considers the logic involved in suspending students for offenses such as truancy, suspension away from the school building leaves much to be desired. Suspension often "rewards" the student with the very release from school he is seeking. Suspended students are often those who cannot academically afford to miss school time. Besides depriving the student of valuable instruction, suspension also, in many instances, leaves the student free to roam the community during the school day.

School suspension, because of a lack of supervision, does not supply two very important items. First, a successful suspension program must provide counselling and second, a consequence for the offending student. These two items are necessary parts of a functional discipline program. It is important for students to be responsible for their actions and to experience the consequences of their actions, but punishment alone does not address the cause of the problem. Counselling and behavior modification is equally important. Some type of counselling is needed to help the student recognize the cause and solution to his problem. This combination teaches students that they are responsible for their actions and the consequences which may arise.

In light of the problems concerning school suspension, and a desire to help the students of Tumwater Junior High School who are experiencing behavioural or judgemental errors, it was decided to undertake a project that would address this area.

As suspension and current strategies were studied that deal with the problems, an awareness of in-school suspension programs was developed. This study concentrates on suspension of students and in-school suspension programs. The end product of this project is a program of ISS which will fit the needs, resources, and facilities of Tumwater Junior High School. This ISS program is to be used to strengthen our existing discipline program.

Chapter 2

REVIEW OF LITERATURE

Alternatives to suspension started making their appearance in the early 1970's. At this time, the feelings about discipline were changing rapidly. People had become very concerned about permissive discipline programs and were discontent with current discipline procedures as frequently applied. Many aspects of discipline were being examined including the suspension of students.

There are many problems with out-of-school suspension. The majority of suspensions deal with kids who are on the brink of dropping out. Nielsen writes:

Suspended students frequently have learning disabilities or inadequate academic skills, and even brief suspensions may harm students irreparably (9:442).

She continues and cites a report from the Southern Regional Council (1973):

The council concludes that suspensions are ultimately related to students' decisions to withdraw permanently from school (9:442).

If this is the case, we have a decision to make. Do we suspend these students and speed them on their way to dropping out, or do we help them to remain in school?

Another problem of suspension is that it leaves students free to roam the community. Because of the number of single parent families and families with both parents working, there is often little supervision of students who have been suspended. This freedom and "vacation" may be exactly what the student is seeking and do little to change behaviour which caused suspension. It may even do the opposite and cause the

student to strive for another suspension and thus another vacation. Radar, Snyder, Goldstein, and Rosenwald suggest:

... suspension not only fails to contribute to changing a student's behaviour, but may, in fact, encourage his acting-out; a suspended student is relieved of academic responsibility and is "free"--free to cause problems in the neighborhood and/or to turn to drugs and alcohol (12:19).

Administrators, teachers, students, and parents must work together to solve problems leading to and connected with suspensions. Dilling reports:

All concerned realized that in the large majority of suspension cases the families, the student, and the school became further alienated from one another as a result of the action, when the opposite effect was the stated desired outcome (3:472).

If this is the result of out-of-school suspension and the school has a sincere interest in helping students, it is evident an alternate form of discipline must be used. In-school-suspension programs are the choice of some school systems. According to Nielsen:

A national congressional study recommends in-school suspension as a method for coping with increasing violence and vandalism (Bayh, 1978), and Children's Defense Fund researchers (1974,1975) conclude that even brief out-of-school suspensions irreparably harm students. As the result of numerous investigations, counselors, parents, and teachers have been urged to re-evaluate their suspension policies and to use available alternatives, including in-school suspension programs (10:325).

In-school suspension programs are being used in many schools with a high degree of success to overcome the problems of out-of-school suspension. In comparing the numerous ISS programs described in the literature, there are many similarities as well as differences. No matter how programs vary, all have a core of similarities. These similarities include counselling, constant supervision, regular school

work, and not rewarding the student with a vacation. If problems of out-of-school suspension are surveyed, it is easy to recognize benefits of an ISS program. Keeping students in a controlled environment under supervision allows schools to do many things. The Dothan City School (Alabama) model mirrors these similarities. According to Frith, Lindsey, and Sasser, their program, "was aimed at deterring inappropriate behaviour while keeping the offenders in a normal school environment." Their objectives were stated as follows:

1. Modification of unacceptable behaviour
2. Counselling
3. Instruction
4. Attendance
5. Communication (4:637)

Dilling, from Roosevelt-Lincoln Junior High School in Salina, Kansas, says the solution, "seemed to call for an isolated, in-school supervised, no-activity-oriented academic setting where core school work would be continued" (3:472).

Just as there is a basic foundation of similarities, there are differences in the various programs. Superficially, the names extend from OCS (on-campus-suspension) and IHS (in-house-suspension) to others like "The Slammer". The physical makeup of the room itself varies greatly. Some are housed in colorful open space rooms, while others are closed-in, drab, windowless cells.

Other ways that these programs vary is in the amount of counselling, the behavior expected of the students while in ISS, and the amount of

parent involvement. Claiborne R. Winborne sums it up by stating:

Programmatic differences aside, the basic theme of in-school suspension programs is the same. All have as a core foundation the belief that maintaining a problem student in the educational environment is a more effective way of dealing with inappropriate behaviour than out-of-school suspension (13:469).

No matter what the setting, there are many benefits to be derived from an ISS program. They include benefits for the school, individual students, and the entire student body. One of the benefits for the general student body is revealed by Nielsen:

By removing disruptive students from classrooms, others are assured an environment conducive to learning, yet the attempts of students who seek home suspension as "holidays" from school are undermined (10:443).

In the mind of many parents the school's image can be brightened with this type of program. They are usually encouraged by the time and interest devoted to helping troubled students.

While the suspended student is the one reaping most of the benefits, he may not be excited about spending suspension in the controlled ISS room instead of at home free to do as he pleases. Long range benefits are numerous! Many ISS programs are able to detect academic deficiencies much easier than classroom teachers. This is due to the lower student/teacher ratio and the opportunity for testing which the ISS room allows. Because of the school work the student must do while in ISS, it is much easier for him when he returns to the classroom. This is certain to help the student successfully re-enter his class and alleviate some of his frustration. This may be reflected in the basic foundation of most programs. According to Mendez and Sanders:

In-school suspension programs were established to provide a situation where students could be disciplined within the educational environment. Educational continuity was maintained during the disciplinary process, rather than interrupted or terminated by an unbridgeable gap (8:65).

The counselling that students receive during and after ISS is another big benefit. One-to-one interaction can help the student sort out his problems and with communication between the counselor and the student's teachers, many conflicts can be resolved. This is also important for successful re-entry of the student to regular classes.

As with any program, there are always problems or pitfalls. To obtain a successful program, common problems must be resolved before they occur. The most common problems associated with ISS programs include the number of students assigned at one time, the amount of parent involvement, placement inconsistencies, and the ISS room becoming a dumping place.

Data indicates that these problems might be avoided with a well organized program, and communication of the program to all involved. An example of the importance of communication is given by Nielsen:

In-school suspension programs are not primarily intended to be rehabilitation centers. Nevertheless, some teachers complain that "not all students are reformed" in the program. It might be helpful to remind these teachers that serious cases are referred to other counselling services... (10:328).

Nielsen continues and suggests that you could "invite these teachers to visit the unit so they may witness the positive benefits and discuss students whose conduct has improved" (10:328). If the teachers have a clear idea of the capabilities and functions of the program, the problem

of dissatisfaction will seldom come up. Communication among everyone, this includes teachers, students, parents, and administration is of extreme importance.

Because of changes in student population, teachers, and even administration, evaluation and adjustment of a program is a constant chore. Corbett states a very serious problem some programs encounter:

Data gathered through observation, documents, and interviews indicated that the major problem in the program was the difference between what was planned for the program and what actually happened (2:59).

A quick look at the goals of a program should give an accurate idea of what was planned for the program. Such an evaluation may take into account statistics concerning program participants as well as other concerns. Such as identified by Frith, Lindsey, and Sasser when they stated:

Perhaps a more accurate measure of success, albeit subjective, is the satisfaction of teachers. They appreciate the improved classroom behavior (4:638).

Regardless of desired outcome or methods of observation, it is important that the program be evaluated every year. With specific goals in mind this can be done quickly and easily. Constant evaluation helps to insure the continuation of a successful program.

Chapter 3

PROCEDURES

The information included in this chapter tells how the project was developed after surveying available literature concerning suspension as a disciplinary measure. After surveying the literature and deciding an ISS program might provide a solution to our suspension problems at Tumwater Junior High School, existing ISS programs were examined. Attendance at the WJHMSPA (Washington Junior High and Middle School Principals' Association) conference in Spokane Washington provided the opportunity to meet and talk with many administrators who were presently using ISS programs. During this conference an ISS program at Pine Junior High School in Spokane was visited. After identifying several schools with ISS programs, ten schools were selected which had well formulated and established programs. This decision was based on the length of time the program had been used in the school. The schools selected were Cascade Junior High (Highline School District), Covington Junior High and Wy'East Junior High (Evergreen School District), Gaiser Junior High and Lewis Junior High (Vancouver School District), A.G. Hudtloff Junior High and Iva Alice Mann Junior High (Clover Park School District), Perry G. Keithley Junior High (Franklin Pierce School District), Baker Junior High (Tacoma School District), and Showalter Junior High (South Central School District).

An introductory letter was sent to each of the ten schools explaining information sought. (see appendix A). Programs were separated into eight parts. The parts and their descriptions were:

1. Introductory letters- The introductory letter usually gave a brief description of the school's program and the success they were experiencing with it.
2. Objectives- Programs must have an end product or goal in mind and the objectives are meant to reflect these goals.
3. Responsibilities- The specific responsibilities of the administrators, counselors, teachers, students, and room supervisor.
4. Rules- Since the ISS program is housed in a special room and would cater to a particular type of student, unique rules for the behavior expected of students in this room were necessary.
5. Assignment request forms- In most programs, there were procedures for obtaining assignments for the students placed in ISS. These assignments would be the same or commensurate to what was being assigned in the student's regular classroom. The assignment request form is a vehicle for those assignments to pass from the classroom teacher to the ISS supervisor as smoothly as possible.
6. Teacher referrals- All successful ISS programs had rules or steps for teacher referrals. These were tied in with their discipline process and helped avoid inconsistencies in placement.
7. Progress reports- Once a student has been placed in ISS, it is important that teachers, parents, and administrators know how the student is progressing, both academically and behaviorally.
8. Parent information- Parent contact is important at all levels of this program. Parents need to know why and when the student will be in ISS, they need to know how he is doing in the program, and they must be informed of his behavior once he has re-entered the regular classroom. The parent information forms are designed to carry out these needs.

After assembling information from the eight programs into the different parts, organization of the Tumwater Junior High program began.

Chapter 4

A PROGRAM OF ISS

FOR

TUMWATER JUNIOR HIGH SCHOOL

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INTRODUCTION

1

The subject of school discipline has drawn much attention in recent years. Suspension of students as the ultimate punishment is one part which is being closely examined. Recent reports have pointed out that suspension for offenses such as truancy in fact "rewards" the student with the very release from school he is seeking and that suspended students are often those who cannot academically afford to miss school time. Besides depriving the student of valuable instruction, suspension also, in many instances, leaves the student free to roam the community during the school day.

In view of these facts, some other disciplinary procedure would seem preferable. In fact, many schools are now using alternate forms of punishment in place of suspension. Many educators are implementing in-school-suspension (ISS) programs as an alternative to out of school suspensions.

The ISS program must supply two very important items which are necessary for a good discipline program. It must provide counselling as well as punishment for the student. It is important for students to experience the proper punishment as a result of their actions, but punishment alone does not address the cause of the problem. Counselling or behavior modification is equally important. Some type of counselling is needed to help the student find the cause and solution to his problem. The combination of these two teach students that they are responsible for their actions and the consequences which may arise.

Because of the problems with out of school suspension and a desire to build a successful discipline program, the following ISS program is suggested for Tumwater Junior High School.

PURPOSE

The purpose of the program is to provide an alternative to out of school suspension in the form of a classroom with a strictly controlled environment.

OBJECTIVES

1. Minimize the number of repeaters.
2. Retain students in school where they can continue regular classwork.
3. Change patterns of behavior that contribute to problems.
4. Take the fun out of suspension.

ENVIRONMENT

1. An isolated room with study carrels.
2. No socializing allowed.
3. Arrive and leave late so there will be no interaction with other students.
4. Students will be expected to work on regular classwork.
5. If student is not working on regular classwork he must be working on work assigned by supervisor or counselor.

HOURS AND TRANSPORTATION

1. Hours - 8:30 to 2:00
2. If parents cannot furnish transportation, some arrangement may be made with respect to grade school busses.

SUPERVISOR'S RESPONSIBILITIES

1. To supervise the ISS room and the program.
2. Provide communication between building staff and students.
3. Send assignment sheets to appropriate teachers.
4. Provide instruction to students assigned to the ISS program.
5. Maintain necessary supplies.
6. Maintain an isolated atmosphere for students in the ISS program.
7. Collect data and maintain records that will permit a yearly statistical summary of the ISS program.
8. File written report regarding the attitude and behavior of each student after their completion of the program.
9. Perform any clerical duties which may be assigned.
10. Collect assignments and return them to teacher's mailbox.
11. Assign work to any student who is finished with his classroom assignment.
12. Escort students to lavatory at 10:00 and 1:00.

ADMINISTRATOR'S RESPONSIBILITIES

1. Determine number of days student will spend.
2. Notify parents of offense and suspension.
3. Determine means of transportation.
4. Assign additional time to students who misbehave in the program.
5. Monitor total operation.

TEACHER'S RESPONSIBILITIES

1. WRITE AN ASSIGNMENT FOR EACH DAY THE STUDENT WILL BE IN ISS.
2. Submit assignment to supervisor's mailbox no later than 8:00 a.m.
3. Upon receiving the completed assignment, score or grade them commensurate with the way the other students were graded on the same or similar assignment.

STUDENT'S RESPONSIBILITIES

1. Report to room on time.
2. Abide by all written and verbal rules.
3. Bring all books, paper, pencil and other supplies necessary to complete classwork.
4. Ask the supervisor if any questions occur (not a neighbor).
5. Do all homework assigned.

COUNSELOR'S RESPONSIBILITIES

1. Provide individual and group social, personal, academic, and career counselling.
2. Assist in student assessment where appropriate.
3. Assist the teacher in planning individual programs, counselling and group sessions for all program participants.
4. Perform other functions as necessary to the program.

CRITERIA FOR PLACEMENT

See list of offenses, page 6

- I. Group B - Major Problems
 - A. First offense - 3 days ISS
 - B. Second offense - 5 days ISS
 - C. Third offense - Suspension for remainder of trimester

- II. Group C - Minor Problems
 - A. First offense - warning
 - B. Second offense - call parents
 - C. Third offense - ISS 1 day plus parent conference
 - D. Fourth offense - ISS 3 days

REFERRAL PROCEDURES

- I. Major Problems
 - A. Fill out step 3 of Student Discipline Form and send to office
 - B. Vice-principal will handle placement

- II. Minor Problems
 - A. Teacher must follow and document proper discipline procedures
 - B. Send student with documentation to the office
 - C. Phone parents and inform them of problem and ISS referral
 - D. Send notice of ISS to parents

ADMINISTRATIVE POLICIES

1. The infractions of school discipline listed below are grouped in categories according to the seriousness of the offense. The list has been drawn from past records and from known situations. It is not intended to be exclusive or all inclusive. All types of infractions may not be included and so modifications will be made, if necessary, at the discretion of the principal. In all instances, discretion of interpretation is left to the individual principal to modify penalties suggested whenever extenuating circumstances seem to be present, in order that justice may be tempered with mercy and understanding.

NATURE OF OFFENSE

1. Group A - Major Problems - at home suspension
 - 1.1 Arson
 - 1.2 Sale of drugs or alcohol
 - 1.3 Extortion
 - 1.4 Use or possession of drugs or alcohol while at school or activity

2. Group B - Major Problems - ISS
 - 2.1 Assault on school personnel
 - 2.2 Threatening bodily harm to school personnel
 - 2.3 Possession of dangerous weapons
 - 2.4 Setting off false fire alarm
 - 2.5 Theft (\$25.00 or more)
 - 2.6 Assault on others
 - 2.7 Defiant to school personnel (swearing, rudeness, refusing to cooperate or identify self)
 - 2.8 Stealing, petty
 - 2.9 Vandalism to school or private property - willful (intent to destroy)
 - 2.10 Fighting, physical violence
 - 2.11 Smoking
 - 2.12 Truancy

3. Group C - Minor problems - ISS after multiple offenses
 - 3.1 Use of profane language
 - 3.2 Intentional disturbance of class or school function
 - 3.3 Leaving school grounds without permission (common offense at lunchtime)
 - 3.4 Unintentional destruction of school property
 - 3.5 Tardiness to class
 - 3.6 Tardiness to school
 - 3.7 Not reporting to office when sent by faculty
 - 3.8 Being in an unauthorized area

RULES FOR I.S.S.

The following is a list of rules and regulations that students must follow during their assignment to the I.S.S. program.

1. Report to the room on time.
2. Be respectful at all times.
3. Bring all needed materials to class (books, pencils, paper, etc.)
4. Remain quiet, no talking or noise without permission.
5. Remain at your assigned desk unless you have permission to move.
6. Work on assignments during all designated times.
7. There are to be no snacks or gum.
8. You will leave the room for two five-minute breaks under the supervision of a teacher or aid. Those are the only times you may leave the room.
9. Lunch will be eaten in the room for 25 minutes.
10. Any person in the program will not participate in school activities.
11. Observe all school rules.

Any act of inappropriate behavior will result in further disciplinary action.

If the student is suspended to home from the ISS program, the student will complete the ISS program upon returning to school.

DATE: _____

Signature of student

Signature of supervisor

IN-SCHOOL SUSPENSION

Study Assignment Request Form

TO: _____ Date _____

Student _____ Grade _____ Class _____

has been placed in the In-School Suspension program, in Room _____,
beginning _____ for _____ days.

Please put daily assignments for this student in my box in the office
by 8:15 a.m. on _____ the _____. If you would
like to discuss the assignments, contact me and I will arrange to meet
with you. You are encouraged to stop by the ISS room to check on the
student's progress and/or answer any questions the student(s) may have.
Work will be returned to you for grading as needed.

Thank you for your help and cooperation.

Assignment and materials needed:

Day #1

Day #2

Day #3

ADJUSTMENT ROOM PROGRESS REPORT

To be completed daily by the adjustment room supervisor.

List any exceptional behavior or work habits this student has shown during the day, positive or negative.

Place in student file.

STUDENT _____

DATE _____

Recommend Additional Time	Period Subject	Comments - Behavior	Work Completed
yes _____ no _____	1 _____		
yes _____ no _____	2 _____		
yes _____ no _____	3 _____		
yes _____ no _____	4 _____		
yes _____ no _____	5 _____		
yes _____ no _____	6 _____		
yes _____ no _____	7 _____		

Tumwater Junior High School

Grades 6 - 7 - 8

6335 Littlerock Road -:- Tumwater, Washington

Telephone 943-4330

MERLE E. DAVIS, Principal

MYRON GRUBB, Vice Principal

SCHOOL SUSPENSION

_____ is subject to a _____ day
suspension from school for the following reason(s):

Rather than be barred from school, _____ will spend
this time (_____) in the In-House Suspension room.
(dates)

I understand the rules and requirements of this program. I realize
that any infraction of these rules at any time during the suspension
may cause me to serve additional suspension away from school.

Student's Signature

Parent's Signature

School Official

CLASSROOM SUSPENSION

Dear Parent,

This letter is to inform you that your child _____ was excluded from the classroom for the period of _____ to _____.

The disciplinary action was taken because _____
_____.

A conference will be held on _____ at _____ to determine your child's progress. His return to the classroom will be discussed in this conference. Certain guidelines and contracts will be drawn up. Your presence is extremely important. Please call if you are unable to attend.

Sincerely,

Staff Member

School Phone No. 943-4330

cc: School Principal

EQUIPMENT AND SUPPLIES

Equipment

chairs
desks
carrels
file cabinet
teacher desk
typewriter
pencil sharpener
4 sets of textbooks
book shelf
encyclopedias
dictionaries
waste basket

Supplies

file folders
index tabs
paper clips
pencils
pens
program forms
rulers
tape
scratch paper
stapler

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

As a result of this project, Tumwater Junior High School has been using an ISS program in the discipline of students for two years. At the end of the first year, staff members were asked to express their opinions concerning the usefulness of the ISS program. Results of the survey indicated staff members were very satisfied with the program.

One area which was mentioned by several staff members was the counselling or behaviour modification of students sent to ISS. Tumwater Middle School counselors had seen similar problems in school and were searching for solutions. They enacted three programs which they piloted the last twelve weeks of the 82-83 school year. These programs deal with negotiation, avoiding trouble, and values clarification. The programs started out being mainly for our problem students, but are now being looked at as mini-courses that each student attending Tumwater Junior High School will attend. This type of program, encompassing the entire student body is being seriously studied for the 83-84 school year.

At the end of the 82-83 school year another evaluation of our ISS program was requested from our staff. Again the staff was pleased with the program, especially counselors' efforts to provide some behaviour modification or values clarification to cut down on the number of repeaters. The program was also evaluated on the basis of its statistics for the 82-83

school year.(see appendix B) Out of 218 incidents which resulted in ISS action, 59% were by males and 41% were females. Out of these 218 incidents, 81 or 37% were by repeaters. These figures will be compared with next years statistics to see if the number of incidents and more importantly the number of repeaters is any lower. Since this is one of the goals of the program, we are hoping that both numbers decrease.

In looking at the original program and the changes that have taken place, I am satisfied with the results. It has helped our discipline program measurably. With the changes that have been made it continues to grow stronger each year. While it is not a perfect program at this point, I think we are heading in the right direction. With constant reviews and work, this program should be a valuable asset to us for many years.

RECOMMENDATIONS

In light of the evaluations, the following recommendations concerning the ISS program at Tumwater Junior High School are presented:

1. The counselling of students assigned to ISS be reviewed and improved if necessary.
2. Parent involvement be studied.
3. This program continue to serve Tumwater Junior High.

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APPENDIXES

Appendix A

"Principal",

I am currently engaged in an administrative internship at Tumwater Junior High School. As part of my internship, I am looking into suspension of students and specifically in-school-suspension programs. We are seriously considering implementing an in-school-suspension program for our school.

If you have a program of in-school-suspension at your school, I would appreciate any information you can give me concerning your program. I plan to use the elements that will work in our situation and construct a program of in-school-suspension for our school.

I would like any information you could supply, particularly that concerning philosophy, goals, procedures, organization, and a description of the room. I would also like to know your feelings concerning the success and/or problems you have experienced with your program.

Your help in this would be greatly appreciated.

Thank you,

Loren Grunenfelder

Tumwater Junior High

Appendix B

INCIDENTS WHICH RESULTED IN ISS

	Incident	Males	Females	Total
1.	Fighting	11	4	15
2.	Truancy	32	38	70
3.	Profanity	8	2	10
4.	Smoking	2	2	4
5.	Class Disturbances	38	14	52
6.	Other*	12	14	26
7.	Single Period	26	15	41
	TOTALS	129	89	218

REPEATORS	# occasions	Males	Females
	2	15	7
	3	7	3
	4	-	4

*others included forgery, cheating, letting ants go in class, spitwads playing in hall, disrespectful to staff, and vandalism.