

Central Washington University ScholarWorks@CWU

All Graduate Projects

Graduate Student Projects

1981

Effectiveness of In-School Suspension as Used in Selected Washington State Public Schools

Lois J. Bernath

Central Washington University

Follow this and additional works at: http://digitalcommons.cwu.edu/graduate_projects

 Part of the [Educational Methods Commons](#)

Recommended Citation

Bernath, Lois J., "Effectiveness of In-School Suspension as Used in Selected Washington State Public Schools" (1981). *All Graduate Projects*. 12.

http://digitalcommons.cwu.edu/graduate_projects/12

This Graduate Project is brought to you for free and open access by the Graduate Student Projects at ScholarWorks@CWU. It has been accepted for inclusion in All Graduate Projects by an authorized administrator of ScholarWorks@CWU. For more information, please contact pingfu@cwu.edu.

EDUCATIONAL TECHNOLOGY CENTER
CENTRAL WASHINGTON UNIVERSITY

EFFECTIVENESS OF IN-SCHOOL SUSPENSION AS USED IN
SELECTED WASHINGTON STATE PUBLIC SCHOOLS

A Project Report
Presented to
The Graduate Faculty
Central Washington University

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

by
Lois J. Bernath
August, 1981

EFFECTIVENESS OF IN-SCHOOL SUSPENSION AS USED IN
SELECTED WASHINGTON STATE PUBLIC SCHOOLS

by

Lois J. Bernath

August, 1981

Current in-school suspension programs and their effectiveness were studied. Selected junior high schools and middle schools in the state of Washington were surveyed, and twenty-one responded with information concerning their in-school suspension programs. The results showed that in-school suspension programs in Washington state, if established with certain fundamental criteria, are an effective alternative to out of school suspension. They also provide a learning process for discipline cases at the junior high school and middle school levels.

ACKNOWLEDGEMENTS

Grateful acknowledgement is made to Dr. Byron DeShaw, Dr. Loyd Gabriel, and Dr. Frank Carlson for their guidance, suggestions, and their time which were of great help in preparing this paper.

TABLE OF CONTENTS

Chapter	Page
1. INTRODUCTION.	1
Statement of Problem	1
Purpose of the Study	1
Limitations of the Study	3
Definitions of Terms	3
2. REVIEW OF LITERATURE.	6
Philosophy	6
Essential Components	7
Major Difficulties	10
Benefits	12
3. PROCEDURES OF STUDY	14
4. RESULTS OF STUDY.	16
QUESTIONNAIRE RESPONSES	16
5. SUMMARY	36
Conclusions.	38
Recommendations.	38
BIBLIOGRAPHY	40
APPENDICES	
A. PROJECT APPROVAL.	43
B. QUESTIONNAIRE APPROVAL.	45
C. COVER LETTER.	47
D. QUESTIONNAIRE	49

Chapter 1
INTRODUCTION

Statement of Problem

The primary reasons for children attending junior high school or middle school is to become educated and to meet state requirements for an education. The educational process is a holistic process in that it addresses not only the subject matter in each class, but it also includes the development of citizenship and socialization in which the students learn to assume responsibility for their own actions. However, in the junior high/middle school setting there will be some problem children.

...the children who just can't adapt to the rules. The kids who would rather be out of school than in, who smoke or drink or use drugs in the school yard. The kids who flush cherry bombs down the toilets and wait for the fun to start. The perpetual truants.
(12:35)

Until the 1970's the alternatives used by administrators for the actions cited above were suspension or expulsion. Administrators began to realize that suspensions and expulsions were not adequately handling the ever-increasing discipline problems. Some examples of the weaknesses were; the suspended student was free to roam the community and possibly get into more trouble, the classwork was missed in which the student may have been having problems, the student may have tried to be suspended to get away from

the school setting.

Administrators across the state began to realize that there must be a better way than suspension or expulsion to discipline the problem students. One of the viable alternatives that developed was the in-school suspension program. In school suspension was designed for the student to remain in the school setting and to learn appropriate behavior during the discipline process. This survey traced the relatively recent establishment of in-school suspension programs in the junior high schools and middle schools in the state of Washington. The survey results address how in-school suspension can deal with the inherent weaknesses of suspension and expulsion by requiring that the referred student be at school in a suspended isolated setting and requiring the student to work on assigned classroom lessons, learning packages, or lessons on values clarification, citizenship, the socialization process, and discipline. The survey will show how administrators, using the in-school suspension program, have managed to keep the student restricted in the school setting, on task with school studies, and to assume responsibility for his/her own actions.

Purpose of the Study

"Compare and contrast in school suspension programs of selected public schools and identify effective procedures."

(Appendix A)

The purposes of this study was to:

1. Survey selected junior high and middle schools in the state of Washington to determine if in-school suspension programs are currently being used as alternatives to suspension.

2. Determine if there are similarities in in-school suspension programs throughout the state.

3. Identify effective procedures used in current in-school suspension programs.

Limitations of the Study

This study was limited to forty-five junior high schools and middle schools in the state of Washington. The mailing list for the survey was compiled by selecting every fifth junior high school or middle school excluding those in the Seattle School District, as listed in the 1979-80 Washington Education Directory.

Definition of Terms

For the purpose of this project the following definitions are given.

Discipline. "Any discipline action that a student received for misbehavior which resulted in the student either receiving home discipline, suspension, or expulsion." (5:4)

Discipline - Conditions and Limitations. Discipline may be imposed upon any student for violation of the rules of the school district that have been established pursuant to WAC 180-40-225, subject to the following limitations and conditions and the grievance procedure set forth in

WAC 180-40-240: (1) No form of discipline shall be enforced in such a manner as to prevent a student from accomplishing specific academic grade, subject, or graduation requirements... (17:52)

Suspension. Shall mean a denial of attendance (other than for the balance of the immediate class, subject, or activity period for "discipline" purposes) at any single subject or class or at any full schedule of subjects or classes, or at any other type of activity conducted by or in behalf of a school district, and any combination of the foregoing, for a stated period of time. A suspension also may include a denial of admission to or entry upon real and personal property that is owned, leased or rented, or controlled by the school district. (16:51)

Short-term suspension. Shall mean a suspension for any portion of a calendar day up to and not exceeding five consecutive calendar days. (16:51)

Long-term suspension. Shall mean a suspension which exceeds five consecutive calendar days. (16:51)

Expulsion. Shall mean a denial of attendance at any single subject or class or at any full schedule of subjects or classes, a denial of attendance at any other type of activity conducted by or in behalf of a school district and any combination of the foregoing, for an indefinite period of time. An expulsion also may include a denial of admission to or entry upon real and personal property that is owned, leased or rented, or controlled by the school district. (16:51)

In-school suspension. An alternative discipline program to suspension and expulsion in which a student who has violated a school rule or rules is referred. It is located in a supervised isolated school room setting to which the student is referred for a specified period of time depending on the rule violation. While in the in-school suspension program the student is required to complete regular classwork and/or special lessons or learning packages dealing with values clarification, socialization, citizenship or discipline.

Chapter 2

REVIEW OF LITERATURE

The purpose of this chapter is to review the philosophy, the essential components, the major difficulties and the benefits of in-school suspension programs.

Philosophy

As was noted in Chapter 1, Statement of the Problem, the primary reasons for children attending junior high school or middle school are to become educated and to meet state requirements for an education. What about the students who misbehave while at school?

According to Dinkmeyer:

If schools are to develop responsible resourceful adults who are able to relate to others, they must teach the necessary skills as part of the educational process. The student must be helped to see relationships between actions and their consequences. (1:664)

Dinkmeyer was referring to the fact that in educating children about discipline, suspending them from school would not be an effective teaching technique.

Since the Supreme Court decision which guarantees students the right to a formal hearing, *Goss v. Lopez*, school administrators have to deal with two alternatives: (2:752)

...either allow the disruptive student to remain in the classroom where the rights of his fellow students to an education are impaired by his misconduct; or arrange for a formal hearing... (6:60)

Neither of these alternatives will benefit the student.

One rationale in favor of having an in-school suspension program versus at-home suspension was that disciplinary action that takes place in an in-school suspension program educates the student by behavior modification. It could also enable the remainder of the student body to continue their educational process uninterrupted. Lastly, it helps to protect the community from the juvenile crimes that occur when students are given out-of-school suspension.

"Research shows that communities where in-school suspension is utilized have encountered drastic reductions in juvenile crime occurring during school hours." (7:11)

The in-school suspension program has been developed on the above premise - that is, to meet the needs of the disruptive student in an educational setting.

The school should seek ways to get the student to correct or modify his behavior since the school often represents the last opportunity to make a productive citizen out of the child. (11:7)

Essential Components

In order for an in-school suspension program to function effectively there are certain essential elements that must be included.

Isolation is an important element of the disciplinary action that occurs in an in-school suspension room.

This isolation from regular classes, friends, and school activities is an effective technique for discipline. Removal from regular activities allows the student an opportunity to analyze his actions and to become actively involved in finding positive solutions

that are compatible within the framework of the school community in which he must function. (7:13)

It is important to remember that the in-school suspension room is an alternative method of discipline. If the referred student cannot function under those isolated conditions, then a parent contact would be necessary to reconsider the other options, out-of-school suspension or expulsion. Parents need to be kept informed concerning decisions that refer their child to an in-school suspension program. It would be necessary to explain to the parents the educational progress expected to take place concerning the students' behavior.

According to Mendez some of the reasons for referral to the in-school suspension program are "...fighting, theft, class disturbances, tardiness, truancy, failure to follow directions, and other repeated offenses." (7:8) Mendez, an assistant principal in Texas, recommends that the length of time spent in the in-school suspension room be based on the severity of the misbehavior, how often the misconduct has occurred and how the student adapts and progresses in the in-school discipline program.

Parental contact is another essential element of an in-school suspension program. Keeping parents informed of the school's role in discipline of the child assists in helping parents to better understand the relationship of discipline and education. It also helps to create better public relations in the community in that the citizens are informed of the school's program.

Proper coordination and staffing of the in-school suspension program are essential components. "It was determined that the coordinator of the suspension room played a significant part in the success of the program." (3:17) In addition to the importance of the coordinator, staff selection with emphasis on commitment, personality and temperament is paramount.

"Individuals must be selected who want to work in the program, who want to work with children who have problems and who have demonstrated they can do so successfully, people who can relate well to youngsters with a variety of class and cultural orientations, who are more interested in identifying and solving real problems than in merely responding to or modifying misbehavior symptoms, and who are patient, caring, and committed to students." (9:5)

An example of an in-school suspension program utilizing the essential components discussed was developed at Bayside Junior High in Virginia.

In this program, the suspended student continued to attend school, but in a different capacity, suspension was no longer a holiday for the student, and advantageous use was made of the student's time and energy. (3:15)

Results of this program will be discussed in the Benefits section of this chapter.

Sweeney and Kader reported the follow-up procedures used at George Washington High School in Pennsylvania. Upon entering the in-school suspension program the students were informed there would be follow-ups for the remainder of the

academic year.

This meant that contact with their parents or guardians and teachers continued as often as necessary to verify attendance, report on any disciplinary action taken or on progress being made and, when needed, to arrange meetings to discuss concerns. (15:21)

If the essential elements are combined in the in-school suspension program and an effective program implemented, it can be summarized as follows:

Keeping suspended students at school--but isolated from other students, makes more sense and is more effective than giving them a "vacation" away from school. (18:466)

Major Difficulties

The original design of in-school suspension programs was one of disciplining students within the educational setting. In that setting the student could continue his/her education during the discipline process. Major difficulties have arisen in some of the in-school suspension programs.

One of the first was that of many different types of programs all claiming to address the same problem, student discipline. "However, implementation has produced a multitude of programs with vast differences in scope and objectives." (8:65)

Students in the school suspension do remain in the educational setting. "However, the students are deprived of the opportunity of meeting with their regular classes and they miss the benefits of class discussions and teacher lectures." (14:201)

In suburban Minneapolis schools disruptive students are placed in a suspension room for two to five days.

The program is proving successful in the blue collar communities where it is being tried, but may be too strict for children raised in less conservative areas and too antagonizing to innercity students who desperately need the creative outlet offered by the extra-curricular activities. (13:37)

"Two important factors need to be considered: The nature of the students assigned to the programs; and the process or nature of the program itself." (8:67)

The results of a national survey of in-school suspension programs reported that:

...students assigned to the in-school suspension exhibit the same socio-educational characteristics as those students who would have been otherwise suspended or expelled from school. (8:67)

The same survey revealed significantly lower reading skills for students in the in-school suspension room.

Criticism of some of the in-school suspension program has been raised to discover the apparent lack of effectiveness.

In a recent national institute of education conference on in-school suspension programs, it was agreed that programs serving as administrators' dumping grounds were destined for failure. Lack of selective criteria for assignment is a crucial mistake for many programs, and the result is a staff burdened by having to work with those students who do not need to be there. The staff's time is taken away from those students needing greater attention and guidance. (8:67)

In order for in-school suspension to be effective there must be total dedication and commitment from the administrators and the teaching staff. "Many administrators with experience in in-school suspension have found that such a policy will work only if it is clearly enunciated at the outset and then is firmly enforced." (14:201)

Lastly, a report on the Urbana Junior High School, Urbana, Illinois, in-school suspension program, noted the following difficulty:

The only drawback of this suspension room system is the obvious cost in terms of a teacher's salary and classroom space, often for a small number of students. This expense is justified, however, when one considers the less tangible costs to the community as a result of misdemeanors committed by suspended students, largely unsupervised throughout the day. (4:63)

Benefits

The following benefits have been reported by schools that have in-school suspension rooms:

Bayside Junior High School and Senior High in Virginia states:

The in-school suspension system offered a bridge instead of a break in the educational process, and as such, broadened the curriculum for a selected group of students by focusing on behavior and modifying and channeling improper behavior into a more positive direction.

Both schools participating in the program experienced a marked reduction in the total number of suspensions... The reduction in the number of repeat suspensions was especially dramatic. The total number of students suspended was reduced by approximately forty-two percent at Bayside Junior High. (3:17)

Fisher campus of Urbana Junior High, Illinois, found that in-school suspensions remedied weaknesses in the previously used out-of-school suspensions. "While in a special suspension room students do not miss their usual assignments and continue to have professional supervision." (4:60)

Ninety percent of the parents surveyed at George Washington High School in Pennsylvania, responded that if necessary they would want their child to participate in the

in-school suspension room. "Parents gave all aspects of the program very positive ratings with the highest given to the caring attention and support of the students by staff members." (5:21)

King William County in Virginia reported the following statistics after using an in-school suspension room for two years.

...with the new alternative disciplinary option-in-school suspension-the number of out-of-school suspensions decreased. By June 1978, the number of administrative disciplinary referrals was also decreasing. In its first year of operation, the in-school suspension program had an overall effect of improving school discipline. Comparative data is shown below:

Out of school suspensions:

1976-1977	First Semester Suspensions	- 53	
1977-1978	First semester Suspensions	- 21	(18:469)

As noted by Nielsen the following benefites are gained by effective use of an in-school suspension program:

Improved public relations with the parents by disciplining children with an educational process, improved community relations by protecting the community from vandalism, assisting with school budget by increases in average daily attendance compensations. Students benefit from the in-school suspension program by keeping them in the educational setting and working on school assignments.

Also,

Reductions in suspensions, recidivism, and misconduct and more parental involvement with school personnel have been reported. Teachers express satisfaction, and an improved image of the school in the community often results. (12:443)

Chapter 3
PROCEDURES OF STUDY

In order to gather information for the study, a survey was conducted of forty-five junior high and middle school administrators in the state of Washington. The selected schools were obtained by using every fifth junior high or middle school as listed in the 1979-80 Washington Education Director. The Seattle School District was omitted from the survey because of the amount of time that would be involved in obtaining the necessary additional clearance needed to survey the Seattle schools.

The questionnaire, composed of twenty-one questions, was compiled from the readings and interviews conducted for this study on in-school suspension programs. (Appendix C and D) The questionnaires were mailed January 30, 1981 and the recipients were asked to complete the questionnaire by February 17th and return it in an enclosed stamped envelope.

Questions from the survey on in-school suspension programs have been divided into the following categories:

- | | |
|-----------------------|--|
| Questions 1 through 4 | General school building information regarding in-school suspension programs, building enrollment and grade levels in the building. |
| Questions 5 and 6 | Type of staffing and staff/student ratio used in the in-school suspension program. |

Questions 7 and 8	Location and brief description on in-school suspension room facilities.
Questions 9 and 10	Disciplinary action taken prior to placing student in in-school suspension room and infractions that would lead to referral to an in-school suspension room.
Question 11	Is in-school suspension an option to at-home suspension?
Questions 12 through 15	Time period of in-school suspension referrals and typical day's schedule and type of assignments done in in-school suspension program.
Questions 16 through 18	Follow-up procedures used on students in in-school suspension.
Questions 19 and 20	Advantages and disadvantages of in-school suspension programs.
Question 21	Evaluation of building's in-school suspension program.

Chapter 4
RESULTS OF STUDY

In this chapter results from each of the twenty-one questions in the survey will be addressed. The questions and responses will be given followed by a narrative explanation of the responses.

QUESTIONNAIRE RESPONSES

1. Does your school have an in-school suspension program?

Yes 21

No 16

The remainder of the questionnaire answers deal only with schools who replied yes to question one.)

Of the forty-five junior high school and middle school administrators surveyed, responses were received from thirty-seven of them (an 82% rate of return). Twenty-one of the thirty-seven schools were currently using an in-school suspension program. Of the sixteen negative responses, ten administrators expressed interest and requested results of the survey. The reasons given for not having an in-school suspension program were funding and staffing and the lack of adequate facilities for isolation of the students. Two of the negative responses had variations or improvisations of the in-school suspension program which were used on rare occasions.

2. If so, what year did it start?

1976 1

1977 2

1978 2

1979 9

1980 6

No answer 1

The majority of the in-school suspension programs, fifteen of the twenty-one responses given above, have begun since 1979.

3. What is your present building enrollment?

<u>Enrollment</u>	<u>No. of Schools</u>
0 - 199	1
200 - 400	2
401 - 600	7
601 - 800	8
801 -1000	3
Over 1,000 (please specify)	0

Schools with enrollments of 401-800, the middle of the enrollment figures given above, accounted for the majority, fifteen of the twenty-one schools surveyed, using in-school suspension.

4. What grade levels are included within your building?

<u>Grade Level</u>	<u>No. of Schools</u>
6	1
6,7,8	3
7,8	2
7,8,9	14
8,9	1

Fourteen out of twenty-one schools in the survey responded there were grades 7, 8 and 9, or the traditional juniorhigh grade level, in their buildings.

5. What type of staffing is used for supervision of the in-school suspension program?

<u>Type of Staffing</u>	<u>No. of Schools</u>
Certified Personnel	5
Non-Certified Personnel (please specify)	9 Aide
Both Certified and Non-Certified	7

Of the five certified personnel responses, three were not specified as to kind of personnel, one was a principal and one was a principal and counselor combination.

Of the nine non-certified personnel responses, which were the majority of staffing positions, six responses did not specify the type of personnel and three responses identified aides as the supervisors of the in-school suspension programs.

Of the seven both certified and non-certified responses the following combinations were reported:

<u>Certified</u>	and	<u>Non-Certified</u>
Librarian		Aide
Assistant Principal		Aide
Vice-Principal		Secretary
Teacher		Aide
Not specified		Not specified
Not specified (one period a day)		Not specified (six periods a day)

6. What is the ratio of staff to students in the program?

<u>Ratio</u>	<u>No. of Schools Reporting Ratio</u>
1-1	2
1-3	10
1-4	2
1-5	2
1-7	4
1-10	0
1-15	1

Ratio 1-3 and number of schools reporting ratio - 10.

That particular response was definitely the overwhelming preferred staff/student ratio in current in-school suspension programs.

7. Where is the in-school suspension room located in your school?

<u>Location</u>	<u>No. of Schools</u>
Central Area	7
Isolated Area	9
Other (Examples: main office, learning resource center)	5

Isolation from other students appears to be a fundamental criteria on which effective in-school suspension programs are based. When surveying the above responses, it is noted they must be taken in context with questions. Question 8 will show that irregardless of the actual location of the in-school suspension room it is the design or physical layout of the room which provides isolation for the students.

8. Please give brief description of the in-school suspension room facilities (physical layout of the room).

Central Area

- A. 12' x 15' room with three study carrels-isolated areas separated by shelving.
- B. Room with four enclosed cubicles and aide's desk in middle of room.
- C. Two very small rooms each with built-in desk. Can accomodate one student in each room.
- D. Three-room area equipped with study carrels and restroom.
- E. Classroom with six study carrels placed around room and facing into wall. Staff desk is located in middle of the room. All windows are covered. On one wall is the motto of the room, "Everyone has the right to experience the logical consequences of his/her actions!"
- F. Unused classroom.
- G. Classroom with sink in room. 4' x 8' plywood sheets make up five stalls along one end of room. Staff desk is located across room with view of all five stalls.

Isolated Area

- A. Room with bathroom, cots, desks and chairs.
- B. Very small well equipped room with staff desks. Well lighted and all study equipment is kept in the room.
- C. Small library conference room. Drapery covered windows. Study carrels angled facing perimeters of room.
- D. Currently using two 6' x 6' rooms of office. New school facility that will open September 1981 is described. 4' x 3' soundproof rooms. One desk in each room. Window in door for staff to observe.
- E. Last year--portable classroom. This year--trailer house with seven student desks facing wall.

- F. Small storage room off the library which is also used for book storage.
- G. Well-lighted storeroom divided into cubicles which each accommodate a desk and a student. Supervisor has a desk with a view of each cubicle.
- H. Former counselor's office located in little used traffic area--window and desk.
- I. Closed room. Accommodates up to twelve students.

Other

- A. Isolated from rest of student body-but in regular building. Room is a small classroom which has a restroom and a smaller open room connected directly to it.
- B. Two desks in the main office (vice-principal is supervisor).
- C. Principal's office.
- D. Back of Learning Resource Center.
- E. Office--four study carrels located near assistant principal's office. Designed into office remodeling for this specific purpose.

Six of the seven responses from the Central Area category described individual carrel facility for students in the in-school suspension program. The seventh response did not give a description of the facility.

Six of the nine responses from the Isolated Area category described individual study carrel situations. Two described rooms but did not include if or how students were isolated from one another. One response specified a trailer house was used as the in-school suspension facility, but did not give a description of the physical layout of the trailer house.

Three of the five responses from the Other category

specified that the office was used to house the students for the in-school suspension program. Of those three responses, one program was located in the principal's office, but the respondent did not include a description of the room. Another one of those three office locations specified the program was located in the main office, and the last of the three office responses described the physical layout as being in the main office, near the assistant principal's office, that had four individual study carrels for students. One of the five responses from the Other category specified the back of the Learning Resource Center was used for the in-school suspension program but did not give a description of the facility. One of the five responses indicated an unused classroom was used to house the program but did not give a description of the classroom.

9. Please describe disciplinary action taken prior to placing a student into the in-school suspension program.

<u>Disciplinary Action</u>	<u>No. of Schools Reporting the Disciplinary Action</u>
A. Detention	1
B. Counseling	1
C. Parent conference	3
D. Counseling, parent conference	4
E. Written assignments, detention, parent conference	2
F. Teacher referral, detention, parent conference	2
G. In-school service, detention, corporal punishment	1
H. No Answer	7

A variety of disciplinary actions may be used prior to placing a student in the in-school suspension program. Seven out of the twenty-one schools reported a No Answer response. The explanation of the No Answer response was the actual disciplinary action taken, whether it be counseling, parent conference, teacher referral or detention, depended on the severity of the student's violation.

10. Please list the infractions that would lead to a student being placed into the in-school suspension program.

<u>Infractions</u>	<u>Most Frequently Reported Infractions</u>
A. Depends on discipline record of student	4
B. Truancy	12
C. Drugs and/or alcohol	4
D. Repeated disruptive conduct	12
E. Smoking	1
F. Fighting	9
G. Vandalism	4
H. Usual suspension infractions	1
I. Assault	4
J. Verbal assault	1
K. Theft	4
L. Insubordination	4
M. Almost anything other than use or possession of alcohol, drugs, or smoking	1
N. Repeated violations of minor problems	2
O. Repeated violations of school rules	2

<u>Infractions</u>	<u>Most Frequently Reported Infractions</u>
P. Accumulation of detentions	3
Q. Chronic tardiness	3
R. Forgery	1

Of the eighteen infractions that would lead students to being placed into the in-school suspension program, the three most often reported infractions were: truancy, repeated disruptive conduct, and fighting. Some of other reported infractions, in descending order of occurrence, were vandalism, drugs or alcohol, assault, theft, insubordination, accumulation of detentions and chronic tardiness.

11. Do students have the option of in-school suspension or at-home suspension?

Yes 7

No 13

Other 1

(In reponse to answers given on the questionnaire, the Other category has been added.)

Two responses out of seven in the Yes category indicated that parents, not students, have the option of in-school suspension or at-home suspension. Three responses out of thirteen in the No category indicated that parents, not students, have the option of in-school suspension or at-home suspension. One response from the Other column indicated parents, not students, have the option of in-school suspension or at-home suspension. Two responses out of thirteen in the No category indicated the school, not the students or parents,

has the option of in-school suspension or at-home suspension.

As the responses to question eleven indicate, the majority of schools responding to the survey (thirteen out of twenty-one) do not offer in-school suspension as an option to at-home suspension.

12. For what period of time do students remain in the in-school suspension program? (How many days?)

1 day	<u>13</u>	4 days	<u>6</u>
2 days	<u>11</u>	5 days	<u>13</u>
3 days	<u>17</u>	More than 5 days	<u>3</u>
		(please specify)	<u>Up to 10 days</u>

(In response to answers given on the questionnaire, the above question has been divided into the following categories for easier comprehension.)

<u>No. of schools using this time frame</u>	<u>No. of days in time frame</u>
1	1 day
1	1 or 3 days
4	1 to 3 days
1	1,2,3, or 4 days
4	1,2,3,4, or 5 days
1	1,2,3,4,5, or up to 10 days
1	1,3, or 5 days
1	2 or 5 days
2	3 days
1	3 or 5 days
1	3,4,5 or 10 days
2	5 days
1	5 or 10 days

From the above numbers it is noted that a short-term suspension from school in the state of Washington can be "up to but not exceeding five day consecutive calendar days." (WAC:51) The majority of responses indicated some combination of one up to five days in the suspension room. One of the reasons given for keeping the student in the in-school suspension room for more than one day was that one day of isolation is not as meaningful to the student as two to five days being separated from friends and school activities.

13. Give a brief description of a typical day's schedule for the in-school suspension room.

Answers to this question are grouped into the ten following categories according to responses given on the questionnaire.

<u>Typical day's schedule</u>	<u>No. of schools using the schedule</u>
A. School assignments. Self operated filmstrip/cassette program dealing with infractions that led to suspension and a follow-up written report.	1
B. "Work! All assignments must be completed or a day is added!"	1
C. The student responds to a series of questions regarding rules and regulations of the school. Then he/she is allowed to work on school work. Departure from school is delayed until student body has left.	1
D. Students must work on regular classroom assignments sent to office by teachers.	1

- | | | |
|----|--|----|
| E. | "No set schedule. Must show me enough work from regular classes to keep busy for the day or I (the principal) give additional assignments (special lessons). | 1 |
| F. | No Answer | 2 |
| G. | Arrive at regular time.
Classwork.
Supervised lavatory break.
Lunch (brought in)
Supervised lavatory break.
Classwork.
Dismissal at regular time. | 11 |
| H. | Same as G except students in in-school suspension program start fifteen minutes later and are dismissed fifteen minutes later to prevent contact with friends in regular school program. | 1 |
| I. | Same as G except students in in-school suspension program start thirty minutes later and are dismissed thirty minutes later to prevent contact with friends in regular school program. | 1 |
| J. | Same as G except upon arrival students plan day's work on schedule sheet before starting classwork. Before dismissal students write in in-school suspension journal. | 1 |

Eleven out of twenty-one schools chose response G which advocated a scheduled day with work for students, strict supervision and isolation from their peers while in the in-school suspension room. When reviewing answers given the most often selected response was a combination of the other responses.

14. Are students in the program prohibited from participation in extra-curricular activities?

Yes 17

No 2

*No response 1

*Other (reasons specified) 1
Depends on why they are in the program. If for discipline only, then they would not participate.

*(In response to answers given on questionnaire the No Response and Other have been added.)

Schools overwhelmingly agreed, seventeen out of twenty-one, that while students are in the in-school suspension program they are to be excluded from extra-curricular activities.

15. What kind of assignments are given to students in the program:

<u>Assignments</u>	<u>No. of Schools</u>
Classroom	8
Special Lessons	0
Other (please specify)	0
No answer	1
Combination of classroom, special lessons, and/or Other (please specify)	12
<u>Combination of the above broken down as follows</u>	<u>No. of times assignments reported</u>
A. Classroom and special lessons	5
B. Classroom and special lessons-drug and smoking packets that students must complete.	1

<u>Combination of the above broken down as follows</u>	<u>No. of times assignments reported</u>
C. Classroom and special lessons. If classwork is completed then special assignments are often given.	1
D. Classroom and special lessons. Discipline plus Other--made up of drug, smoking, and crime units.	1
E. Classroom and special lessons. When student runs out of work, and Other consists of written reports since student is not participating in PE or Band during in-school suspension.	1
F. Classroom and Other consisting of study of student handbook.	1
G. Classroom and Other--extra credit.	1
H. Classroom and Other	1

Twenty out of the twenty-one responses indicated that classwork was assigned to students in the in-school suspension program. Twelve of twenty responses indicated that in addition to classwork special lessons were assigned to students in the program.

16. Do you follow-up on students when they go back into the regular classroom?

Yes 13

No 6

No Answer 2

Thirteen of the twenty-one responses indicated that they follow-up on students when they leave the in-school suspension program.

17. If you do follow-up on the students, please check the tools you use.

<u>Follow-up Tools</u>	<u>No. of Students Using Tools</u>
Student Tracers	0
Forms for Teachers	2
Counseling	2
Other	9

<u>Combinations of the Other Category Broken Down as Follows</u>	<u>No. of Schools Using the Tool</u>
A. Counseling and Observations	1
B. Counseling and check on completed assignments	1
C. Counseling and check with teacher	5
D. Observations and check with teacher	1
E. Student tracers, forms for teachers and other	1

Of the follow-up techniques used with students leaving the program the Other category had the most responses. Counseling and checking with teachers was the preferred method of tracing on a student's progress upon leaving the in-school suspension program.

18. Has the in-school suspension program reduced the out-of-school suspensions at your school?

<u>Answer</u>	<u>No. of Students</u>
Yes	19
No	1
No Answer	1

Nineteen out of twenty-one responses agreed that in-school suspensions did reduce the number of out-of-school suspensions.

19. What do you consider to be the major advantages of an in-school suspension program? (Please list.)

<u>Advantages</u>	<u>No. of Times Advantages Occurred in Responses</u>
A. Immediate discipline	1
B. Behavior units	1
C. Time-out room	1
D. A positive approach for preventing and resolving student discipline problems.	
E. Helps discourage the general student body from inappropriate behavior.	2
F. Community public relations	3
G. Behavior modification	3
H. A reduction in the number of suspensions	3
I. Parents know where the student is while being suspended.	4
J. Direct supervision	5
K. Students rarely repeat	5
L. In general terms in-school suspension provides an in-school method of dealing with the up to 20% of students that have not been dealt with before...(other than pushing them out the door.) Provides another alternative.	6
M. Students dislike isolation	7
N. Students remain in school and continue to work on classroom assignments while being disciplined.	19

According to the responses the most often selected advantage of the in-school suspension program was students remain in-school and continue to work on classroom assignments while being disciplined.

20. What do you consider to be the major disadvantages of an in-school suspension program? (Please list.)

<u>Disadvantages</u>	<u>No. of Times Disadvantage Occurred in Responses</u>
A. Limited use--would like to expand for use with chronic truants, etc. along with curriculum development.	1
B. Facilities--not enough room	5
C. Cost	1
D. Not enough money to have teacher supervision	1
E. Aide must be paid	1
F. Not enough supervision	2
G. Not enough certified staff to operate effectively	5
H. To be totally effective it would need a true "master teacher" in the room and very close support from counselors and psychologists, along with the staff of the school.	1
I. Getting teachers to promptly send down assignments.	1
J. Gathering supplemental things for students to do when they are finished with regular assignments.	1
K. Time--considerable more time spent in supervision by school	1
L. As an administrator--lack of time to really follow-up	1

<u>Disadvantages</u>	<u>No. of Times Disadvantage Occurred in Responses</u>
M. The little extra energy it takes to be aware of and supervise the student in suspension	1
N. Small student ratio	1
O. Parents are not as responsible for their child as they have been in past when student was sent home.	1
P. Misunderstanding by parents when not properly informed	1
Q. Not enough follow-up occurs with the parents of students in the program.	1
R. There also needs to be an out-of-school suspension program for those students that repeat and also for those that do not function in a school setting.	1
S. No major disadvantages	4

The two most often reported disadvantages of the in-school suspension program were: B. Facilities--not enough room and G. Not enough certified staff to operate effectively.

21. How do you evaluate your program? (Please specify)

<u>Evaluation</u>	<u>No. of Times Evaluation Occurred in Responses</u>
A. Follow-up with parents, students, teachers, and sometimes administrators	5
B. Change in number of discipline slips	1
C. Overall school behavior	1

<u>Evaluation</u>	<u>No. of Times Evaluation Occurred in Responses</u>
D. A district subjective evaluation instrument	1
E. Each participant fills in an evaluation form. We also keep a running anecdotal of each case and make comments which can be reviewed.	1
F. Comparison of suspension statistics before and during program	3
G. Percentage of repeaters for the same behavior problem	4
H. A reduction in number of discipline and attendance problems	5
I. No formal evaluation	1
J. We have not been going long enough to evaluate	1
K. Have not done so do to limited nature of program	1

<u>Reported Comments Relating to Evaluation of Program</u>	<u>No. of Times Comments Occurred in Responses</u>
A. Excellent!	2
B. Okay!	1
C. Seems to be effective	1
D. Limited program due to lack of space and supervision	1
E. Successful, but we need to improve upon some aspects	1
F. Effective to a point depending on the student	1
G. We think it is doing the job	1
H. It does the job for our district	1

The two types of evaluation most often reported were: A. Follow-up with parents, students, teachers and sometimes administrators, and B. A reduction in number of discipline and attendance problems.

Chapter 5

SUMMARY

The purpose of this study was to compare and contrast in-school suspension programs in selected junior high schools and middle schools in the state of Washington and to identify effective practices.

Of thirty-seven returned questionnaires, twenty-one of the schools reported using an in-school suspension program.

A majority of in-school suspension programs (fifteen out of twenty-one) have begun since 1979, and the same majority of schools had building enrollments of 401-800. Fourteen of the twenty-one schools had grade combinations of 7, 8 and 9.

A majority of the staffing of the in-school suspension program was non-certified personnel (aides) or a combination of certified and non-certified personnel (a teacher or administrator and an aide or secretary).

The most often selected response for question seven indicated an isolated location was preferred. Individual study carrels were the preferred facility for the students by thirteen of the twenty-one schools.

In response to question nine the disciplinary action taken prior to placing a student in the in-school suspension

room depended on the severity of the student's violation. The three most often reported infractions in question ten were: truancy, repeated, disruptive conduct, and fighting.

Thirteen of the twenty-one schools do not offer in-school suspension as an option to at-home suspension.

The number of days that students are to remain in the in-school suspension varied in combinations of mainly one to five days. A typical day included a scheduled day, isolation from other students, strict supervision, and classwork. It was indicated that seventeen of the twenty-one schools also prohibited in-school suspension students from participation in extra-curricular activities. Twenty out of twenty-one responses answered question fifteen with classwork being the assignment for the in-school suspension students.

Thirteen of the twenty-one schools do follow-up on the in-school suspension students when they leave the program. In response to question seventeen, the most often used follow-up techniques were counseling and checking with teachers. Nineteen of twenty-one schools stated that in-school suspension programs had reduced the number of out-of-school suspensions.

The main advantages of an in-school suspension program were that the students remain in school and they continue to work on classroom assignments while being disciplined. The most often reported disadvantages were the lack of room for in-school suspension facilities and not

enough certified staff to operate effectively.

Conclusions

In compiling the data for this study it became evident that, "Discipline remains a crucial issue in public education..." (3:14)

From the literature on in-school suspension programs, the philosophy of meeting the needs of the disruptive student in an educational setting provides the foundation for the program. In order to build a program based on the above philosophy and for the in-school suspension program to be effective, there are certain essential elements that must be included: isolation, scheduled day with assigned work, parental contact, and staffing with people who can relate well to youngsters.

In conclusion, Harvey and Moosha stated:

The school must demand some degree of conformity to rules and regulations if the instruction is to be effective. However, proper behavior is not the sole purpose of education. Even when proper behavior is displayed, there is no assurance that learning has occurred. One does not change the behavior of a problem child simply by letting him out of school for several days. We must seek to motivate students with behavior problems. (3:15)

The in-school suspension program is one way to meet the needs of the disruptive student in an educational setting.

Recommendations

Upon completion of the study on in-school suspension programs in selected junior high and middle schools in the state of Washington, the following recommendations are given

to assist in establishing an effective program.

1. Develop a sound philosophy on which to base the program.

2. Administrators and teachers must work together in support of the program.

3. Parental contact is a vital element necessary to the school's program.

4. Specific reasons for referral would be class misconduct, truancy, and fighting. Severity and frequency of the misconduct would determine further referrals.

5. A student may be referred from one to five days.

6. The in-school suspension facility should provide isolation from other students.

7. A strictly supervised, scheduled day is needed with assigned classwork and possible special lessons in addition to classwork.

8. Inform students and parents that upon leaving the program there will be follow-up done on the student for the remainder of the academic year.

By using these eight general recommendations a school could develop an effective in-school suspension program to meet specific in-school discipline needs. It is vital for in-school suspension programs to remember that, "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 behavior than out-of-school suspension." (18:469)

BIBLIOGRAPHY

BIBLIOGRAPHY

1. Dinkmeyer, Don and Don Dinkmeyer, Jr., "Logical Consequences: A Key to the Reduction of Disciplinary Problems," Phi Delta Kappan, 57, June 1976.
2. Goss v. Lopez, 419 U.S. 565, 95 S. Ct. 729, 42 L. Ed. 2nd 752 (Ohio 1975)
3. Harvey, Donald L., and William G. Moosha, "In-School Suspension: Does It Work?" National Association of Secondary School Principals Bulletin, 61, 405, January 1977.
4. Kittle, Helen Adele, and Henry Oneil Meares. "More Advantages In-House Suspension," National Association of Secondary School Principals Bulletin, February 1976, 397.
5. Matheny, Bruce. "A Comparison Study of Student Discipline Methods in the Kent School District," Master's Thesis, 1976.
6. Meares, Henry O'Neil, and Helen Adele Kittle, "More Advantages; In-House Suspension," National Association of Secondary School Principals Bulletin, 60, 397, February 1976.
7. Mendez, Roy. "School Suspension-Discipline Without Failure," National Association of Secondary School Principals Bulletin, 61, 405, January 1977.
8. Mendez, Roy, and Stanley G. Sanders. "An Examination of In-School Suspension: Panacea or Pandora's Box?" National Association of Secondary School Principals' Bulletin, v. 65, N 441, January 1981.
9. Mizell, M. Hayes. "Designing a Positive In-School Suspension Program," American Friends Service Committee, Columbia, South Carolina, October 1977.
10. Mizzell, M. Hayes. "Designing and Implementing Effective In-School Alternatives to Suspension," This paper was prepared at the request of the National Institute of Education (Order NIE-P-77-0223) for presentation at NIE's Conference on In-School Alternative to Suspension, Washington D.C., 1978.

11. Neill, Shirley Boes. Suspensions and Expulsions: Current Trends in School Policies and Programs, Arlington, Virginia, National School Public Relations Association, 1976.
12. Nielsen, Linda. "Let's Suspend Suspensions: Consequences and Alternatives," Personnel and Guidance Journal, v. 57, N. 9, May 1979.
13. O'Brien, Diane. "In-School Suspension: Is It The New Way to Punish Productively?" The American School Board Journal, 163, 3, March 1976.
14. Seyfarth, John T. "Achieving Equity and Restraint in In-School Suspension," High School Journal, V. 63, N. 5, February 1980.
15. Sweeney-Rader, Jane, Gayle L. Snyder, Harriet Goldstein and Priscilla Rosenwald. "School Suspension: An In-House Prevention Model," Children Today, V. 9, N. @, March-April 1980.
16. Washington Administrative Code, "Definitions," Published by the Statute Law Committee under authority of Chapters 28B.19 and 34.04 RCW, Volume 3, WAC 180-40-205, 1977.
17. Washington Administrative Code, "Discipline Conditions and Limitations," Published by the Statute Law Committee under the authority of Chapters 28B.19 and 34.04 RCW Volume 3, WAC 180-40-235.
18. Winborne, Clairborne R. "In-School Suspension Programs: The King William County Model," Educational Leadership, V. 37, N. 6, 1979/80.

Appendix A
PROJECT APPROVAL

PROBLEM APPROVAL FORM
 THESIS OR OPTION
 CENTRAL WASHINGTON UNIVERSITY
 (Submit in Quadruplicate)

Name Tois Bernath Date 6/30/80

Address 100 Johnson, Yakima, Washington 98908

Proposed Title Effectiveness of In-School Suspension as Used in Selected Washington State Public Schools.

Purpose of Study Compare and contrast in-school suspension programs of selected public schools and identify effective procedures.

Scope of Study Study will encompass Washington junior high and middle schools which use in-school suspension; a selected sample, approximately twenty, will be extensively studied for most effective practices.

Procedure to be used Request assistance and participation from schools. Develop questionnaire related to practices. Identify schools which have complete programs for evaluation. Sample schools will use questionnaire.

All questionnaires must be approved prior to circulation.
 Indicate credits to be received for the thesis or option. (Use exact catalog course copy.)

Check one:

<input type="checkbox"/> Thesis or <input type="checkbox"/> Option	Dept.	Course No.	Title	Credit
If option, check option				
<input type="checkbox"/> Non-Thesis Project	Dept.	Course No.	Title	Credit
<input type="checkbox"/> Written Comprehensive Examination				
<input type="checkbox"/> Creative Project				
<input type="checkbox"/> Studio Project				

Please note:
 The signatures have been redacted due to security reasons.

RECEIVED
 JUL 3 1980
 THE GRADUATE SCHOOL AND RESEARCH

Byron DeShields
 Committee Chairman

6/30/80
 Date

Robert Carlton
 Department Chairman

Signature is illegible.
 Committee Member

6/30/80
 Date

Franklin D. Carlson
 Committee Member

6/30/80
 Date

Dale Comstock
 Dean of the Graduate School

Students will be required to submit two (2) copies of all motion picture film, film strips, sound film strips, slides, tapes, pictures, etc. produced as part of the thesis. These are to be submitted at the time the thesis (three copies) is submitted to the Admissions and Records Office.

Appendix B

QUESTIONNAIRE STUDY APPROVAL FORM

Central Washington University
(Complete in Quadruplicate)

46

Please read the Graduate School policy on questionnaires on the reverse side of this form.

Name Lois Bernath Date January 19, 1981

Address 405 Parsons, Yakima, Washington 98908
City State Zip

Proposed Title of Study Effectiveness of In-School Suspension as Used in Selected Washington State Public Schools

Proposed Respondents (school superintendents, principals, teachers, etc.; specify)
Principals

NOTE: If the questionnaire is to be sent to schools in the Seattle area, please check with the Graduate Office for necessary additional clearance forms.

Scope of Study Study will encompass Washington junior high and middle schools which use in-school suspension; a selected sample, approximately twenty, will be extensively studied for most effective practices.

Number of pages in questionnaire 4

Intended date for circulation of questionnaire 1-30-81
(Do not circulate prior to receipt of approved copy from the Graduate Office.)

Please attach a copy of the questionnaire including any cover letters which will be used.

Byron DeShields
Approved - Committee Chairman

1/19/81
Date

Lloyd Gabriel
Committee Member

1/20/81
Date

Franklin D. Carlson
Committee Member

1/20/81
Date

Robert Carlton
Department Chairman

1/26/81
Date

RECEIVED RECEIVED

JAN 28 1981 JAN 22 1981

GRADUATE STUDIES AND RESEARCH

GRADUATE STUDIES AND RESEARCH

No action will be taken by the Dean of the Graduate School to approve any questionnaire before the thesis or project problem has been formally approved.

You need to change the year on your cover letter to 1981

GARO: 5179 FORM C

Dale R. Constock
Dean of the Graduate School 1/28/81
Date

Please note: The signatures have been redacted due to security reasons.

Appendix C
COVER LETTER

Appendix C

January 30, 1981

Mr.
Principal

Dear Sir:

The attached questionnaire is concerned with the effectiveness of in-school suspension as used by selected middle schools and junior high schools in the State of Washington.

This master's project is specifically concerned with contrasting the current in-school suspension programs and with identifying and compiling the results of common practices.

Would you please take time to read and complete the attached questionnaire prior to February 17, 1981 and return it in the enclosed stamped envelope. Please indicate if you are interested in the results of the survey. I welcome the opportunity to share them with you. Thank you for your cooperation.

Sincerely,

Lois Bernath
Graduate Student
Central Washington University

LB:skb
enclosure
attachment

Appendix D
QUESTIONNAIRE

QUESTIONNAIRE

1. Does your school have an in-school suspension program?

Yes _____

No _____

2. If so, what year did it start? _____

3. What is your present building enrollment?

0 - 199 _____

200 - 400 _____

401 - 600 _____

601 - 800 _____

801 -1,000 _____

Over 1,000 (please specify) _____

4. What grade levels are included within your building?

6 _____

7 _____

8 _____

9 _____

5. What type of staffing is used for supervision of the in-school suspension program?

Certified Personnel _____

Non-Certified Personnel _____

(Please specify) _____

6. What is the ratio of staff to students in the program?

1 - 3 _____

1 - 5 _____

1 - 7 _____

1 -10 _____

1 -15 _____

7. Where is the in-school suspension room located in your school?
- Central Area _____
Isolated Area _____
Other _____
8. Please give a brief description of the in-school suspension room facilities. (Physical layout of the room.)
9. Please describe disciplinary action taken prior to placing a student into the in-school suspension program.
10. Please list the infractions that would lead to a student being placed into the in-school suspension program.
11. Do students have the option of in-school suspension or at-home suspension?
- Yes _____
No _____
12. For what period of time do students remain in the in-school suspension program? (How many days.)
- | | |
|--------------|--|
| 1 day _____ | 4 days _____ |
| 2 days _____ | 5 days _____ |
| 3 days _____ | More than 5 days
(Please specify) _____ |

13. Give a brief description of a typical day's schedule for the in-school suspension room.

14. Are students in the program prohibited from participation in extra-curricular activities?

Yes _____

No _____

15. What kind of assignments are given to students in the program?

Classroom _____

Special Lessons _____

Other (Please specify) _____

16. Do you follow-up on students when they go back into the regular classroom?

Yes _____

No _____

17. If you do follow-up on the students, please check the tools you use.

Student Tracers _____

Forms for Teachers _____

Counseling _____

Other _____

18. Has the in-school suspension program reduced the out of school suspensions at your school?

Yes _____

No _____

19. What do you consider to be the major advantages of an in-school suspension program? (Please list.)

20. What do you consider to be the major disadvantages of an in-school suspension program? (Please list.)

21. How do you evaluate your program? (Please specify)

EDUCATIONAL TECHNOLOGY CENTER
CENTRAL WASHINGTON UNIVERSITY