

Summer 2002

A Process Model for an In-School Suspension Program

LynnDee C. Stevens

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



Part of the [Educational Administration and Supervision Commons](#)

ABSTRACT

A PROCESS MODEL FOR AN IN-SCHOOL SUSPENSION PROGRAM

FOR

KALLES JUNIOR HIGH SCHOOL

PUYALLUP, WASHINGTON

By

LynnDee C. Stevens

July 2002

The purpose of this project was to develop a process model for an In-School Suspension (ISS) program for Eileen B. Kalles Junior High School, Puyallup, Washington. To accomplish this purpose, a review of related literature was conducted. Additionally, related information and materials from selected sources were obtained and analyzed.

ACKNOWLEDGMENTS

So many people have been involved in my continuous success not only in completing my Masters program, but also driving me to better my professional career in Special Education and Leadership. I could not have done any of this without the support of my parents, Mary Lynn and John Fader; my grandparents, Mr. and Mrs. C. T. Mitchell; my wonderful husband, Daryl Stevens; and, stepdaughter, Samantha who spent weekends without me as I worked hard on my coursework and completing my project. In addition, I would also like to thank my former principal, Pam Galloway, who took me under her wing, gave me the support and guidance to become a wonderful educator and leader, and brought back my heart and passion for teaching; Kevin Hampton, my Vice Principal, who became my mentor molding my leadership skills both in and out of the classroom; and my students who supported my tired days and stressful times with their exemplary behavior and willingness to work hard. I would like to also thank the professors on my committee, Dr. Jack McPherson, my advisor, for his hard work, support, and long work sessions with me, Dr. Chapman and Dr. Carlson for their support. While not on my committee, but a wonderful professor, Dr. Thyfault for her hard work and constant dedication to encourage me to further my Special Education Leadership skills. Because of these people, I will in the future be moving on to pursue both my Administrative Principal Program and Special Education Administrative Program certificates, with hopes in the future of pursuing my Doctorate in Special Education.

TABLE OF CONTENTS

	PAGE
CHAPTER ONE: BACKGROUND OF THE PROJECT	1
Introduction	1
Purpose of the Project	2
Limitations of the Project	3
Definitions of Terms	3
CHAPTER TWO: A REVIEW OF RELATED LITERATURE AND INFORMATION OBTAINED FROM SELECTED SOURCES	7
Introduction	7
Recent Development's Concerning Student Discipline and Suspension	7
The Need for In-School Suspension Programs	10
The Effectiveness of In-School Suspension Programs	16
A Summary of Selected Model Alternative Suspension Programs	21
A Summary and Analysis of Information Obtained from Selected Sources	25
Summary	27
CHAPTER THREE: PROCEDURES	28
Need for the Project	28
Development of Support for the Project	29
Procedures of the Project	30
Planned Implementation and Assessment of the Project	31
CHAPTER FOUR: THE PROJECT	32
TABLE OF CONTENTS	P-2
Organizing a Discipline Planning Committee	P-3
Field-Test the ISS Model	P-5
Conducting School and Community Surveys	P-6
Preparing a Grant Funding Proposal	P-11
Development of a Student Referral Process to an ISS Program	P-16
Staffing an ISS Program	P-18
Adopting an ISS Model Curriculum	P-19

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	33
Summary	33
Conclusions	33
Recommendations	34
REFERENCES	35
APPENDICES	39
A. Letter of Invitation and Evaluation Forms	40
B. Sample 'SUCCESS' Program Forms	41
C. Student ISS Assignment Process	42
D. Sample Suspension Learning Packet	43

CHAPTER ONE

BACKGROUND OF THE PROJECT

Introduction

“Given the current movement toward zero tolerance school discipline policies and practices, the implementation of viable and effective alternatives to punitive forms of school discipline is becoming an essential aspect of social work practice in schools. Increasingly, punitive school environments across the United States will produce greater numbers of students who are at risk of being repeatedly suspended from school and even pushed out of school unless alternative interventions are implemented” (Dupper, 1998, p. 365).

As emphasized by Dupper in the above statement, administrators, educators, and parents have recognized that suspension negatively affects students’ academic progress while valuable learning time is lost when a student is suspended. This authority explained there must be alternatives to suspension, particularly for students in middle schools who begin to exhibit at risk behavior, for the fact that out-of-school suspension (OSS) and other zero tolerance discipline practices are unjustified, ineffective, and contribute to the school failure of many students. In the study conducted by Dupper it was emphasized, rather than being suspended or removed from school, students needed to learn school survival skills in order to reduce the risk of inappropriate behavior problems.

According to Davidson (1988), loss of instructional time has been particularly devastating for students already experiencing academic difficulties. Daytime juvenile delinquency and crime has increased, as well as social welfare cost, resulting from

unemployment due to educational deficiencies and increased student drop out rate directly related to the number of students being suspended out of school with loss of academic instruction, rather than placed in an alternative program to increase school success.

In the most recent Gallup Poll (2001), it was determined lack of discipline and lack of financial support were equally rated the most serious problems facing our schools today at 15 percent. These are the two crucial problems that schools deal with when looking towards moving to alternative suspension programs in order to decrease OSS, and behavior problems such as absenteeism and truancy (p. 13).

Purpose of the Project

The purpose of this project was to develop a process model for an in-school suspension (ISS) program for Kalles Junior High School, Puyallup, Washington. To accomplish this purpose, a review of related literature was conducted. Additionally, related information and materials from selected sources were obtained and analyzed.

Limitations of the Project

For purposes of this project, it was necessary to establish the following limitations:

Time: The project was designed for implementation during 2001-2002 school year. The project was field-tested during 2000-2001 to establish need.

Target Population: The model program was designed for use with junior high school students at Eileen B. Kalles Junior High School.

Scope: The model program was designed for use by the administrative staff at Eileen B. Kalles Junior High School, Puyallup, Washington.

Current Research: The preponderance of literature reviewed in Chapter Two was limited primarily to research current within the last ten (10) years.

Definitions of Terms

Counseling: A way of dealing with students who misbehave is based on the assumption that those students lack the insight to correct their own misbehaviors. Students need to assume personal responsibility for their behavior and its consequences.

(<http://horizon.unc.edu/edsp287/1998/overman/school.htm>)

Contingency Contracting: Having parents, teachers, and students cooperatively develop contracts that outline the specific student behaviors expected and consequences of misbehavior. (<http://horizon.unc.edu/edsp287/1998/overman/school.htm>)

Detention: Placement of a student in an after school or lunchtime program that the student must attend as a form of corrective action or punishment (Davidson, 1988).

Discipline: All forms of corrective action or punishment other than suspension and expulsion which shall include the exclusion of a student from a class by a teacher or administrator for a period of time not exceeding the balance of the immediate class period; provided, that the student is in the custody of a school district employee for the balance of such period. This also means an activity conducted by or on behalf of a school district (Common School Manual, 2000).

Discipline Program: Guidelines to ensure a positive approach for school personnel to deal constructively with misbehaving students while maintaining a helpful, supportive climate for best student growth (Davidson, 1988).

Expulsion: A denial of attendance of any single subject or class or any full schedule of subjects or classes for an indefinite period of time (Common School Manual, 2000).

Junior High School: A middle-level school typically containing grades seven, eight, and nine. Some junior high schools house only grades seven and eight (Davidson, 1988).

Increasing Parent Involvement: Increasing parent involvement is a critical element in improving order with troubled schools and students.

(<http://horizon.unc.edu/edsp287/1998/overman/school.htm>)

In-School Suspension (ISS): A discipline program where the student is removed from the regular schedule of classes and placed in the confines of a special room where social contact is limited while instructional services are provided. This action is taken as an alternative to suspending the student from school and covers a time period from two or more class periods up to five school days (Davidson, 1988).

Long-Term Suspension: A suspension of longer than five consecutive school days
(Common School Manual, 2000)

Middle School: A middle-level school typically containing grades six, seven, and eight. The curricular and social organizational schemes of the middle-school differ from those of the junior high school (Davidson, 1988).

Out-of-School Suspension (OSS): The total exclusion of students from school and school activities for a specified period of time (Davidson, 1988).

Punishment: An effective method of remediating the misbehavior of an individual, if the punishment commensurate with the offense.

(<http://horizon.unc.edu/edsp287/1998/overman/school.htm>)

School Business Day: Any calendar day in which the school district Office of Superintendent is open to the public, exclusive of Saturdays and Sundays and any federal or school holiday. (Common School Manual, 2000).

Short-Term Suspension: A suspension for any portion of a calendar day up to and not exceeding five consecutive school days (Davidson, 1988).

Suspension: A denial of attendance from any single subject or class, or of any full schedule of subjects or classes for a stated period of time (Common School Manual, 2000).

CHAPTER TWO

A REVIEW OF RELATED LITERATURE AND INFORMATION OBTAINED FROM SELECTED SOURCES

Introduction

The review of research and literature summarized in Chapter 2 has been organized to address:

1. Recent Developments Concerning Student Discipline and Suspension
2. The Need for In-School Suspension Programs.
3. The Effectiveness of In-School Suspension Programs
4. A Summary of Selected Model Alternative Suspension Programs.
5. A Summary and Analysis of Information Obtained from Selected Sources.
6. Summary

Recent Developments Concerning Student Discipline and Suspension

During the past thirty years there has been a significant increase in “student’s aggressive behavior in schools and interference with the educational process of others” (RCW 28A.635.030). At the same time, the use of corporal punishment in the schools diminished due to legal, moral, and community pressures. This development has led to an increase in the use of out-of-school suspensions (OSS) by school administrators (Schneider, 1998).

A study conducted by Davidson (1988) revealed that during 1972–1973 over one million students were suspended resulting in a loss of four million school days and over 22,000 school years. The study further indicated that 63.4 percent of suspensions were for violation of rules, not for dangerous or violent acts. As stated by Davidson:

The vast majority of school suspensions were for non-dangerous, nonviolent offenses, which do not have a seriously disruptive effect on the educational process. Many of the suspensions were for truancy, tardiness, pregnancy, smoking, minor violations of dress codes, or failure to purchase equipment. By contrast, less than three percent of the suspensions were for destruction of property, the use of drugs or alcohol, or other criminal activity.

According to the Gallop Poll of the Public's Attitudes Toward the Public Schools from 1980's to present, "lack of discipline" was identified as one of the most serious problem facing the nation's educational system. During this period, discipline in schools has become a top priority with most superintendents across the nation, and many schools have begun to implement different types of alternative programs that would help to reduce the number of discipline issues that occur in the classrooms.

Davidson (1988), a Central Washington University graduate student, investigated in-school suspension (ISS) programs in selected junior high and middle schools in the state of Washington. A questionnaire was sent to 100 selected junior high and middle schools, by selecting every third junior high and middle school beginning with the first alphabetically by name from a list in the Washington Education Directory, (1986). Of 100 junior high and middle schools chosen, this represented 26.5 percent of all

Washington junior high and middle schools in 1987. He found that only 19 percent of these schools were without an ISS program, and 47.4 percent of that 19 percent stated that they had, at one time, offered an in-school suspension program. Many of these programs do not stick around for very long for various reasons. According to Davidson, those that had discontinued their ISS program were for the following reasons: 66.6 percent, lack of funds; 44.4 percent, no one to supervise the program; 33.3 percent, shared it to be ineffective; 22.2 percent, other reasons.

Davidson further investigated the reasons in-school suspension programs should be used. This authority contended ISS would minimize the number of suspensions home for lesser offenses and benefit students by decreasing the loss of instructional time. Said Davidson:

Loss of instructional time, while undesirable for any student, may be particularly devastating for students experiencing academic difficulties. Isolation from peers and personal feelings of failure and rejection may encourage students to drop out of school. Decreasing parental and community support and a loss of state aid, based on average daily attendance (ADA), may directly affect educational programs for all students. Finally, an increase in daytime juvenile delinquency and crime may be experienced, as well as increased social welfare cost resulting from unemployment and educational deficiencies (p. 4).

Corbit (1981) explained how, throughout the 1980's and 1990's, increased pressure has been placed on schools due to concerns from parents regarding discipline, violence, and increased absenteeism. Further, due to an increased emphasis on student rights that has evolved in recent court decisions, administrators have had to seriously

consider alternatives to traditional discipline models. As a result, ISS has become more widely used during the 1990's similar to other forms of alternative schooling. ISS seeks to provide a more positive environment characterized by small class size and more individual instruction.

According to the Gallup Poll student absenteeism has become a chief concern in America's public schools. To combat this trend in Washington State, the courts have implemented the BECCA Bill, named after Rebecca Hedman and designed in 1995 to help students stay in school (RCW.225)

The Need for In-School Suspension Programs

In a 1994 article entitled "The Discipline Dilemma", Bradley explained how school staffs are struggling with a new approach to student discipline that emphasizes keeping students in school and helping them learn appropriate behavior. "Virtually everyone is frustrated by the current situation...most of whom are at their wits' end over what to do" (p.1). When discussing student suspension rates, Bradley further described how school districts are continuing to deal with the problems of annual student suspensions. For example, in 1994 students in the Cincinnati, Ohio schools recorded 1,292 expulsions, 14,949 out-of-school suspensions, and 16,464 in-school suspensions, tripling these numbers in the past three years.

According to Johnston (2000), annual suspension rates nearly doubled between 1974 and 1998 from 3.7 percent to 6.9 percent. This authority stated, “without a change in philosophy, many schools will continue to write off and weed out children, cutting off their educational opportunities”(p. 4). Johnston has therefore argued that if an environment is created in schools where kids are engaged and learning, it will drive down the need for expulsions and suspensions.

Wells (1989) contended student drop out rates have increased considerably in the last thirty years. A student’s decision to drop out of school has often been the result of a long series of negative school experiences such as academic failure, grade retention, or frequent suspensions, usually that begin before ninth grade. Dropout prevention strategies must target middle school age students when schooling becomes more stressful. “We cannot allow schools to get too big, the smaller the more personalized the setting, and the reduction in student behaviors, as well as, student drop out rates” (p.1). Wells described the importance of teacher-student relationships in reducing school suspensions. Said Wells: “students are less likely to leave school when they work with teachers who are flexible, positive, creative, and person-centered rather than rule oriented” (p. 2).

Knopf (1991) and Dupper (1998) agreed with Johnston, recognizing that secondary level students face a critical time in their lives, where alienation and falling behind in school are common occurrences. This is why the implementation of viable and effective alternatives to punitive forms of school discipline has become an essential part

of social work practice in schools. The transition from elementary to middle school is particularly problematic for many students with behavior problems. These authorities stated:

“It is during the middle school years that youth’s misbehavior becomes more intense at the same time that the middle school response to youths behavior becomes more punitive; suspension often is the typical middle school response to student misbehavior” (p. 354)

Knopf and Dupper further contended there is a critical need to implement alternatives to suspension for youths in middle schools, who are beginning to exhibit behavior problems that place them at risk of being suspended.

Dupper explained how suspensions negatively affect students’ academic progress because valuable learning time is lost while a student is suspended. This researcher emphasized the need for alternatives to suspension, particularly for students in middle school who are beginning to exhibit at-risk behavior. Rather than being suspended or removed from school, students need to learn school survival skills to reduce that risk. In his study concerning the effectiveness of alternatives to suspension with middle school children, Dupper stated:

Given the current movement toward zero tolerance school discipline policies and practices, the implementation of viable and effective alternatives to punitive forms of school discipline is becoming an essential aspect of social work practice in schools. Increasingly, punitive school environments across the United States will produce greater numbers of students who are at risk of being repeatedly suspended from school and even pushed out of school unless alternative interventions are implemented (p. 365).

A study of Boston middle schools conducted by Wheelock (1986) emphasized the need to lower the number of suspensions and expulsions assigned each school year. This proved difficult considering the rising number of violent behavior acts that were disruptive to the educational process. School environments and structural arrangements further contributed to the increasing number of suspensions. Also revealed was the fact that only a handful of teachers were actually responsible for a large number of suspended students. Having knowledge of this, principals began to work with those teachers and suspension rates were lowered. Common behaviors identified as reasons for suspension were tardiness, truancy, talking back to teachers, and fighting with another student. As stated by Wheelock:

“In school suspension programs are a step in the right direction in that their purpose is the keep students in school. However, in-school suspension programs, unmonitored and viewed only in terms of the narrow goal of keeping students in the building, can create an illusion of progress where little exists.”(p.4)

According to Stepp (1995), there have been mixed emotions about in-school suspension and what the programs goals and objectives should actually be. There must be a purpose to the program to create some structure. Without structure and purpose, suspension alternatives become ineffective.

Wheelock (1986) described her beliefs concerning the actual roles alternative suspension programs are expected to play as follows:

All too often, in-school suspension programs, like out-of-school suspensions, fail to address the root causes of the disorderly school climate. In-school suspension programs, which are designed to reduce the number of out-of-school suspensions,

may hide the fact that large numbers of students are still being excluded from their classrooms. In some schools, an in-school suspension room can become a dumping ground for students who are referred there by teachers unskilled in classroom management... These "suspensions" are typically not counted in reporting the official suspension rate and most times cannot be considered in assessing a school's effectiveness... Because such suspensions are not counted or analyzed, possible discrimination can also be a factor" (p. 4)

Wheelock further contended that any in-school suspension program should be characterized by the following:

- A clear statement of purpose
- Written procedures developed with teachers, students and parents clearly stating how students are referred and assigned to in-school suspension;
- Designation of an administrator responsible for determining if assignment is appropriate and who had the authority and resources to pursue other actions if referral is not;
- Provisions of an academic component so that students keep up with their classes;
- Requirements that teachers continue to provide daily resources and materials to referred students;
- Provisions of a counseling component to help referred students;
- Provisions for notifying and engaging parents;
- Procedures for monitoring and following up of individual student progress;
- Provisions for collecting information that summarizes the numbers of students assigned to in-school suspension and the referring teacher for each quarter and regular reporting to the school community.

According to Gaustad (1992), the two main goals of school discipline should be: (1) to ensure the safety of staff and students, and (2) to create an environment that is conducive to learning. Gaustad further contended, that discipline policies should be distinguished between categories of offenses. Minor infractions may be treated flexibly, depending on the circumstances, where nonnegotiable consequences are set for serious offenses. It is important that fair rules and consequences be clearly stated to the student

for students to respect the school's discipline system. For discipline to be effective, fewer individuals need to be responsible for its enforcement. If students believe the system is fair there is more buy-in to the consequences, and reduction of problem behaviors. There needs to be definite steps that differentiate between minor offenses and serious offenses. In-school suspension has proven to be a middle step taken prior to suspending students home and has proven effective in reducing behavior problems in class while increasing academic success, especially in students with disabilities.

Gushee (1984) described how American schools have traditionally dealt with student misbehavior through punishment. Punishment in the past meant corporal punishment, which was practiced in schools; or suspension, which is more common today. Suspension removes students that most need to be in school and actually rewards some by giving them a "unsupervised vacations". School districts have begun dealing with students misconduct in preventative rather than punitive ways. Said Gushee: "With fewer day-to-day discipline problems, schools have become more productive and educate happier, healthier individuals"(p. 1). However, prevention methods have often been costly and ineffective, where punishment reduces immediate disruptions. In-school suspension can be both punitive and preventative, incorporating counseling and may be effective against some types of misbehavior, but subject to criticisms. There is no scientific basis for choosing one discipline method over another, but educators must consider the legal, practical, and moral choice that best serves and guides children.

According to Sweeney-Rader et al (1980) parents have played a significant role in the need for and success of alternative suspension programs. In-school suspension is a viable disciplinary alternative, but one area needing monitoring is parental involvement in the in-school suspension process. Parents must want to be involved in order for alternative suspension programs to be successful. There must be an increase in meaningful involvement of parents in order to have school's discipline policies be effective. Parents today are feeling more and more helpless and powerless in offering their children relief from individual pressures or to curtail their disruptive behavior. Many times it is anger, irritation, or apathy that causes bad feelings towards schools and administrators dealing with parent's children. Alternative suspension programs help to alleviate the frustrations that parents deal with when their children are initially suspended. However, there must be follow-up with parents even after they are placed in an alternative suspension program.

The Effectiveness of In-School Suspension Programs

According to Sullivan (1989), during the last 20 years in-school suspension (ISS) has gained widespread acceptance as a common method of discipline in public schools throughout the United States. Middle schools work with students during a very critical time in their lives, and the alienation and falling behind in school is what most impacts developing youth. Schools need interventions designed to change the behaviors and

attitudes of students who are having difficulty dealing with school environment. A well-planned ISS program with counseling interventions has the potential to help school personnel teach these things to disruptive youth who are having difficulty adjusting to the school environment.

Knopf (1991) found that an ISS program was beneficial to students because they remained in school and were available to support services personnel who could help them solve problems, which resulted in their suspension in the first place. Disciplinary practices failed because they did not make an effort to identify and remedy the cause(s) of the inappropriate behavior.

According to Knopf, ISS systems offer a bridge instead of a break in the educational process. When students are suspended home, there is a break in their educational process that diminishes their educational skills. Whereas using an alternative suspension program broadens the curriculum to focus on not only success in school, but also modifying behavior and channeling improper behavior in a positive direction. It has become necessary to replace punitive disciplinary programs with alternative rehabilitation programs for misbehaving students such as those afforded by ISS.

Gootman (1988) contended that student's resilience needs to be encouraged and strengthened. This researcher found that effective ISS programs build protective factors to enhance resilience and dramatically diminished the time and energy teachers spend dealing with major behavior problems. The guidance and encouragement of their

supportive resource, students are empowered to make positive life changes, as well as reduce their number of return visits to in-house. This program usually fails for students with deep-seated problems. It is important to make that connection with the child in order to bring down the barriers. Gootman stated: "By listening to students responsively, we convey the message that they matter" (p.40).

According to Costenbader and Markson (1998), suspended students become estranged from the school setting and academic instructional time is lost. As a result, those students who are often delayed academically come back even further behind their classmates. These authorities stated, "students who have been internally suspended are less likely to drop out of school than are externally suspended students" (p. 61).

Sullivan (1989) discovered that even though ISS has become widely used, many schools have difficulty creating effective programs. Problems that arise include: Lack of planning, inadequate financial support, insufficient monitoring procedures, inconsistencies among schools in regard to counseling, academic assistance, follow through, and poorly developed evaluation design. Said Sullivan:

If these programs are going to be truly positive alternatives to out-of-school suspension and administrators wish to control the direction in which their program moves, it maybe necessary to: reevaluate the effectiveness of ISS in accomplishing original goals and objectives; rethink the philosophical orientation of the program (punitive, developmental, or controlling); and redirect the strategies and evaluation design to ensure that in-school suspension is as rehabilitative as possible in actual practice (p. 32)

In a recent study of ten different schools, Sullivan identified thirteen elements of successful ISS programs. These elements, which provided guidelines to achieve maximum effectiveness for such programs, included:

1. Thorough research and planning to meet the unique disciplinary needs of your school.
2. Planning and implementation by, parents, faculty, staff, and administrators.
3. Securing adequate financial support.
4. Providing remedial treatment that identifies the underlying problem, and improve or correct the misbehavior.
5. Measurable objectives are a key element to a successful program.
6. ISS loses its effectiveness when used as a consequence for all types of offenses. Other disciplinary options should also be available for chronic offenders.
7. Full time, qualified, trained staff members are critical to the success of any ISS program.
8. The existence of standardized, monitored record keeping systems, contribute to the effectiveness of the program.
9. Clearly defined rules and procedures in written form, to staff and students, and consistently enforce them.
10. ISS must compensate for the loss of regular classroom time with tutorial assistance that focuses on current assignments.
11. People trained and knowledgeable about the student's academic and behavioral history, should conduct individualized counseling with suspended students.
12. Individualized student follow-up strategies are necessary to assess progress following suspension.
13. Regular program monitoring and comprehensive evaluation techniques are important components of ISS programs (p.33-34).

According to Short and Noblit (1985) educators must avoid developing ISS programs which are punitive in nature and which exhibit the following characteristics:

- Students are isolated, with no interaction with other students.
- ISS students are isolated during lunch, eating at a different time.
- Average length of assignment is 3-5 days.
- Privileges are restricted and talking is not allowed

- Teachers send students assignments to complete

Short and Noblit argued the development of humane counseling-orientated, 'therapeutic' ISS programs reduced the number of referrals, repeat offenders, and a reduction of out-of-school suspensions. A study of ten schools conducted by these researchers indicated that in-school suspension programs, which emphasized the therapeutic treatment of students, reduced out of school suspension. Using a 'therapeutic' ISS model one school reduced OSS from 160 students one year, to 1 student in six months the next year. However, nine other schools that implemented a more punitive ISS model failed to reduce the number of OSS'.

To improve the effectiveness of In-school suspension programs, Knopf recommended the following steps be taken:

1. Goals and objectives should be formalized and written up in the total school discipline policy, based on an agreed mission statement.
2. More emphasis must be placed on the counseling aspect, in order to create a positive, corrective, and rehabilitative process.
3. Parents should be involved in the planning of programs in order to continue their involvement after their children are placed.
4. The scope of in-school suspension should be broadened to better meet the needs of students assigned, with academic, counseling, and behavior management components.
5. Evaluation of the program should be periodic, with follow up checks on the progress of students after they leave the program. (p. 460)

Sullivan maintained that another key element of an effective ISS program is the staffing. A full-time staff member should be employed to coordinate ISS program rather than staffing a suspension room with part-time or rotating staff. A lack of consistent,

adult supervision limits the effectiveness of such a program. The following criteria should be considered when recruiting qualified personnel:

- Experience in a related field, such as counseling, social work, or special education.
- Strong disciplinary and classroom management skills.
- An interest in and desire to work with academically and behaviorally troubled students.
- The ability to relate to pupils in an empathetic, respectful, and consistent manner.
- Knowledge regarding test administration and interpretation.
- Instructional skills in general academic areas.
- Competence in communicating findings to parents, teachers, and counselors.
- A willingness to seek out a variety of appropriate resources and act as a referral agent when warranted.
- Proficiency in providing a positive atmosphere that is conducive to learning (p. 36).

A Summary of Selected Model Alternative Suspension Programs

Sheets (1996) identified four commonly used ISS models, categorized as follows:

Punitive Model: This, the most commonly used model, assumes that the punishment of in-school suspension will eliminate the misbehavior. Strict rule enforcement, a jail-like atmosphere, and punitive activities characterize this plan.

Discussion Format Model: Seeks to change behavior by solving student problems. Activities are used to improve the student's self-esteem, communication, and problem solving skills. It is assumed that active discussions with program staff will help students to develop appropriate ways to deal with school policies and improve appropriate behavior.

Academic Model: Assumes the behavior causing the suspension is a result of student's frustration with learning. If basic academic skills are improved the student's need to exhibit inappropriate behavior may go away.

Individual Model: This format assumes that the reason for student's misbehavior varies from student to student. It seeks to change student behavior by adopting components of the three previously explained types of programs and includes an evaluation component (p. 86).

In addition to the four, generic ISS models described above by Sheets, numerous, commercially developed alternative suspension programs have been commonly adopted by school districts throughout the United States. Eight of these programs have been summarized below:

Make your Day: This alternative to the more traditional ISS program has been implemented at Frontier Junior High School, Spanaway, Washington. Since its adoption, the number of office referrals has decreased by 65 percent. Schneiter described the five steps in the Make Your Day Program as follows:

- Step 1: Student has chosen a "time out" for 3 to 5 minutes to consider their behavior and adjust. Teacher walks over and quietly states 'time out'.
- Step 2: An extension of step 1, with more time in time out.
- Step 3: The student has chosen to not adjust their behavior and must stand looking at the Make Your Day motto: "No one has the right to interfere with the learning or safety of others."
- Step 4: At this point, the student has 'chosen' to call their parents and request an immediate parent-teacher-student conference to work out a plan for the student's return to the classroom. Until then they spend the remaining time in a "buddy room", an alternative classroom.
- Step 5: This step is automatic expulsion, used only in extreme cases where a student is out of control. Parents will be immediately contacted to pick up their child, and the students will remain home until they have fulfilled their requirements for misdeed.

Team ISS: This Orange County, California, ISS program has become a popular model that involves both junior and senior high schools that work in partnership. In 2001 Orange County schools logged more than 31,000 suspensions, an increase of nearly 14 percent from the previous year. The program consists of a classroom with a certified teacher, and 25 students, who sit in a small stuffy room with no windows. Students work on daily lessons and also focus on crucial skills that are lacking such as, self-awareness, respect for authority, control over feelings of revenge, or helplessness. In addition, students write an essay that defines 'What Makes a Good Teacher', and how that applies to the reasons they are there. The teacher assists students with their skills, and working through issues. A security guard escorts students to and from lunch.

Saturday School: This alternative to out-of-school suspension (OSS) is a discipline program used in some districts as a progressive discipline step. Students attend on Saturdays from 8 A. M. to 12 P. M. During this time students complete assigned schoolwork or, in some schools do supervised janitorial cleanup.

P.A.S.S.: This program, practiced in four districts in Idaho can be used at any grade level. An administrator removes students from class when they have broken school rules. Students are supervised by a staff member, expected to complete a contract; signed by their parent, and complete schoolwork they will miss while in the P.A.S.S. room. The standard time for a visit is anywhere from 3 to 5 days. After four offenses, students are placed on OSS. (<http://www.sde.state.id.us/cdpubs/default.htm>).

standard time for a visit is anywhere from 3 to 5 days. After four offenses, students are placed on OSS. (<http://www.sde.state.id.us/cdpubs/default.htm>).

Solutions: This therapeutic ISS program has been implemented at the middle school in Glens Ferry, Idaho. The program objective is to help students learn to make positive choices both academically and behaviorally. Parent involvement is recommended and a counselor is available to help with behavior modification. (<http://www.sde.state.id.us/cdpubs/default.htm>).

Rehabilitative In-Room: Similar to on campus ISS programs, this type of program is more intensive in that it involves a rehabilitative structure rather than a punitive model. The program significantly helped those in need of academic and behavioral structure. The program, which requires 15 days of ISS, was designed to reduce the increasing number of Principal-initiated student suspensions (Novell, 1994).

School-in-Lieu: This program was developed by a former Federal Way, Washington teacher who looked out her window one day and saw a group of boys breaking into cars in the neighborhood. She worked with school district officials to develop a private, alternative, off campus ISS program for students who were suspended temporarily for reasons such as smoking, cursing, fighting, or threatening violence. The program seeks to curb delinquency before it happens and to help students stay in school (Searcy, 1998).

Adult Learning Center/Girls INC: In Boston, Massachusetts, the Nashua schools

assignment. The program attempts to keep students working academically so as to not fall behind, when removed from the classroom. The program is funded by a federal grant of \$100,000, and \$30,000, raised locally (Raywid, 1998).

A Summary and Analysis of Information

Obtained from Selected Sources

During the 2000-2001 school year, selected sources from seven different schools in four school districts were invited (see Appendix) to provide the writer with information/materials related to In-School Suspension. Sources included:

Aylen Junior High School
Puyallup, WA

Ballou Junior High School
Puyallup, WA

Ferrucci Junior High School
Puyallup, WA

Mt. Diablo Middle School
Clayton, CA

Matson Junior High School
Kent, WA

Rogers High School
Puyallup, WA

Villa Park High School
Villa Park, CA

An analysis of information obtained from the above schools revealed the following characteristics were common to all:

1. Program goals and objectives were clearly stated in the school's discipline plan.
2. The program was funded annually.
3. A school discipline committee conducted a needs assessment of the program at the end of each school year.

4. The program had the full support of school administrators, teachers, students, parents, and other community members.
5. Each program was housed in an environment best suited to assure student success.
6. A special ISS curriculum was followed by ISS supervisors to positively influence student behavior.
7. Parent notification was consistent each time a student was assigned to ISS.
8. A limited number of students were assigned to ISS daily, with no more than 6 assigned at one time.
9. The special education student case manager was notified immediately to discuss IEP program needs.

One characteristic not found to be common in any of the programs cited above, concerned the amount of staff training needed, to work effectively with suspended students in a behavioral setting.

Summary

The research literature, and information summarized in Chapter Two supported the following concerns:

1. Throughout the 1980's and 1990's, increasing pressure has been placed on schools to resolve concerns related to student discipline, violence, and increasing absenteeism.
2. Increasing aggressive behavior by students has caused administrators to develop in-school suspension programs that protect the educational rights of other students while providing offenders alternative educational opportunities.
3. In-School Suspension (ISS) has gained widespread acceptance as a common method of discipline in public schools across the United States.
4. Numerous, commercially developed alternative suspension programs have been commonly adopted by school districts throughout the United States.
5. An analysis of information obtained from selected sources revealed the following characteristics were common to ISS programs: Goals and objectives; annual funding; annual evaluation and needs assessment; school and community support; special student environment; specialized curriculum; parent notification process; small class size; and, consideration and allowances for students with special needs.

CHAPTER THREE

PROCEDURES

The purpose of this project was to develop a process model for an in-school suspension program for Eileen B. Kalles Junior High School, Puyallup, Washington. To accomplish this purpose, a review of related literature was conducted. Additionally, related information and materials from selected sources were obtained and analyzed.

Chapter 3 contains background information detailing:

1. Need for the Project
2. Development of Support for the Project
3. Procedures of the Project
4. Planned Implementation and Assessment of the Project

Need for the Project

The need for this project was influenced by the following considerations:

1. The writer, (LynnDee C. Stevens), a certified, K-12 Special Education teacher at Eileen B. Kalles Junior High School, Puyallup, Washington has been teaching 7th and 8th grade Language Arts to Special Education Resource Program students since 1998. During that time, the writer had

been searching for information that would help reduce suspension rates by determining the need for an ISS program.

2. A review of related literature, confirmed that ISS programs can improve student academic and behavioral success.
3. Former Kalles Junior High School Principal, Mrs. Pamela Galloway, encouraged the writer to research and develop the program. Mr. Rich Boerner, current Principal, worked with the writer to assist with project implementation.
4. The Eileen B. Kalles Discipline Committee further encouraged research on ISS during the 2000-2001 school year, and assisted in field-testing the process model.
5. Undertaking this project coincided with the writer's graduate studies in Educational Administration at Central Washington University.

Development of Support for the Project

During the 2000-2001 and 2001-2002 school years, the writer worked with the administrative team at Eileen B. Kalles Junior High School to develop a process model for an ISS program. The following Puyallup School District employees individually and collectively encouraged and influenced the writer to undertake the project while contributing their expertise:

Puyallup School District-Central Office Employees:

Mrs. Carolyn Stella, Executive Director of Secondary Education

Mr. Rick Slater, Coordinator of Student Services

Eileen B. Kalles Junior High School Employees:

Mrs Pamela Galloway, former Principal.

Mr. Rich Boerner, Principal.

Mr. Kevin Hampton, Vice Principal.

Carol Toulouse, Administrative Intern and former Team-Teacher.

Linda Taylor, Discipline Committee member

Rebekah Smith, ISS support staff

Procedures of the Project

The writer planned and coordinated the process model for Eileen B. Kalles Junior High School over a period of two school years, from 2000-2002. Essentially, the model evolved in gradually coinciding with the following calendar of events:

2000-2001

- A review of related literature and research was conducted, assisted by Educational Research Information Center (ERIC) and Internet computer searches.
- Organizing a Discipline Planning Committee
- Field tested process model
- Preparing a Grant Funding Proposal

2001-2002

- Building a Step by Step Process for Student Referrals to ISS
- Staffing the Program
- Adopting an ISS Model Curriculum
- Related informational materials from selected sources was obtained and analyzed.

Sources contacted included:

Aylen Junior High
Puyallup, WA

Ballou Junior High
Puyallup, WA

Ferrucci Junior High
Puyallup, WA

Mt. Diablo Middle School
Clayton, CA

Matson Junior High
Kent, WA

Rogers High School
Puyallup, WA

Villa Park High School
Villa Park, CA

Planned Implementation and Assessment of the Project

During the 2000-2001, administrators, teachers, and the writer worked cooperatively to field-test the ISS process model, which was fully implemented as Kalles Junior High School during the 2001-2002 school year. At the close of the 2001-2002 school year the writer will provide Kalles administrators and members of the School Discipline Committee with a final draft of the project for their study, review, evaluation, and feedback. The process model will be evaluated on an ongoing basis and subsequent modifications will be based on input received annually from professional colleagues.

CHAPTER FOUR

THE PROJECT

The model In-School Suspension (ISS) Program for Eileen B. Kalles Junior High School, Puyallup, Washington, which was the subject of this project, has been organized into seven process components, which have been detailed on the following pages in Chapter Four, as follows:

1. Organizing a Discipline Planning Committee
2. Field-Testing the ISS Model
3. Conducting School Community Surveys
4. Preparing a Grant Funding Proposal
5. Development of a Step by Step Process for Student Referrals to ISS
6. Staffing the Program
7. Adopting an ISS Model Curriculum

A PROCESS MODEL FOR AN ISS PROGRAM

FOR

KALLES JUNIOR HIGH SCHOOL

PUYALLUP, WASHINGTON

Prepared by:

LynnDee Stevens

Summer 2002

TABLE OF CONTENTS

COMPONENTS	PAGE
ONE Organizing a Discipline Planning Committee	P-3
TWO Field-Testing the ISS Model	P-5
THREE Conducting School Community Surveys	P-6
Spring 2000 Parent Survey	P-7
Spring 2001 Teacher Survey	P-8
Parent Survey	P-89
Student Survey	P-10
FOUR Preparing a Grant Funding Proposal	P-11
Letter of Interest	P-12
Grant Proposal	P-13
Grant Funding Sources	P-15
FIVE Staffing the Program	P-16
SIX Development of a Student Referral Process to an ISS Program	P-18
SEVEN Adopting an ISS Model Curriculum	P-19

COMPONENT ONE

ORGANIZING A DISCIPLINE PLANNING COMMITTEE

GOAL:

To organize a Discipline Planning Committee to develop a school-wide discipline policy to include an ISS program as a progressive step in the discipline policy.

KALLES MODEL:

In 1998, at the direction of the building Principal, the Kalles Junior High School Discipline Planning Committee (DPC) was organized. Members included the writer, LynnDee Stevens, Vice Principal Kevin Hampton, and four selected faculty members.

The DPC was charged with the responsibility of:

1. Evaluating a school-wide discipline policy.
2. Researching alternative student suspension models.

Six organizational principles listed below were followed to maximize responsiveness to problems and needs of students:

1. Cooperation:
To facilitate teaching and enhance learning to overcome effect of isolation.
2. Empowerment:
Increases ownership and commitment in order to motivate teachers.
3. Responsibility:
Upgrades the importance and significance of work and basis for recognition of success.
4. Accountability:
Related to empowerment, it provides healthy measure of challenge for it to mean something.

5. Meaningfulness:
Jobs take on special significance when teachers find them meaningful.
6. Ability-Authority:
To balance having the ability to make decisions, but also the balance of having the authority to act.

*Source: T. J. Sergiovanni (1995), **Toward a New Theory of Management for the Principalsip.** In R. Short (Ed.), *The Principalsip; A Reflective Practice Perspective.* (pp.57). Texas, Allon and Bacon.

COMPONENT TWO

FIELD-TESTING THE ISS MODEL

GOAL:

To field-test an In-School Suspension process model program.

KALLES MODEL:

During the 2000-2001 school year, the writer assisted the Principal and Vice Principal in planning and conducting the ISS process model named, SUCCESS (Successful Classroom Curricular Education for Suspended Students). Field-testing took place in the writer's special educational classroom on Mondays and Fridays during the teaching day. Students identified by the Vice Principal were sent to the writer's classroom. The writer served as ISS supervisor and students were expected to complete required work. The ISS supervisor notified teachers via email of students assigned to ISS and work to be assigned. At the discretion of the ISS supervisor, students were released early if all work was completed and good behavior was demonstrated. If not released early, students remained until all work was completed but not beyond the end of the school day.

**Sample forms developed to field-test an ISS program are presented in Appendix B.

COMPONENT THREE

SCHOOL COMMUNITY SURVEYS

GOAL:

To develop an informational survey showing need and support by parents, staff, and community members.

KALLES MODEL:

Four surveys were conducted to determine KJHS student, parent, and faculty perceptions concerning the need for alternatives to out-of-school suspension. Surveys were conducted at the following times:

Spring 2001: A parent survey was conducted during Parent Conference Night to gather the following information:

1. Their knowledge of an ISS program
2. Their want for an ISS program.

Survey questions and results have been presented on page P-7

Spring 2002: A student, staff, and parent survey was conducted to coincide with Parent Conference Night. Survey questions and results have been presented on pages P-8 to P-10.

Parent Survey

We would like your thoughts. Please fill out the following survey tonight and return it to the schedule or nametag table.

Do you know what an In-House or In-School-Suspension program is?

53% YES

12% NO

Would you like to see Kalles Junior High build an In-House program?

57% YES

8% NO

Comments: _____

**This survey data was based on 85 surveys turned in with 34% of the participants marking unknown below on comments.

(Spring 2001)

CWU Master's Project

Teacher Survey

In order to serve our students the best that we can, both academically as well as emotionally, we would like some input. This is for LynnDee Stevens' college Master's Project in order to graduate.

Please fill out this survey on In-school suspension and discipline.

In-school suspension (ISS) is a new step in our progressive discipline that is used for changing inappropriate behavior in the student's discipline plan, rather than removing them from the school setting.

1. Do you believe that our ISS program has been successful in reducing behavior problems with your students?

67% YES

33% NO

2. You have been able to use the office referral and an alternative educational area for students when disrupting your classes. Has this been effective?

57 % YES

38% NO

What could help make this more effective? _____

3. Special allocation funds have been set aside for our ISS program. Is this program important enough to continue, even if class sizes increase?

81% YES

19% NO

4. You know your students; therefore what form of discipline do you see to be a more effective consequence for behavior problems not affecting the safety of students?

86% ISS

10% OSS

Comments: The results of this survey were taken from 21 surveys returned out of 36 teachers on staff.

(Spring 2002)

CWU Master's Project

Parent Survey

In order to serve our students the best that we can, both academically as well as emotionally, we would like some input. This is for a teacher's college Master's Project in order to obtain her Master's degree.

Please fill out this survey on In-school suspension and discipline.

In-school suspension (ISS) is a new step in our progressive discipline that is used for changing inappropriate behavior in your student's discipline plan, rather than removing them from the school setting.

1. Do you believe that in-school suspension is an appropriate level of discipline before out-of-school suspension?

69%YES

6%NO

25%MOST TIMES

2. Do you believe ISS to be a powerful step to changing the behavior?

51%YES

5%NO

44%DEPENDS

Comments:

3. Do you think it is appropriate to have students sit in another room with a staff supervisor and work independently on schoolwork so they do not fall behind during their removal time from class?

95%YES

5%NO

4. What do you see for your child to be a more effective consequence?

83%ISS

17%OSS

Comments: 150 Surveys distributed, 110 completed and returned, while 100 randomly selected to gather data.

(Spring 2002)

CWU Master's Project

Student Survey

Please fill out this survey on In-school suspension and discipline.

In-school suspension (ISS) is a new step in our progressive discipline that is used for changing inappropriate behavior in your discipline plan, rather than removing you from the school setting.

1. Situation: **You have misbehaved in class and been sent to the office with a referral. You will now be suspended. Which do you prefer?**

40% In-school suspension **60%** At-home suspension

Why? _____

2. What would your parents pick for your discipline if they had a choice?

71% In-school suspension **28%** At-home suspension

Why? _____

3. **If you have ever been suspended, were you able to do all of your missing assignments by the day you returned to school?**

22% YES **14%** NO **63%** Never been suspended

Comments: **The results of this survey were of 84 returned student surveys, out of 100 surveys actually handed out.**

(Spring 2002)

COMPONENT FOUR

FUNDING AND GRANT PROPOSAL

GOAL:

To obtain funding for a full time employee staffed for an in-school suspension program.

KALLES MODEL:

During Spring 2001, the writer met with Carolyn Stella PSD Director of Secondary Education, to prepare a grant proposal to obtain funding for an In-School Suspension Program at KJHS. The grant proposal, which provided for one .5, part-time employee to supervise the ISS program, has been presented on the following pages, along with a cover letter and possible grant funding sources.

March 5, 2001

Source for Funding
Name of Contact
Address
City, State. Zip

Dear to Whom it May Concern,

Kalles Junior High "America's Finest Junior High School" is always making changes in order to improve the quality of our student's education. I am writing you to consider the proposal of funding to develop an alternative, self-contained educational program. This program will be a pre-step to out of school suspension for students with disciplinary and attendance problems.

We believe that certain student's behavior can be curbed in a better way than sending them home, especially when attendance becomes an issue. Your foundation has expressed interest in program that focus on kids and their education. We can better educate our students while dealing with the behaviors at hand. We hope you will give our project further consideration.

We believe that our community, students and staff would benefit from this program. We estimate our cost of this project to be between \$6,000 and \$10,000 yearly and a one time cost program set up fee between \$15,000 and \$20,000. We would be matching one of our staff members 3 periods a day, with another classified employee for 3 periods a day, plus curriculum and classroom costs for desks and materials, as well as teacher training and education of program. On behalf of my administration we would like you to consider Kalles Junior High, "America's Finest Junior High" for the funding needed to improve the educational success of our students.

I will be calling shortly to seek and appointment to discuss this project and the funding for the project. In the meantime, if it is needed would you please mail me an application, guidelines, and any instructions for preparing a completed request. A copy of our 501(c)(3) letter is attached.

Sincerely,

LynnDee Stevens

Grant Proposal

Statement of Need:

There is a definite correlation and pattern between kids academic success, school involvement, attendance, and discipline. We need to develop a program that is another step in our progressive system of discipline that minimizes out of school suspensions and attendance issues, and maximizes academic success and school involvement.

Documentation:

In our discipline steps, 70% of the students suspended for attendance, or various offenses, are re-offenders, and often attendance at-risk kids, that need the time spent in school in order to continue working on academic success.

Research shows that most juvenile offenses are committed during the hours of 3PM and 8 PM, and those suspended from school add to that margin by 8 hours.

Of the Kalles Junior High School Saturday school attendants of 468, 30% of those are non-attendees, and end up in out of school suspension; in which our numbers of suspensions for this year is 130 out of 900 students, some being repeat offenders or 2 to 3 times.

The “Success” Program (Self-Contained Curricular-Educational Student Setting)

Goal: To change and improve students behavior, and attendance while increasing involvement in school academics and activities.

-Given a self-contained setting of “success”, we will work with students to help them improve their attendance by 60%, by providing an environment to increase their school involvement.

-Given a “Success” program we will help students reduce their number of disciplinary offenses by 80%, by educating them on their strengths in school, and curbing their behavior.

-Given a “Success” program we will be able to deal with short term behavior problems that exist in class, in order to improve their all-around academic achievement, by increasing the amount of class time, and reducing the academic minutes lost by sitting in the office.

Procedures:

1. Students will follow the same progressive discipline steps that are in place now, but between Saturday School and Out of School Suspension, will be step 4: “Success” Program. This will be determined and assigned only by the Administration, and will be used as an academic and behavioral improvement station.
2. Out of class office visits, will be also sent the “Success” program, to continue academic skills until an Administrator is available, only after each classroom and referral step has been covered and documented by teacher.

3. Parents will be notified upon entry, and student conferences will be held with parent, teacher, and student if deemed necessary.
 4. Here a literacy based program will be run and students will not only be required to get their work from classes done, but also will need to fulfill a written assignment or project discussing their offense, in order to present to an administrator, upon exiting from program, and re-entering the classroom.
 5. Teacher training will be provided in order to assess and educate our staff of our goals and procedures of this program.
-

Evaluation:

- Administrator and Success program developer will evaluate students monthly. There will be a determination on the success of each child in the program and what more or less needs to be done to continue their improvement.
- Staff surveys will be done to assess our strengths and weaknesses of the system.

Budget:

Our program need is for a match of an already 3 period funded classified position that will be used in our program for the afternoon. In order to build the "Success" program we are in need of morning 3 hour funding to match our afternoon classified staff. This would require a salary hire of 3 periods a day of approximately \$6000 yearly, plus a one time funding of curriculum development, classroom costs, and teacher training of another \$15,000 to \$20, 000 for program development.

Funding Sources:

1. District allocation from proposal.
2. Grants:
See attached funding sources.

Possible Grant Funding Sources

June & Julian Foss Foundation

650-525-1165

Julie Stuhr, President
419 W. Hillsdale Blvd
San Mateo, CA 94403

Purpose: Children, Education **Amount:** NW: 103,200

Est. grant amount/made: 20/13

Saul & Dayee G. Hass Foundations

206-467-2714

Contact:
Frank Hanawalt, Executive Director
701 Fifth Ave., Suite #5000
Seattle, WA 98104-7078

Purpose: To provide each secondary school in the State of Washington with a grant to be used to help students with needs to stay in school and realize the full potential of the importance of school.

Grants amounts/made: 800 grants made

The Mannix Canby Foundation

206-524-8775

Contact:
Theresa Mannix
6319 17th Ave. NE
Seattle, WA 98115

Purpose: Funding will be directed to those schools targeting their services in strengthening the education of at-risk students.

Grant amounts/made: 45,000 in grants made in NW, range-5,000-10,000

Children's Home Society of Washington

509-529-2130

Contact:
Dan Ferguson
Walla Walla, WA

Purpose: Funding grants to help reduce expulsions and suspensions

Grant amounts/made: \$749,737 given in Washington.

COMPONENT FIVE

DEVELOP A STUDENT REFERRAL PROCESS TO AN ISS PROGRAM

GOAL:

To develop a student referral process to ISS.

Steps to be considered:

KALLES MODEL:

With the support of the Discipline Planning Committee (DPC), the writer developed a process for referring a student to ISS. This was done to prevent ISS from becoming a dumping ground for teachers or to be used as a time-out when a student becomes unmanageable in the classroom. The DPC considered the following questions:

1. What do you want an ISS process to accomplish?
2. Who should be able to send a student to ISS?
3. What should the paperwork look like for sending a student to ISS?
4. For what type of student should ISS be used?

To address the above questions the DPC identified the following progressive steps to accommodate student referrals to ISS:

1. Teacher follows their classroom management discipline plan.
2. Teacher fills out a student referral and calls the parent at that time to communicate the incident.
3. Student is sent to the office with referral, or if needed the assistance of the security officer.
4. ISS office assistant either processes paperwork for administrator to see student right away, or student is then checked into ISS to work and wait to be seen by next available administrator.

5. At the time administrator sees student and discussions are made on need for ISS or OSS.
6. Parent phone call is made and proper paperwork is completed.
7. ISS supervisor receives proper paperwork and processes students file for their assignment in ISS.
8. The work done by student daily in ISS is then collected by the classroom supervisor and turned in to proper teachers for grading.
9. Student is not excused from ISS until they have completed their required behavioral assignment and mandatory work.
10. Student may be removed from ISS immediately for not following any rule stated in the room.
11. Follow-up is given to each student released from ISS to make sure that they are working on reducing the behavior issues that cause their suspensions.

Sample forms developed as examples for student referrals to ISS are presented in

Appendix C.

COMPONENT SIX

STAFFING AN ISS PROGRAM

GOAL:

To hire a full-time staff member to supervise an ISS program.

KALLES MODEL:

Upon receiving approval to hire a classified staff member to manage a full time all day ISS program, the Kalles administrative team announced the position. Voluntary transfers and in-district employees were invited to apply.

The interview team included the Principal, Rich Boerner; and Vice Principal, Kevin Hampton; and the writer. Interview questions included:

1. Tell us about your background as it relates to children.
2. Give examples of how you work with students who might not want to engage in learning?
3. How would you handle working with an argumentative student that is refusing to work in ISS?
4. What do you believe the purpose and benefits of an ISS program are?
5. How do you see yourself as a support to the Kalles Junior High School community?
6. Please share with us any other comments or questions that would be informative at this time.

The employment contract offered for the ISS support staff was limited to one year with a school needs evaluation conducted annually to demonstrate need for the program.

COMPONENT SEVEN

ADOPTING AN IN-SCHOOL SUSPENSION MODEL CURRICULUM

GOAL:

To develop or adopt a curriculum to be used in an in-school suspension program that will fit the behavior needs of students.

KALLES MODEL:

In September 2001, Principal Rich Boerner in consultation with the Discipline Planning Committee (DPC), the determination was made to adopt The Discipline Advantage; an In-House Suspension Program for Junior High and Middle Schools, a commercially designed curriculum published by Advantage Press.

This commercial product is organized into “Suspension Learning Packets”, designed to provide constructive, positive learning experiences for students who have violated school standards of behavior. Packets address the following behaviors:

- Fighting
- Insubordination
- Inappropriate Language
- Smoking
- Theft
- Cutting Class
- Truancy
- Dangerous or Illegal Items
- Drugs/Alcohol
- Vandalism
- Decisions and Consequences
- Gang Activity
- Dishonesty
- Dangerous Items
- Making Improvements

The Specific Learning Packets serve purposes including:

- Helping misbehaving students to gain a better understanding of why they misbehave.
- Prompting students to set goals that help them improve their behavior.
- Serving as a meaningful consequence for misbehaving students.

The Suspension Learning Packets have been designed to follow a step by step agenda for modifying student behavior. Steps include:

- Identifying inappropriate or destructive behavior.
- Identifying ethical issues.
- Identifying underlying causes of such behavior.

A Sample Suspension Learning Packet has been presented in Appendix D.

CHAPTER FIVE SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this project was to develop a process model for an In-School Suspension (ISS) program for Eileen B. Kalles Junior High School, Puyallup, Washington. To accomplish this purpose, a review of related literature was conducted. Additionally, related information and materials from selected sources were obtained and analyzed.

Conclusions

Conclusions reached as a result of this project were:

1. Increasing aggressive behavior by students has caused administrators to develop in-school suspension programs that will protect the educational rights of other students while providing offenders alternative educational opportunities.
2. In-School Suspension (ISS) has gained widespread acceptance as a common method of discipline in public schools across the United States.
3. Numerous, commercially developed alternative suspension program have been commonly adopted by school districts throughout the United States.
4. ISS programs are generally characterized by: Goals and objectives; annual funding; annual evaluation and needs assessment; school and community support; special student environment; specialized curriculum; parent notification process; small class size; and, consideration and allowances for students with special needs.

Recommendations

As a result of this project, the following recommendations have been suggested:

1. To protect the educational rights of other students while providing offenders alternative educational opportunities, school Administrators should develop in-school suspension programs.
2. To address school discipline problems, administrators should consider implementing commonly used ISS approaches.
3. To design and develop effective alternative suspension programs, school Administrators should consult commercially developed model curricula which are commonly available.
4. To develop an effective ISS program, school Administrators should characterize such programs with the following: Goals and objectives; annual funding; annual evaluation and needs assessment; school and community support; special student environment; specialized curriculum; parent notification process; small class size; and, consideration and allowances for students with special needs.
5. Other schools/districts seeking to develop a process model for an ISS program may wish to adopt and/or utilize the model developed for this project or, undertake further research on this subject to meet their unique needs.
6. To communicate the effectiveness of in-school suspension programs to others, ISS supervisors should obtain and analyze data related to: numbers of students referred to and served by ISS; numbers of repeat student referrals; and, numbers of students who return successfully to the regular school program.

REFERENCES CITED

- Angelos, C. (1984, March 25). Discipline is a top concern. The Seattle Times, pp. D3.
- Beyers, D. (1995, April 16). Suspended students not always sent home: Area schools keeping youngsters out of class but on the grounds; schools keeping suspended student on grounds. The Washington Post, pp. A1-4.
- Bradley, A. (1994, January 19). The Discipline Dilemma. Education Week on the Web, pp. 1-12.
- Cafazzo, D. (1998, June 3). Federal Way program gives suspended students place to learn / retired teacher started school In Lieu to help keep students on track. The News Tribune, pp. B7-8.
- Common School Manual. (2000). Olympia, WA: Office of the Superintendent of Public Instruction.
- Corbett, A. H. (1981) Is your ISS program meeting its goals? Take a closer look. *NASSP Bulletin*, 65(448) pp. 59-63. (ERIC Document Reproduction Service No. EJ252249)
- Costenbader, V. & Markson, S. (1998). School suspension: A study with secondary schools students. Journal of School Psychology, 36(1) pp.59-82. (ERIC Document Reproduction Service No. EJ568355)
- Davidson, M. (1988). A Survey of In-School Suspension in Selected Junior High and Middle Schools. Ellensburg, WA: Central Washington University. Cattrax, call #: LD5771.32 D2863 c. 2
- Dupper, D. R. (1998). An alternative to suspension for middles school youths with behavior problems: Findings from a school survival. Research on Social Work Practice, 8(3), pp. 354-366.
- Everett Public Schools. (1995, March 20). In School Suspension. Retrieved January 15, 2002, <http://www.everett.wednet.edu/esdpolicies/procedures/3314Pro.html>

- Gallup, A. (2001, September). Thirty-Third Gallup Poll of the Public's Attitudes Towards the Public Schools. Phi Delta Kappan, pp. 13. www.pdkintl.org/kappan/k0109gal.htm#3a (retrieved 2/25/02)
- Gaustad, J. (1992). School Discipline. (ERIC Document Reproduction Service No. ED350727)
- Gootman, M. E. (1998). Effective in-house suspension. Association for Supervision and Curriculum Education Leadership, 56(1), pp. 39-41. (ERIC Document Reproduction Service No. EJ570151)
- Gushee, M. (1984). Student discipline policies. (ERIC Document Reproduction Service No. ED259455)
- Henderson, J; Freidland, B. (1996). Suspension a wake-up call: Rural Educators' attitudes towards suspension. Rural Goals 2000, pp.1-9. (ERIC Document Reproduction Service No. ED394749)
- Huff, M. (1995, August 31). Readers' letters TELL US WHAT YOU THINK let parents of suspended students pay. The Atlanta Constitution, pp. 15J.
- Idaho Department of Education Online Publications: Summary of A+ Programs-Safe and Free Schools: School Climate and Discipline. Retrieved January 8, 2002. <http://www.sde.state.id.us/cdpubs/default.htm>
- Johnston, J. S. (1987). In-school suspension from the student's perspective. NASSP Bulletin, 71(500), 122-129.
- Johnston, R. C. (2000). Federal data highlight disparities in discipline. Education Week on the Web 19(41), 3-8. Retrieved February 25, 2002, <http://www.edweek.org>.
- Kellmayer, J. (1998). Building educational alternatives for at-risk youth: A primer. The High School Magazine. 6(2), 26-31.
- Knopf, C. (1991). Middle school/junior high in-school suspension programs: Do we have what we need? North Central Association Quarterly, 65(3), pp.457-461. (ERIC Document Reproduction Service No. EJ433362)
- Mahoney, R. (1998, August 9). School suspension won't mean free time. Boston Globe, pp. 3-4.
- [HTTP://WWW.NASSPBulletin.com](http://WWW.NASSPBulletin.com)

- Novell, I. (1994). Decreasing school suspensions among middle school children by implementing a rehabilitative in-room suspension. Ed. D. Practicum Report, Nova University, (ERIC Document Reproduction Service No. ED371833)
- Prior, B.; Tuller, R. (1991). In-school suspension: Des Moines middle and high schools. Program evaluation. Project Description. (ERIC Document Reproduction Service No. ED337869)
- Raywid, M. A. (1998). The journey of the alternative schools movement: Where it's been and where it's going. The High School Magazine, 6(2), 10-14.
- Rudolph, D. (1984). New steps towards improved discipline. NASSP Bulletin, 68(476), 117-118.
- Sacchetti, M. (2002, January 4). Suspension: no ticket home. The Orange County Register, pp. 1 & 4.
- Schneiter, M. (1998, November 30). Making the point with points/'Make Your Day' discipline program at 3 Pierce schools is hailed as a quiet effective way of making kids accountable. The News Tribune, pp. A1-4.
- Schools: What works. (1983, March 16). *Education Weekly on the Web*. Retrieved February 25, 2002, <http://www.edweek.org>
- Searcey, D. (1998, May 26). In lieu of school-retired teacher, 78, and friends hold class for suspended students. The Seattle Times, pp. A1-3.
- Short, P. M., & Noblit, G. W. (1985). Missing the mark in in-school suspension: An explanation and proposal. NASSP Bulletin, 69(484), 112-116.
- State news roundup. (1985, September 25). *Education Weekly on the Web*. Retrieved February 25, 2002, <http://www.edweek.org>.
- Sweeney-Rader, J., Snyder, G. L., Goldstein, H., Rosenwald, P. (1980). School suspensions: An in-house prevention model. *Children Today*, 9(2), 19-21. (ERIC Document Reproduction Service No. EJ230751)
- Sullivan, J. S. (1989). Elements of a successful in-school suspension program. *NASSP Bulletin*, 73(516), 32-38. (ERIC Document Reproduction Service No. EJ387116)

The Discipline Advantage. (1999). Lisle, Ill.: The Advantage Press: c. 1999;
(630) 858-7933.

Wells, A. (1989). Middle school education-The critical link in dropout prevention. (ERIC Document Reproduction Service No. ED311148)

Wheelock, A.(1986). CrossingtheTracks. Retrieved February 25, 2002,
www.middleweb.com/INCASEiss.html

APPENDICES

- A. Letter of Invitation and Evaluation Forms
- B. Sample 'SUCCESS' Program Forms
- C. Student ISS Assignment Process
- D. Sample Suspension Learning Packet

APPENDIX A

LETTER OF INVITATION
AND
EVALUATION FORMS



CENTRAL WASHINGTON UNIVERSITY

ELLENSBURG • LYNNWOOD • MOSES LAKE • SEATAC • STEILACOOM • WENATCHEE • YAKIMA

DEPARTMENT OF TEACHER EDUCATION PROGRAMS

Dear Colleague,

My name is LynnDee Stevens, and I am completing my Masters of Education degree in Educational and Special Educational Administration at Central Washington University.

I am writing to request you help in providing information needed to complete my Master's degree project. It is entitled A Model In-School Suspension Program for Junior High Schools.

The purpose of my project is mainly explained by the title. I am attempting to develop a working successful In-School Suspension program at Kalles Junior High that would prove increased student academic success versus being suspended out of school. I am trying to obtain good examples of ISS program information, forms, and data documentation from successful program at various high schools and junior highs. Since you are in charge of discipline and your ISS program, I am asking for you cooperation by sending examples of your program forms and documentation in order to use in my presentation and possibly adopt for my program.

All forms and documentation shared will be treated as strictly confidential and under no circumstances will individuals or schools be identified. Feel free to make any additional comment's which you believe would be beneficial.

Thank you for you cooperation. Enclosed is a stamped, self-addressed envelope for you convenience in returning the information no later than January 31, 2002.

Sincerely,

Graduate Student:

LynnDee Stevens
Kalles Junior High
Special Education Teacher

University Supervisor:

Jack McPherson
Department of Teacher
Education Programs
Central Washington University
Ellensburg, WA 98926

School _____

In-House Program Evaluation

Do you believe in In School Suspension? Y N

Benefits:

Why?

What are your discipline steps?

How do the kids react to your different disciplines?

How do your parents feel about the discipline procedures and what problems have you had?

How does ISS fit in your budget? How is it funded?

In-house program informational survey

I am currently doing my Masters in Administration at Central University and working on my Thesis/Project on the benefits of building an alternative to out of school suspension for kids in Junior High. Some of the information that I am interested in are items that will help me to build a program at our school. Could you help me out by filling out the following and maybe attaching any items of paperwork that will assist me.

These are what I need:

-Administrative paperwork to assign.

-Rules of ISS and any curriculum that she/he does

-What are the conditions of ISS and how is it assigned

-How are the kids exited and brought back into the classroom situation.

-What are the progressive discipline measures that get them to this point?

Could you please reply to these questions the best of your knowledge and send back via Fax to _____ or have it for me to pick up in a week.
Thank you for your time,

LynnDee

APPENDIX B

SAMPLE 'SUCCESS' PROGRAM FORMS

Process for "Success"

- I. Follow all of the steps through the referral process in the classroom.
- II. Send Referral to office with student.
- III. Administrator will determine need of student & if Administrator is not available then determine sending them to Success to wait until such time.

Process for Paperwork

- I. Proper paperwork will be done for student assigned, by office administration only.
- II. Folder will be made for student sent to "SUCCESS"
- III. Assignment sheets will be taken around to students teachers to gather assignments for that student for time needed.
- IV. Staff will check folder off work and turn in work to prospective teachers when student has completed his time in "SUCCESS". (Student's work at that point will be graded for class, without being penalized for it being late, unless it was missing work.)
- V. Student will have a re-entry conference with administration on last day of "SUCCESS", before re-entering back into his/her classes.

ISS Success Program

Rules and Requirements

1. Check in at the office for attendance and order your lunch in the cafeteria if you did not bring one. Wait for a staff member to escort you to the ISS room.

2. Bring all your textbooks, notes from your teachers concerning your work that you will be doing in the ISS room with you. If you don't come prepared to do school work, you will be escorted to your locker to empty it out and get all the materials you need.

3. In the ISS room you will need to stay in your seat at all times unless you have raised your hand to ask a question or you are with an authorized escort to take a break. At anytime during your stay in the ISS room you will not be allowed to leave without an escort.

4. In ISS talking is NOT allowed. You will not be allowed to eat anytime except during the appointed lunch time assigned by the ISS staff member. You will NOT talk to the other students in ISS for any reason. There will be no leaving your assigned seat unless the ISS staff member gives you permission to do so.

5. If there is a class you must attend, you MUST have authorization from the Principal to do so.

6. If any of these rules are not followed upon reasonable request by any ISS staff member, then you will be immediately sent to the office with a referral and given an alternative activity to fulfill your educational requirements for that day.

Student Signature _____

Success Program

Name _____

Grade _____

Dates _____

***This student has been assigned to a self-contained curriculum day with Mrs. Stevens. Please gather as many assignments as possible and attach to this paper for his work for the day(s) and put in her box, hand deliver to P3, or email assignments before 9 AM.

Assignments to be done:

(please attach all worksheets and or materials to be used.)

Materials Needed:

Comments:

Teachers Signature: _____

Date: _____

APPENDIX C

STUDENT ISS ASSIGNMENT PROCESS

KALLES ASSIGNMENT SHEET FOR ISS

Dear Teacher,

_____ has been assigned to the ISS room starting _____

_____ thru _____. To allow the ISS staff member to better help keep these students on task we will need the students assignment(s) for the day, and a missing work report.

These assignments will be turned in to you at the end of the day. If during the course of the day you have an assignment(s) or materials you feel the student needs, please send to the office and a T.A. will see to it that it is delivered to ISS. To assure the success of the student, please have these assignments ready and to the student no later than 8:30 am on the assigned day(s) in ISS.

Teacher Signature _____ Period _____ Date _____

Notes: _____

KALLES JUNIOR HIGH SCHOOL

Name _____ Date _____

Sending Teacher _____

You have been sent to ISS for the following reason _____

_____.

1. Write one to two sentences explaining the incident from your point of view. Your answer must be fair. _____

_____.

2. What is the rule you think you have broken? _____

_____.

3. Why is this rule important to this school? _____

_____.

4. How did your behavior interfere with the needs or rights of others? _____

_____.

5. Think through your choices and how you could have handled the situation better.

A. I could have _____

_____.

B. The result would have been _____

_____.

C. I could have _____

_____.

D. The result would have been _____

_____.

My plan for solving this problem is: _____

_____.

I agree to work at following this plan.

Student Signature _____ Date _____

Substitute Process for ISS

1. ISS Substitute will meet with Carol Walker, or attendance secretary regarding assigned students.
2. Carol Walker, or attendance secretary will email Kalles staff the ISS assigned students for each day, unless Substitute has an email address with district.
3. Substitute will pick up students from the office, and gather work for each student for the day or days they are assigned
4. Kevin Hampton, Vice Principal will be support for substitute as needed throughout the day.
5. Substitute will connect up with Carol Walker at the end of the day to begin to gather data and work for students assigned for the next day.
6. Substitute will fill out observation forms on each student assigned, and file in substitute folder for ISS staff teacher to read when she returns.

APPENDIX D

SAMPLE SUSPENSION LEARNING PACKET

THE DISCIPLINE ADVANTAGE

SUSPENSION LEARNING PACKET SYSTEM

Junior High School/Middle School

Version 1

Text Copyright © 1999 by The Advantage Press

Limited license to photocopy at purchasing site only
All other rights reserved

For information, address The Advantage Press

P. O. Box 3025, Lisle, Illinois 60532
630-858-7933