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THE BENEFITS OF AN IN-SCHOOL
SUSPENSION PROGRAM

by
Dianne Hickey

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
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Approved by

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ABSTRACT

Dianne M. Hickey
THE BENEFITS OF AN IN-SCHOOL
SUSPENSION PROGRAM

2003/2004

Dr. Dennis Hurley
Master of Arts in Educational Administration

The purpose of this study was to develop an effective in-school suspension program for the Ocean City Intermediate School students using a community based action research design. Development of an ISS program provided a positive learning environment where discipline and learning takes place within the school setting. The research looked at patterns occurring in a survey given to a 10% random sampling of the 283 Intermediate School parents and 72 teachers. The study reviewed scholarly literature, existing studies, and data on the effectiveness of in-school suspension programs. Analysis of several successful in-school suspension programs resulted in a collection of effective ISS rules, policies, and procedures. Research revealed 97% of the parents and teachers surveyed believed in-school suspension programs were effective forms of discipline. All people surveyed felt ISS provided more adult supervision and academic instruction. An in-school suspension program counteracted the many negative affects of out-of-school suspension and allowed instruction time to continue without interruption.

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The purpose of this study was to develop an effective in-school suspension program for the Ocean City Intermediate School. Analysis of successful programs resulted in effective ISS rules, policies, and procedures. Research revealed 97% of those surveyed approved of in-school suspension programs and believed they were effective forms of discipline.

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Chapter 1

Introduction

Focus of the Study

This proposal, of an in-school suspension program (ISS), sought to provide students with a more continuous education without the interruptions caused by out-of-school suspensions, resulting in increased student achievement. The study provided a positive alternative to out-of-school suspension and a chance to overcome a potentially negative learning situation and replace it with a positive experience in school. The study used a community based action research design. Previous research aided in the design of the program to promote success.

Teachers, administration, parents, the community, and students all had an interest in this program. Regular education and special education students benefited from this program. The ISS program provided them with continued academic instruction, counseling with academic and personal problems, and adult guidance. The in-school suspension program did not deprive students of an educational experience; instead, it gave administrators the option of using out-of-school suspension for more serious discipline offenses.

The study determined the effectiveness of an in-school suspension program in conjunction with the school's current discipline program on fourth through eighth graders, in order to keep the students current on their assignments and to reduce the amount of time spent out of school and away from instruction.

Purpose of the Study

The purpose of this study was to develop an effective, in-school suspension program for the Ocean City Intermediate School students using a community based action research design. The study resulted in ISS teacher guidelines, data, ISS rules and regulations, and a new policy for implementing an in-school suspension program. The development of an in-school suspension program provided students and teachers with a more effective disciplinary procedure to reduce discipline referrals, increase attendance, and allow students to continue academic success.

Definitions

- Winter Rental- a house that is rented out from September through June at a reduced rate.
- Classified Student- a student that possesses an Individualized Education Plan (IEP), which outlines the student's disabilities and modifications needed for optimal learning.
- Least Restrictive Environment (LRE)- Placement of a classified student that meets the needs of said student, yet allows for maximum integration with non-handicapped students.
- Grade Eight Proficiency Assessment Test (GEPA)- The GEPA measures what students know and can do in language arts literacy (reading and writing), mathematics, and science.
- Advanced Proficient & Proficient- Terminology for scoring the GEPA test, where the student has met the state's standards for that content area.

- Partially Proficient- Terminology for scoring the GEPA test, where the student has not met the state's minimum level of proficient (failed).
- Median Salary- A median is the middle number in a series (e.g., the median for the salaries \$10,000, \$30,000, \$50,000, \$60,000, \$70,000, is \$50,000).
- In-School Suspension (ISS)- an in-house suspension program to which a student may be assigned for a short length of time instead of out-of-school suspension.
- Program for Academic and Creative Enrichment (PACE)- A gifted and talented program for students, in the areas of Social Studies and Mathematics.
- Interstate School Leaders Licensure Consortium (ISLLC)- Standards developed for school leaders.

Limitations of the Study

Some limitations of this study were funding, the availability of counselors for students placed in the in-school suspension room, selection of an in-school suspension teacher, placement and organization of the room, and staff support with making student work available. The collection of data supporting the success of the program was also a limitation. Time constraints and board approval proved to be limitations to the study.

Setting of the Study

The community where the focus school was located is Ocean City, New Jersey. Ocean City was a family-oriented, shore community, barrier island with many seasonal residents. It was the largest municipality in Cape May County and continues to station four beach patrol offices, a U.S. Coast Guard Base, three fire stations, a police department, and a municipal airport. Local government consisted of a mayor and seven

council members, all of whom serve four-year terms. (Cape May County League of Women Voters, 1991) Community services included a free public library and an extensive recreation program. The community had a very diverse socio-economic condition. The median family income was \$38,998 with 1,012 people in the community in poverty. (Census Report, 2000) Much of the business activity in the community revolved around tourism, real estate, and construction. Education was extremely important to the community, with 90% of its budgets passing.

The school system was a K-12 district with three schools located on three different sites: primary (grades K-3), intermediate (grades 4-8), and high school (grades 9-12). There were approximately 2,600 students educated by the school administration, faculty, and support staff within the school district. (Ocean City Student Master List, 2003) There were approximately 400 special needs students in the district. The high school had a 96.9% graduation rate for its seniors. (Ocean City High School Report Card, 2003) The district had a relatively transient student body at 21.3%. This was attributed to the growing number of “winter rentals” in the community. There had been a significant and steady decrease in the number of students enrolled in the district’s primary and intermediate schools, -246 students since 1996. Yet, the district was building a \$48 million dollar high school, which the district anticipated to open in 2004. This district was a receiving district for students in grades 9-12, consisting of Upper Township, Sea Isle City, and Corbin City. Surprisingly, 67.7% of the high school students were from sending districts as compared to only 32% from the community. (Ocean City High School Report Card, 2003)

Table 1

Enrollment by District		
City	Number of Students	Percent
Upper Township	676	53.1%
Ocean City	410	32.2%
Sea Isle City	185	14.5%
Corbin City	3	.2%
Total Students	1274	100%

Numerous members of the Ocean City community volunteered assistance with sports and extra curricular activities. They also offered to speak at assemblies and participate in special events. There was also a very active Booster Club, which raises funds for district sports.

The organization of district staff was as follows: 251 certified staff, 206 classroom teachers, 88 non-certified support service personnel, 34 educational support service personnel, 25 teacher aides, 22 clerics, 13 administrators/supervisors, and 3 technicians. The median number of years of teaching experience for faculty in the district was 20 years. The organization of the thirteen district administrators were as such: 1 superintendent, 1 business administrator, 1 director of special services, 1 director of technology and curriculum, 1 supervisor of special education; at the high school- 1 principal, 2 assistant principals, 1 director of guidance; at the intermediate school- 1 principal, 1 assistant principal, 1 director of guidance; and at the primary school- 1 principal. (Ocean City Elementary/ Intermediate School Report Card, 2003) Twelve

individuals made up the district's Board of Education. They served for staggered three-year terms. Board members were representatives from all four townships/cities. They established school policies, which encouraged students to pursue excellence, to realize their intellectual potential, and to develop attitudes, appreciation, skills, and ideals that will enable them to make positive contributions to society.

The study took place at the Intermediate School in the Ocean City School district. The Intermediate School offered a variety of curricular and co-curricular programs that contributed to the total education of its unique student body. The school had 484 students, 19% of whom were classified as students with disabilities. (Ocean City Student Master List, 2003) The average class size contained eighteen students per class. There were 74 certified teachers and 10 support staff at the school. Numerous faculty members completed various masters programs and continued taking graduate courses: 61% possess a Masters Degree and 3% possess a Doctoral Degree. There was a great deal of incentive for teachers to continue their education, such as tuition reimbursement, excellent raises in salary, and movement within the district. The median teacher's salary in the district was \$75,183, which was \$20,000 more than the state median. Approximately 69% of district expenses were for teachers' salaries. (Ocean City Elementary/Intermediate School Report Card, 2003)

The Intermediate School and the entire Ocean City school district implemented a comprehensive curriculum. Teachers not only taught to the Core Curriculum Content Standards established by the New Jersey State Department of Education, but they also met across grade levels to ensure that the students continued to build on their knowledge of a subject. Committees, under the direction of the Director of Curriculum, reviewed the

academic programs in five-year cycles. At the Intermediate School the Grade Eight Proficiency Assessment scores for 2003 showed a decrease in total students scoring in the Advanced Proficient and Proficient areas. The table compared 2002 to 2003 GEPA test scores.

Table 2

GEPA Test Results	2002	2003
Language Arts Literacy		
Partially Proficient	19%	24%
Proficient	71%	69%
Advanced Proficient	10%	7%
Total Proficient	81%	76%
Mathematics		
Partially Proficient	36%	40%
Proficient	47%	47%
Advanced Proficient	17%	13%
Total Proficient	64%	60%
Science		
Partially Proficient	13%	21%
Proficient	54%	59%
Advanced Proficient	33%	20%
Total Proficient	87%	79%

(New Jersey Statewide Testing System Grade Eight Proficiency Assessment, 2003)

The school day at the Intermediate School began at 7:40 A.M. and ended at 2:20 P.M. There were nine periods in the school day. Included in these periods were enrichment periods where extra help, counseling, and individualized reading instruction were given to students who experienced difficulty in personal and academic areas. Students at the Intermediate School were offered a diverse and extensive curriculum with art, home economics, wood and metal shop, music, computers, foreign languages, and PACE (Program for Academic and Creative Enrichment). The staff taught advanced science and algebra to eighth grade students. The Physical Education Department offered swimming in grades four, six, and eight, which took place at the Ocean City Aquatic and Fitness Center's pool. The teachers received two planning periods a day to facilitate team planning. Grade level teams met during one of their two daily planning periods to discuss student progress, behavior, school events, test schedules, and school activities.

After school hours, the Intermediate School and high school sports programs used the building. The Intermediate School sports included soccer, basketball, track, cheerleading, wrestling, baseball, and softball to the students. Other after school activities included yearbook, newspaper club, chess, and peer tutoring. Community organizations also used the school gymnasium and multi-purpose room to hold public meetings.

Organization of the Study

The remainder of this study was organized in the following way: Chapter 2- Review of Literature; Chapter 3- Design of the Study; Chapter 4- Presentation of Research Findings; Chapter 5- Conclusions, Implications and Further Study; References; Biographical Data; and an Appendix.

Chapter 2

Review of Literature

Introduction

Literature supported that in-school suspension programs (ISS) dealt with student behavior, without depriving students of an educational experience. Researchers felt out-of-school suspension should only be used for very serious behavior problems, such as violent or criminal behavior due to its negative effect on students. A review of literature from Sanders (2001) showed that ISS programs can help reduce daytime juvenile crime rates, increase academic learning time, and reduce the student drop out rate. ISS allowed instructional time to continue because students still had access to coursework, teacher assistance, and adult supervision. Other research showed that by keeping the students in school, counseling services could also be utilized. This, in return, resulted in improved self-image and self-discipline in students.

All literature reviewed showed a clear association between disciplinary exclusion or out-of-school suspension and further poor outcomes, such as delinquency, substance abuse, and school dropout. All literature also agreed that out-of-school suspension should be reserved for students who present a clear and present danger to others. In-school suspension programs showed decreases in disruptive behaviors, which negatively affect the learning environment. Classroom disruptions interrupted lessons for all students, creating a loss of learning time. In-school suspension provided a break for teachers and other students without depriving the disruptive student of an education. It reduced behavioral disruptions in the classroom. ISS is an effective, behavior management tool in

many school districts. Researchers found in-school suspension helped maintain academic success and taught valuable social skills that promoted success in school and everyday life.

Review on the Problem

Suspension rates were high from 2000-2003 at the Ocean City Intermediate School. In the 2000-01 school year, administration suspended 27.4% of students from school and 12.6% in 2001-02. These numbers were well above the state average of 4.8% and 4.6%, respectively, for those same school years. The Intermediate School did not have an in-school suspension program; therefore, any student suspended lost instructional days. Many of these students did not have parental supervision while suspended, they ended up playing video games, watching television, and roaming the streets. The school removed the student from the class and rewarded him/her for bad behavior with a vacation from school.

In-school suspension could have offered a positive environment where discipline and learning take place. In the past two years, there were approximately 1,000 discipline referrals. Administration saw that instructional time was too valuable to lose. With GEPA test results going down and student suspension rates increasing, the school needed an alternative to merely suspending a student, thus giving him a day off school.

Review of Major Concept Related to the Problem: Loss of Instructional Time

According to a study by Portner (1996), both parents and educators were questioning the validity of punishing students by denying them an education. In-school suspension created a positive environment where discipline and learning co-existed. The study showed ISS provided an alternative to out-of-school suspension and allowed

students to continue their academic work. There was a focus on academics, which resulted in increased student achievement. Suspended students had a greater likelihood of dropping out of school, than other students did. Schools must provide alternative programs that continue educational opportunities for suspended and expelled students.

Counseling

In a study by Guindon (1992), where in-school suspension students received counseling, fourteen of the nineteen students suspended in ISS returned to the classroom with little to no problems. Research found that counseling offered students a chance to overcome a potentially negative learning situation and replaced it with a positive one. Students learned problem solving through counseling, which helped prevent similar problems in the future. Some effective counseling methods included group and individual discussions, role-playing, guest lecturers, simulation, and videotapes.

Creating a Program

Research suggested that the school must develop a clear set of rules and regulations related to the in-school suspension program. After having the rules read aloud by the teacher, the students then signed them, stating they would abide by them. Behavior referrals to ISS must also be consistent. For discipline to be effective, the punishment must accurately reflect the severity of the offense. A study by Sheets (1996) suggested schools display and discuss accountability, lunch and bathroom procedures, and conditions of the ISS with all students referred to the program. Hiring one certified teacher to monitor and tutor students in the in-school suspension class proved to be an effective tool. The research reiterated the importance of set counseling times for

students. It also recommended that the in-school suspension room be located close to the guidance and main office.

Conclusion

The study revealed much information on in-school suspension programs. The research showed that in-school suspension proved to be an effective means for improving individual student behavior, self-esteem, and academic achievement. Based on the literature reviewed, an ISS program should include a set of rules, policies, and procedures, a certified ISS teacher, and consistent counseling. Through proper implementation of an in-school suspension program, students lose little instructional time. In addition, classroom disruptions lessened without depriving students of an education. All literature reviewed showed that the right in-school suspension program was a positive and effective way to deal with minor behavior problems and maintained academic success.

Chapter 3

Design of the Study

Introduction

The study of an effective in-school suspension program gained information for implementation in the 2004-2005 school year at the Ocean City Intermediate School. By looking at successful programs and scholarly literature, the research resulted in an effective in-school suspension program tailored to the needs of the Ocean City Intermediate School. Due to time constraints and board approval, the ISS program was not implemented until the 2004 school year.

General Description of the Research Design

The research was in the form of literature reviews, existing in-school suspension programs and their effectiveness, and current forms of discipline used at the Ocean City Intermediate School and its effectiveness. The study involved a survey of parents and staff at the Intermediate School, which determined interest, support, and possible problems of the proposed in-school suspension program.

Development and Design of the Research Instrumentation

The instrumentation was a survey consisting of thirteen questions. The questions dealt with teacher responsibilities, academic instruction, social skills, monitoring, counseling, and out-of school suspension. Students did not complete surveys in this study. The parents and teachers used a rating system consisting of “very much”, “somewhat”, “a little” and “no”. The survey asked whether it was a parent or teacher completing the survey and their gender. The study hoped to learn if there was parental

and teacher support for the in-school suspension program. The research wanted to discover if the parents and teachers of the Ocean City Intermediate School were approving of ISS as an effective form of discipline.

Description of the Sampling and Sampling Techniques

The study on discipline procedures dealt with fourth through eighth grade students at the Ocean City Intermediate School. A random sampling of the fourth through eighth grade parents and teachers completed the survey in January 2004, consisting of ten percent of the target population.

The study reviewed existing studies, scholarly literature, and data on the effectiveness of in-school suspension programs on students. The study looked at effective in-school suspension programs and procedures of implementation. The research also compared the amount of behavior referrals from previous years to the present.

Table 3

Behavior Referrals from September through December

Year	2002	2003
Number of Behavior Referrals	151	120

Description of the Data Collection Approach

The study analyzed behavior referral data on in-school suspension programs, and compared it to data collected from previous years. The study used a structured form of analysis. A case study helped in the collection and analysis of data determining the impact of an in-school suspension program on middle school students.

The study used a cross-sectional survey to collect and organize data. A 10% random sampling of the 283 parents and 72 teachers generated a sample population for the study. The research looked at answers occurring most often in the survey, which generated patterns. The study produced a thesis on the proposed impact of an in-school suspension program on behavior referrals, attendance, and academic success of students.

Description of the Data Analysis Plan

The surveys showed patterns in the data collected. All answers were tallied and recorded on a master list for the purpose of analyzing the data. The study looked at data according to teacher and parent grouping, and together as a whole. The research showed what percentage of people surveyed was in agreement with an in-school suspension program and what percentage was against ISS for the Intermediate School. Analysis of current successful programs resulted in a collection of effective rules, procedures, and materials for possible implementation.

Chapter 4

Presentation of Research Findings

Introduction

The research data indicated eight salient patterns necessary for developing an effective ISS program in the Ocean City Intermediate School. The eight patterns were (1) out-of-school suspension is a free day off from school, (2) ISS is an effective form of discipline, (3) teachers should provide academic work for students, (4) social skills need to be taught in an ISS room, (5) allowed more adult supervision, (6) more academic instruction was provided, (7) to hire an ISS teacher, and (8) that parents wanted an ISS program at the Intermediate School. The study surveyed thirty-two parents and five teachers. The study also compared discipline referrals from the past two years. The research studied, coded, and interpreted the data to develop conclusions.

Grand Tour Question

Research of literature indicated in-school suspension programs had a positive affect on discipline referrals, attendance, and academics. Data collected from the Ocean City Intermediate School showed a twenty-one percent reduction in behavior referrals in 2003. Ninety-seven percent of the parents and teachers felt ISS was a very effective form of discipline. Eighty-six percent of those surveyed stated that out-of-school suspension was simply a “free day off from school”. All parents and teachers confirmed that an ISS program, in conjunction with an out-of-school suspension program, was a much more effective form of discipline. Research proved that in-school suspension was seen as more effective than out-of-school suspension by parents and teachers alike.

The research showed ninety-seven percent of the surveyed population agreed that teachers must provide current academic work to students placed in ISS. There was teacher support and cooperation in the collection of materials and lessons. The ISS students maintained academic success by not falling behind in their schoolwork.

The teachers and parents defined a successful ISS program as one that provided academic instruction, adult supervision, and counseling during in-school suspension placement. Survey data showed that all people involved in the study agreed that an in-school suspension program contained more adult supervision and academic instruction than an out-of-school suspension program. They saw ISS as a way to penalize students for breaking school rules, yet maintain academic achievement and control. Research showed eighty-six percent of the parents and teachers also felt very strongly about the need to teach social skills in the ISS room. Only one person disagreed. The data also indicated that eighty-five percent of those surveyed felt counseling was necessary in making this a successful program. All agreed ISS was a win-win situation.

The data gathered indicated various components essential to an effective in-school suspension program. In addition to the counseling, social skills, and academic instruction, eighty-four percent of the parents and teachers felt a separate teacher for monitoring the ISS room was necessary. Research of literature indicated that an ISS teacher be dually certified in Special Education and Child Psychology, Social Work, or Guidance. The parents and teachers wanted consistency in the ISS classroom and the ability to select a highly qualified teacher for the job.

The various ISS components were essential to the effectiveness of the program. Although the school used in-school suspension as a form of punishment, education and

supervision continued uninterrupted. Out-of-school suspension was not seen as effective because people perceived it as a free day off from school, with no adult supervision or academic instruction. The focus group felt out-of-school suspension rewarded poor behavior. Parents and teachers believed in-school suspension was a more effective form of discipline than out-of-school suspension.

Conclusion

The research data indicated several salient patterns needed in the development of an effective in-school suspension program. The parents and teachers were in one hundred percent agreement that in-school suspension provided more adult supervision and academic instruction than out-of-school suspension. The sample group also believed that teachers must provide academic work for the students to continue instruction and learning. They saw social skills and counseling as vital components of a successful ISS program. To preserve consistency and maintain order in such a program, the parents and teachers agreed that a qualified teacher be hired to monitor the ISS room as opposed to several teachers rotating coverage throughout the day. The sample group unanimously concluded that in-school suspension was more effective than out-of-school suspension and they wished to implement such a program at the Ocean City Intermediate School.

Chapter 5

Conclusions, Implications, and Further Study

Introduction

Through research of literature, various in-school suspension programs, and a survey, the study concluded that in-school suspension was an effective form of discipline. ISS allowed instructional time to continue uninterrupted for the disruptive student and the classroom. Therefore, the problem student was not deprived of a free and public education. Unlike out-of-school suspension, ISS provided more adult supervision, counseling, and valuable social skills. Research concluded that with ninety-seven percent of the stakeholders supporting in-school suspension, the program was sure to succeed. Administration proposed an in-school suspension program to the board of education with the backing of the Ocean City Intermediate School parents and staff.

Grand Tour Conclusions and Implications

Research data proved that parents and teachers believed in-school suspension programs were more effective and beneficial to intermediate school students. They supported the idea of an ISS program, and support is necessary in the success of such a program. In the past, suspended students lost instructional time and fell behind academically. ISS continued academic success because teachers provided work to the students placed in the in-school suspension room. An in-school suspension teacher then educated the suspended student placed in the self-contained setting. This proved to be a successful combination. The development and enforcement of ISS rules and regulations

were invaluable to the program. Teacher support and participation was also necessary for the ISS program to be proficient. The study concluded that the development of an effective in-school suspension program continued instructional time and promoted academic success.

Research proved that a quality in-school suspension program must provide students with counseling and valuable social skills. Both counseling and social skills gave students placed in ISS the potential to overcome future problems. Through counseling, students learned to cope with various emotional situations and deal with their anger appropriately. Students learned problem-solving skills necessary for avoiding further suspensions. Individual behavior learning packets also provided counseling. Students completed these informative readings and comprehension questions, which helped teach them how to make better choices. This data also meant students learned skills necessary in becoming successful members of the community, while serving their punishment. Research concluded that both counseling and social skills were integral components in the success of an in-school suspension program.

The study proved parents and teachers wanted a qualified teacher hired to monitor the in-school suspension room. Rotating teachers through the ISS room proved ineffective. A separate ISS teacher hired, just for the program, provided students with consistency throughout the school day. The study also concluded that the ISS teacher be dually certified in Special Education and either Guidance, Child Psychology, or Social Work. The dual certification gave the teacher more knowledge for working with difficult or disturbed students assigned to the in-school suspension program. The study concluded

that a dually certified teacher, hired exclusively for teaching in the ISS room, was the best selection for monitoring the in-school suspension program.

In-school suspension proved to be more effective than out-of-school suspension. In-school suspension isolated the student, removed freedom, counseled the problem, provided adult supervision, and continued academic instruction. With ISS, students were not rewarded for poor behavior, thus reducing the amount of behavior referrals. These numerous components all contributed to a successful in-school suspension program.

Implications of Study on Leadership Skills

The study revealed numerous leadership skills that a school administrator must possess. The study used the Interstate School Leaders Licensure Consortium Standards (ISLLC) as a guideline for developing effective leadership skills. An administrator needed an understanding of effective communication skills with parents, teachers, and students. This proved true in the development and successful operation of the ISS program. The study found that an administrative leader needed to believe in the ability to educate all students and insure that they have the skills and values to become successful adults. An educational leader must also be committed to a safe learning environment. The development of an in-school suspension program provided that safe environment and allowed student learning to continue for all students.

The study found several other leadership skills required in the development and implementation of an in-school suspension program. ISLLC Standard 3 also noted the importance of an administrator possessing the knowledge of school safety and security. ISLLC Standard 3 stated that an educational leader must promote the success of all

students by ensuring management of the organization, and operations for a safe, efficient, and effective learning environment. (Council of Chief School Offices, 1996)

Implications of Study on Organizational Change

The study on in-school suspension programs implied the need for several changes in school organization and procedures. A set of rules and regulations conducive to the individual school needed to be developed. The ISS room needed to be located in close proximity to the principal's office and guidance office. Another implication was that schools had to find funds to pay an ISS teacher. The study also found it necessary to develop colored ISS assignment forms for teachers to complete. The grade level teachers received forms on suspended students, which they completed and returned to the office with the necessary books and materials. The school revamped the guidance counselor's schedule to provide necessary counseling to ISS students. The study on successful in-school suspension programs implied several organizational changes needed in schools.

Further Study

Data will be collected for the first three years the Ocean City Intermediate School implements the in-school suspension program. The study will compare the amount of behavior referrals to previous years in an attempt to see a decline in discipline problems. GEPA scores and failing grades on report cards will also be compared to years before the ISS program's implementation. At the end of the third year, the school will survey parents and teachers. Further study will gather data to see how successful the target population felt the program had been and if improvements are needed in the program.

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Appendix A
Research Instrument

In-School Suspension Survey

Gender.....male OR female

Are you a.....Parent OR Teacher

Survey Questions				
1. Have you ever been suspended before?	YES		NO	
	very much	some what	a little	no
2. Do you feel out-of-school suspension is an effective form of discipline?				
3. Do you think out-of-school suspension is a free day off from school?				
4. Do you think in-school suspension is an effective form of discipline?				
5. Would you like to see your school develop an in-school suspension program?				
6. Do you think teachers should provide work for the students to complete during in-school suspension?				
7. Do you think counseling should be provided during in-school suspension?				
8. Would in-school suspension provide more adult supervision than out-of-school suspension?				
9. Do you think in-school suspension provides more academic instruction than out-of-school suspension?				
10. Should social skills be taught during in-school suspension?				
11. Do you think teachers should rotate in-school suspension monitoring?				
12. Do you think one teacher should be hired to monitor an in-school suspension program?				
13. Do you think an in-school suspension program would be a more effective form of discipline than only having out-of-school suspension?				
	very much	some what	a little	no

Appendix B
In-School Suspension Policy

IN-SCHOOL SUSPENSION POLICY

All suspended students will report directly to the ISS room for homeroom and attendance.

Advantage Press, Inc. Individual Behavior Learning Packets

The ISS teacher will maintain reading packets on various problems based on reasons why students were suspended. Each packet will contain required reading passages with comprehension questions for students to complete. Each packet should take approximately one hour to complete with a follow-up counseling session with a school psychologist, social worker, or guidance counselor. Each packet identifies inappropriate behavior, ethical issues, underlying causes of such behavior, and sets goals for the student.

Student Files

Each student placed in the In-School Suspension Program will have an individual file created and kept in that room by the ISS teacher. All files will be kept in a locked filing cabinet or drawer. A log of suspension reasons and completed ISS readings will be maintained in each student file.

Rules and Regulations

A set of twelve rules must be posted in the In-School Suspension room. Each student assigned to the ISS program will be required to read, discuss, and sign a set of these rules. The teacher will provide three bathroom breaks for all students throughout the day along with one 30-minute lunch break. Lunch will be eaten in the In-School Suspension room. Students will not leave the ISS room for any reason, without the supervision of the teacher. Consistency with these rules and regulations is mandatory.

The Vice Principal, school psychologist, social worker, or guidance counselor will cover the teacher's 40-minute prep. No student breaks will be given at this time.

Student Work

Teachers will be responsible for providing work, books, and materials for students assigned to the In-School Suspension Program. A blue notice will be sent to all teachers to supply academic work to the ISS teacher for each student. If a student completes all assigned work, the ISS teacher will provide additional supplemental materials for that student. All assigned work must be completed and handed in to the ISS teacher each day.

Appendix C
In-School Suspension Rules

IN-SCHOOL SUSPENSION RULES
AND REGULATIONS

Students must report directly to the In-School Suspension room upon arrival at school at 7:35 A.M., and they will remain there until dismissal at 2:20 P.M.

1. Instructions will be followed the first time they are given. Failure to comply will result in a verbal warning and the instructions will be restated. A second offense will result in dismissal from the program with no school credit for the day or the infraction.
2. Respect to others must be shown at all times.
3. No physical contact of any kind between participants.
4. No talking, conversations, or inappropriate language.
5. Attendance is mandatory; absences will immediately be reported to the principal.
6. No food, drinks, gum or illegal substances allowed.
7. No electronic devices, games, or cell phones are allowed.
8. No visits by parents, relatives, or other students.
9. Sleeping is prohibited.
10. The In-School Suspension teacher assigns three daily restroom breaks, there will be no unauthorized breaks.
11. Students will complete assigned schoolwork. No credit is given for school work not completed and handed in.
12. Lunch will be eaten in the In-School Suspension room.

* Failure to comply with these rules will be reported to the principal for further action.

Biographical Data

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