

Rowan University

Rowan Digital Works

Theses and Dissertations

5-1-2002

Alternative discipline: "in or out"

V. Anthony Cattani
Rowan University

Follow this and additional works at: <https://rdw.rowan.edu/etd>



Part of the [Educational Leadership Commons](#)

Recommended Citation

Cattani, V. Anthony, "Alternative discipline: "in or out"" (2002). *Theses and Dissertations*. 1408.
<https://rdw.rowan.edu/etd/1408>

This Thesis is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact graduateresearch@rowan.edu.

Alternative Discipline
"In or Out"

By
Anthony Cattani

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
Spring 2002

Approved by _____
Professor

Date Approved May 1, 02

ABSTRACT

V. Anthony Cattani

Alternative Discipline “In or Out”
2002
Theodore Johnson, Ed.D
Education Leadership

The design of this project was to determine the effectiveness of the in-school suspension program at Westervelt compared to the prominent alternative, out of school suspension practiced at Westervelt, Luyber and Shauna High Schools.

The results of this study were based upon the analysis of the feedback of the stakeholders and discipline records to assess the data subjectively and objectively when feasible to determine the effectiveness of the program. The data collected revealed that Westervelt’s stakeholders supported the in-school suspension program as an effective alternative to out of school suspension.

The researcher found that the majority of the suspensions assigned at Westervelt High School were for attendance infractions. How can students that were experiencing attendance problems be disciplined with additional days outside the educational forum of the school? However at Westervelt High School none of these students were assigned to an out of school suspension.

MINI-ABSTRACT

V. Anthony Cattani

Alternative Discipline "In or Out"
2002
Theodore Johnson, Ed.D
Education Leadership

The goal of this study was to determine the effectiveness of the In-School Suspension program At Westervelt High School for implementation at the sister schools in the Sycamore Regional High School District. Through research, the researcher found that there were areas of the suspension program that needed to be addressed to increase effectiveness.

Acknowledgements

The alternative discipline study was conducted at Cherokee High School, Marlton, New Jersey. I would like to thank the educational community of the Lenape Regional High School District for enabling me to continue my educational goals and acquiring a degree in educational leadership. There is a special thanks due to my principal, Linda Rohrer for providing me with a true learning experience with continuous guidance during my internship. I would also like to recognize Donna Charlesworth, my mentor and friend for being extremely patient, and for being a great role model for me. I will be a better educational leader and person for having this experience with Donna Charlesworth.

I want to acknowledge my family, Tony, Christine, Shauna, Nanny, and Gianna for having the up most confidence and pride in everything that I do. The support that they provided through the educational process enabled me to achieve goals that seemed impossible to reach.

And last but not least, Kate Westervelt, my best friend and future wife. April 11, 2003 will be a wonderful day, but I'm looking forward to the rest of our lives together as being the happiest days of my life. Kate is the most intelligent person I know and she inspires me to be a better teacher, administrator, coach, son, brother, uncle, husband, friend, and man.

Table of Contents

	Page
Acknowledgements	ii
Chapter 1 Introduction.....	1
Focus of Study.....	1
Purpose.....	3
Definitions.....	4
Significance.....	5
Limitations.....	6
Setting of Study.....	7
Chapter 2 Review of Literature.....	11
Chapter 3 Design of Study.....	24
Chapter 4 Presentation of Research Findings.....	29
Chapter 5 Conclusion, Implications and Further Study.....	41
References.....	50
Appendix A Teacher Survey.....	59
Appendix B Student Survey.....	63
Appendix C Exit-Survey.....	68
Appendix D Interview Questions	71
Biographical Data.....	73

List of Tables /Charts/ Figures

Table 1 Suspensions due to Attendance Problems.....	52
Chart 1 1998 Suspensions.....	54
Chart 2 1999 Suspensions.....	55
Chart 3 2000 Suspensions.....	56
Chart 4 2001 Suspensions.....	57
Figure 9 Grade Suspension Analysis	58

CHAPTER 1

Introduction

Focus of Study

It was May 29, 2001 and there were nine students sitting in a classroom made for a maximum capacity of twelve. The classroom setting was one of seclusion in the cul de sac of the farthest west wing of the building providing isolation from the mass population of the student body passing through the hallways between each class. The nine students will only leave the room twice for bathroom breaks throughout the entire school day. The rest of the day will be delegated to completion of the day's aligned assignments from the student's respected teachers. These students are taking part in the in-school suspension program at Westervelt High School.

The in-school suspension program has been offered at Westervelt since the 1996-1997 school year as an alternative discipline action to out of school suspension, in an attempt to decrease the negative effects that go along with the out of school suspension practice. The harmful effects that correlate with out of school suspension are higher drop-out rates, increased low achieving academic performances, daytime juvenile delinquency, and decreased funding for the entire school because of lower attendance rates (Chobot & Garibaldi, 1982). The objective of the Westervelt In-School Suspension Program is to assist the suspended student while completing the corrective action assignment by identifying and modifying unacceptable behavior and maintaining academic preparedness, and to reduce the number of students with repeat suspensions and the number of student suspension days served out of school. However, was the in-school suspension program achieving the objectives?

Were the students benefiting academically, socially, and mentally from the experiences with the in-school suspension program rather than the out of school suspension? Did the students view the program as a severe but constructive discipline course of action?

There are two other forms of suspension at Westervelt High School. The re-admittance is one form of suspension that is utilized by an administrator that conducts a parent /guardian conference prior to the student's attendance to their classes to discuss the student's discipline infraction. However, the student will have a suspension filed on their record, but the student will not serve an In-School Suspension, Out of School Suspension term, or a Saturday Work Alternative program suspension. Each student can use the Re-Admit once annually, although it is the administrators' professional decision whether to utilize this form of suspension depending upon the infraction and the student's discipline record. This allows the student not to miss any instructional time, while creating a forum with the parents to identify and modify unacceptable behavior.

The other form of suspension is the Saturday Work Alternative Program, this assignment entails minor building and grounds maintenance from 8:30 am to 12:00. This form of suspension is equal to serving one day of In-School Suspension. This form of suspension is utilized when the student has served an abundance amount of days in the ISS program. The administrator can select this form of discipline coupled with the In-School Suspension program to minimize the days out of the actual classroom. As well as the In-School Suspension enables the student to maintain academic preparedness the student will benefit more having direct detailed teacher instruction rather than class assignments with abbreviate forms of instruction.

Purpose

The design of this project was to determine the effectiveness of the in-school suspension program at Westervelt compared to the prominent alternative, out of school suspension practiced at Westervelt, Luyber and Shauna High Schools. Given the lack of empirical and descriptive information, more information was needed to determine effectiveness. In-school suspension is a relatively recent response to growing concern over some of the drawbacks of out of school suspension, expulsion, and exclusion (Harvey & Moosha, 1977; Osborne, 1977; Chobot & Garibaldi, 1982). In-school suspension provides instructional time and support services, such as counseling in a school context, while removing the misbehaving student from the other students to maximize the learning environment, otherwise absent during out of school suspension. Out of school suspension denies education and creates barriers and blockages to further success and reinforces resistance (Slee, 1986). Out of school suspensions neither results in school improvement nor services academic or social interests of the students (Morrisette & Koshiyama, 1976). All in school efforts and resources must be exhausted before applying out of school suspensions.

The intern also compared and contrasted the grade effectiveness with the aide of Westervelt's division of a 9/10 building and 11/12 building with each having their own program.

The conclusion of the research was presented to the Sycamore Regional High School Board of Education for review for possible implementation at Shauna and Luyber high school.

The main subjects involved in the study were the disciplined students that have participated in the program. The general student population was surveyed on the perceptions of the suspension practices. Also involved in the study were the faculty members who have participated in the program and a sample of parents who have had an experience with the in-school suspension program during the 2001-2002 school year. It was essential that this study be conducted to determine the effectiveness of an alternative discipline action that is not offered at Luyber and Shauna High School within the Sycamore Regional School District. The sister schools were considering the implementation of the program, however the board of education required that the pilot program at Westervelt was evaluated for validity.

Definitions

Administrative review- student and parent meeting with assistant principal, principal, and counselor to discuss the identification and future consequences of recurring misbehavior.

Home instruction- students are taught at home one hour per week, by a certified teacher.

In-School Suspension - discipline procedure involving taking the misbehaved student out of the regular classroom for a period of time and placing the student in another learning situation within the school building, or in an independent learning situation with supervision coupled with counseling.

Out of School Suspension- dismissal from the school for a specific length of time.

Stakeholder- teachers, students, administrators, and parents.

Saturday Work Alternative Program (SWAP) – a form of suspension that the disciplined student performs work that entails minor building and grounds maintenance.

Readmit – a form of suspension for a first offense of minor infraction that renders a suspension, the disciplined student wouldn't lose instructional time, through conducting a parent conference prior to the re-admittance to the school.

Significance

The project was a significant contribution for the determination of the validity of the in-school suspension program as an alternative discipline to the out of school suspension program.

The ultimate goal is to determine if the in-school suspension program was assisting the suspended student while completing the corrective action assignment by identifying and modifying unacceptable behavior and maintaining academic preparedness in a structured atmosphere of respect, acceptance, and firmness with expectation of self-discipline and scholarly work, reducing the chances of recurrent misbehavior, in partnership with staff and administration. This study resulted in a feasibility report that informed the superintendent, administrators, the board of education members, and parents of its data collected. The data collected allowed the Sycamore Board of Education and the Superintendent to determine the relevance of implementing the program throughout the school district.

The alternative discipline study also incorporated a variety of Interstate School Leader Licensure Consortium Standards (ISLLC). The intern promoted the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The intern displayed these characteristics during the presentation of the data analysis to the Sycamore Regional High School administration for implementation of the In School Suspension Program at the sister schools.

The intern also promoted success to all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. This ISLLC standard was challenged during the determination of the effectiveness of providing an opportunity for a learning environment. The last ISLLC standard displayed throughout the study was the intern promoting the success of all students by acting with integrity, fairness, and in an ethical manner determining the effectiveness of the suspension programs.

The study also included possible recommendations from all subjects involved for the improvement of the current program at Westervelt.

Limitations

Many school districts do not have the program because of opposing theories or a lack of financial resources for staffing. School districts that utilize the In-School Suspension program do not have separate programs for different grades making this study difficult to complete. The programs were also operated differently aesthetically, where the lower grade faculty member provided a very nurturing and comfortable atmosphere; the higher-grade faculty member bestowed a no nonsense setting. The intangible was the enforcement of the program ranging through each administrative position.

The boundary of the study involved subjects that participated in the In-School Suspension program during the 2001-2002 school year at Westervelt High School in the Sycamore Regional High School District. The 9/10 In-School Suspension program and the 11/12 In-School Suspension program was utilized to accumulate grade level to student behavior correlation data.

The study incorporated research information from administrators, teachers, students, parents, and student discipline records. Only a sample of parents who have had children participate in the program at Westervelt were requested to provide feedback about their experience. The intern distributed surveys to subjects during the completion of the corrective action assignment. The sister schools were utilized to acquire out of school suspension data from their particular programs

Setting of the Study

The site of the study was Westervelt High School, located in Giant Township, New Jersey. The majority of the population of 42,275 of Giant Township are middle to upper-middle class citizens. The ethnicity breakdown is 91.3% white, 4.1% Asian, and 3.1% African American, while 93% of the population utilize the English language. The major religion in the town is Catholicism. Thirty-two percent of the parents of Westervelt students are divorced or remarried. Many of the parents make their living in Philadelphia, mostly because of its convenient thirty-minute commute from Giant to Philadelphia. However, the mobility rate at Westervelt high school is 4.7%. There has not been a time when the budget for the school has not passed.

This was a clear indicator of the educational support that Giant Township gives the Sycamore Regional High School District. The communities that are served by the district cover a large area, however the support has been consistent for many years.

The Sycamore Regional High School District serves eight municipalities. They are the townships of Evesham, Medford, Mount Laurel, Shamong, Southampton, Tabernacle, Woodland and the borough of Medford Lakes, Grades nine through twelve. This rural suburban district has a population of 135,000.

The Sycamore Regional High School District is the largest of the forty-four Burlington County districts. It encompasses three hundred and fifty square miles, forty-three percent of the entire area of Burlington County, the largest county in the state.

The Sycamore Regional High School District is comprised of three high schools, Luyber, Shauna, and Westervelt. Luyber, the oldest of the three schools, opened its doors in September of 1958. It currently houses students from Mount Laurel, Southampton, Woodland and some parts of Medford. Shauna, the second oldest school in the district, opened its doors on November 1, 1971. If one resided in Medford Lakes, Medford, Shamong and Tabernacle, then one would attend Shauna High School. Westervelt opened its doors in September 1975 and serves only students from Giant Township. Each high school was created to alleviate the rapidly growing townships that are a part of the district. When Luyber surpassed the 1000 student capacity in 1961, an addition was constructed to raise the capacity to 1500 students. By 1962 the population growth require to be a second addition to be added to Luyber. The North Building at Luyber was dedicated in 1965.

By 1967, it was apparent to the administration that the new additions were not going to accommodate the continuing growth; a referendum for a new high school was passed. In 1971, half of the students that attended Luyber were transferred to Shauna. By 1972-1973 school year, the district enrollment had swelled to nearly 4000 students with continued growth expected in the near future. This knowledge sparked the passing referendum for a third high school, Westervelt. In 1975, freshman and sophomores from Giant Township attended the newest of the three schools.

During the late 1980's the district continued to grow. All three facilities received additions and endured renovations projects.

At Luyber, a new media center, music wing, auxiliary gymnasium, weight room and storage areas were constructed. Shauna and Westervelt, created from the same blueprints, each received twenty-five classrooms, two gymnasiums, additional locker room facilities, storage areas and an auxiliary cafeteria. In 1998, the Sycamore Regional High School District's community members voted "yes" to a fourth high school and the addition of a ninth - tenth grade building to the existing Westervelt High School. A redistricting is planned for the arrival of the new high school in 2003. The fourth high school will service Shamong, Southampton, Tabernacle, and Woodland. Shauna will service Medford and Medford Lakes. Luyber will serve Mount Laurel students only and Westervelt will continue to provide services to Giant Township residents.

In September of 2001, the district serviced approximately 6000 students. Westervelt high school's enrollment was 2035 students. It is projected by the year 2005 the number of students will be somewhere between 8000 and 8500.

The Sycamore Regional High School District is a rapidly growing district, which has successfully accommodated the increase of population with state of the art educational facilities.

This setting was selected because of the intern's employment at Westervelt High School. The employment provided the intern with maximum accessibility to the In-School Suspension program and the discipline records. The intern was the In-School Suspension supervisor during the 1999-2000 school year. This experience provided the intern with knowledge of the policies and procedures of the program.

The site was also selected because of the request from the Sycamore Regional High School Board of Education to evaluate the pilot program at Westervelt High School for implementation at Westervelt's sister schools in the district.

The In-School Suspension program is a valuable alternative to out of school suspension discipline. Out of school suspension denies a student the opportunity to learn. However, an evaluation must be conducted to determine the validity of the program and to recognize any altering of the program for increased opportunity for success.

The populations in which the samples were chosen from included all stakeholders at Westervelt High School that participate with the program. The stakeholders include students, teachers, administrators, and parents that participate with the In-School Suspension program during the 2001-2002 school year. The diversity of the population utilized enabled the intern to acquire accurate information on the program.

This project was a significant contribution for the determination of the validity of the in-school suspension program as an alternative discipline to the out of school suspension program.

CHAPTER 2

Review of Literature

Maintaining discipline in the schools may have been an issue since public education began. Evidence of the general public's continuing concern over discipline problems in schools has been demonstrated by their ranking it as the number one problem in the public schools for sixteen of the last eighteen years (Gallup 1986 as cited in Rose 1987). Politicians increasingly call for get-tough disciplinary policies as the cure for many of education's and society's problems (Kraig, 1987 as cited in Rose 1987). However, what disciplinary policies and practices are the most effective? According to the 2000 Annual Report on School Safety, discipline policies must balance accountability-ensuring that every student is held accountable for his/her actions with responsibility ensuring that suspended and expelled students are provided with appropriate educational services. The educational services provided are needed to promote their educational development and to prevent them from failing or dropping out of school. The two specific methods of discipline that were studied by the intern were in-school suspension and out of school suspension practices. Given the lack of empirical and descriptive information, more information is needed regarding the current use of disciplinary student suspensions.

According to a 1978 survey, 60.3% of schools polled, cited out of school suspensions and/or expulsions as a method to help students who have a serious attendance problems (American Association of School Administrators, 1979).

In a 1975 study of school suspensions, the Children's Defense Fund estimated - based on parental reports of school disciplinary actions that 63.4% of all out of school suspensions were for offenses that were neither dangerous to persons or property.

In a correlating study, a random sample of members of the National Association of Secondary School Principals gave the most frequently cited reasons for out of school suspension. In rank order, as: attendance problems (truancy, skipping school/classes, and repeated tardiness) smoking; nonviolent acts disruptive to the educational process (disrespect, defiance, misbehavior, class disruptions, cheating; violations of school rules; assault, fighting, or threat of injury; use of drugs or alcohol; and vandalism, theft, or destruction of property (1978). Inconsistencies exist between schools in their interpretations of "serious misconduct," "disruption," or "consistent misbehavior over time." School authorities, Supreme Court case of 1977 *Ingraham v. Wright*, viewed corporal punishment as a less drastic means of discipline than suspension or expulsion (Lamorte, 1999). These inconsistencies require official scrutiny as they too lead to questions of due process, and the forethought of the effectiveness of the out of school suspension practice. Based on the statistics provided, if students are experiencing attendance problems how can the educational system support and enforce the punishment of additional days outside the educational forum of the school? The challenge to which educators and education administrations must respond is that of creating bonds in schools, which encourage students to participate (Slee, *The Urban Review* 1986). However, the disciplinary practice of out of school suspension deters any participation of instruction, counseling, positive social development, and encourages negative labeling (Slee, 1986).

In 1998, more than 3.1 million children in the United States were suspended, or nearly 6.8 percent of all students, which is up from 3.7 percent in 1974 (Advancement Project & The Civil Reports Project 2000).

The suspension rate is increasing with the times, however is the current suspension practice effectively solving the discipline problem or is it creating more problems?

According to the Dettman Report, *Discipline in Secondary Schools in Western Australia* (1972), out of school suspensions serve three purposes:

1. Provides a period for the review of the deviant behavior, contacting parents and effecting contracts to modify future behavior.
2. Provides a means for removal of the disruptive influence.
3. Provides a punishment and therefore a deterrent or a retribution for aberrant behavior.

However, the Dettman Report provides little ground to support the effectiveness of the out of school suspension program in conjunction with the three purposes. The Dettman Report states that out of school suspension is relatively ineffective, because the students most likely to incur this punishment are the students who dislike it the least. This finding correlates with the students with attendance problems being suspended from school. Out of school suspension does serve its purpose of removing a disruptive influence from the student body, however it is also isolating the deviant student from the teaching body, and a positive learning environment. The suspension of the student from school may create peace in the immediate area, thereby giving the faculty and administration the sense that the problem has been solved. And, perhaps it has been, temporarily at least for the administration, but too often it is postponed and is likely to grow and become more difficult than ever to solve. The out of school suspension practice removes resolution from the student and suspends education, often creating barriers or blockages to further success and in turn reinforcing resistance to the educational system (Slee, 1986).

This practice is contrary to the educational philosophy of maintaining participation of children with "problems in schooling" in the educational programs and social life (Collins, *Integration in Victorian Education*, 1984).

The phenomenon of school suspensions is that the students that have the most to gain from the educational system are the same students being suspended from school. The complexity of suspensions grew with court cases and laws debating the effectiveness of the discipline action. In *Goss v. Lopez*, the Supreme Court sustained that a student's right to an education is protected by the Fourteenth Amendment (Lamorte, pg. 113, 1999).

The 2000 Annual Report on School Safety reports that there are consistent disparities in suspension rates among certain racial and ethnic groups especially among African-American male students. In 1998 the African -American students accounted for 17 percent of student enrollment, but approximately 31 percent of the students who were suspended. The Florida School Discipline Study identified patterns of increased discipline problems and/or infractions with poor, male, and African-American students (1994). Two studies (Chobot & Garibaldi, 1982; Credit, 2001) have shown that proportionately minorities get suspended more than the general population.

Additional studies (DeRidder, 1991; Fox & Elder, 1980) have shown that there are other similarities between students that are suspended other than race. Students with learning disabilities or just overall low ability are the ones being administered the suspensions (DeRidder, 1991; Fox & Elder, 1980).

The amendments in 1997 to the Individuals with Disabilities Educational Act, imposes that students with learning or behavior disabilities would have different consideration when it came to discipline (Lamorte, 1999).

The IDEA requires that when a child is disciplined that an interim alternative educational setting must enable the child to continue to participate in the general curriculum, to receive services described in the IEP, to meet goals IEP goals, and to receive services and modifications designed to avoid recurrences of the problem behavior (Lamorte, pg. 328, 1999). The Florida study also identified students who received discipline were low academic achievers, absent more than 10 days, and overage for their grades. Nonetheless "at risk " students require and deserve more educational attention than the general student population to increase the opportunities for success. However, there are several negative consequences that derive directly from the absence of school through the out of school suspension practice. According to the 2000 Annual Report on School Safety, the New Jersey Administration recognizes that denial of education and other needed services should not be used to punish unacceptable student conduct.

Many studies (Chobot & Gariboldi, 1982; Harvey & Moosha, 1977; Osborne, 1977; Fox & Elder, 1980) identify additional problems that arise from out of school suspension such as loss of instructional time, isolation from peers, increased drop-out rates, decrease in parental support, decrease state aid based on daily attendance, and increase daytime juvenile delinquency. The consequences of the out of school suspension may result in both immediate and long-range effects. The six negative consequences have an adverse correlation in effecting one another. These consequences will negatively affect the school community, societal community, and the future of the student.

The loss of instructional time for a student suspended from school could be the most devastating to the student, because of the vicious cycle that begins to turn.

It is often argued that suspended students are academically unable to compete or catch up with other students, thus they become uninterested in school and misbehave, and as a consequence of their misbehavior they are more likely to be suspended (Wu: Pink: Crain; & Moles, 1982). On that premise, given the same behavior, a low- achieving student may have a greater chance of getting suspended than that of a student with a better academic performance. And in turn, the decreased instructional time from the suspension will greatly affect the low achieving academic performance further. One of the common attributes of students who are suspended is the feeling of rejection (Black, 1999: DeRidder 1991). The rejection stems from the isolation from peers and personal feelings of frustration due to a low achieving academic performance. According to the Civil Rights Project (2000), students who are suspended suffer academically, and in most cases they receive failing grades or do not have opportunities to make up missed schoolwork. The students fall irretrievably behind, and there is a moderate to strong indication that they will eventually drop out of school. One study concluded that by suspending the students who are disenfranchised with the educational system, we were merely speeding up the dropping out process (DeRidder 1991). The drop out rate will affect the society as a whole by increasing social welfare costs resulting from unemployment and educational deficiencies (Chobot & Garibaldi, 1982). In the same study, it is reported that 30 percent of sophomores who drop out have been suspended and that high school dropouts are more likely to be incarcerated.

Other studies (Black, 1999; DeRidder, 1991) have identified a correlation that more often than not people who are involved in criminal activities are high school dropouts.

When a student is suspended from school the student is sent home for an extended period of time. Many leading psychologists believe that school aged children need to develop strong, trusting relationships with key adults in their lives, particularly those in the school (The Civil Rights Project 2000). However, out of school suspensions foster an environment where there are no opportunities to bond with adults and provide troubled students with an unlimited amount of unsupervised free time. It is during this time that some experts believe, "that suspensions may simply accelerate the course of delinquency by providing a troubled youth with little parental supervision and more opportunities to socialize with deviant peers" (Civil Rights Project 2000). CHADD, Children and Adults with Attention-Deficit/Hyperactivity Disorder, states that exclusionary strategies for discipline are unlikely to succeed in modifying the child's inappropriate behavior, and instead only relocate the child to a less supervised setting where even greater behavioral difficulties may occur (2001). The socialization with deviant peers associates with the higher rate of daytime juvenile delinquency.

The suspension rate also affects the funding that a school receives based upon the daily attendance to the school, which may directly affect educational programs for all students. Suspensions do not produce school improvement nor the services of the academic or social interests of the students (Morrisette & Koshiyama 1976).

The Children's Defense Fund (1974-1975) investigated national data on suspended students and found that there are common characteristics:

- Majority of suspensions are for tardiness, truancy, and disrespect;
- Most students have learning disabilities and inadequate academic skills;
- Students are from a single parent home and that parents had less than a tenth grade education.

Upon review of this national data the Children's Defense Fund (1974-1975) recommended that school suspensions be abolished except in cases of assault or property damage and that schools should switch to some form of in-school suspension to discipline students. More schools are developing in-school suspension programs as a means of avoiding the disruption and negative effects of suspension (Ubben, Hughes, Norris, 2001).

The National Institute of Education studied eight programs, which were created as in-school alternatives to out of school suspensions (1978-1980). The programs were designed to allow for instructional time to continue without interruption, and special academic help could be provided as needed. Counseling services were provided for students experiencing personal, academic, or behavioral difficulties that could result in behavioral change, improved self-image, and greater self-discipline (Chobot & Garibaldi, 1982). The in-school programs took on a greater interest than isolating the student for discipline purposes, but to supply academic resources and counseling services. Thus the in-school suspension program was developed to counteract many of the negative consequences out of school suspension by providing instructional time and other support services, such as counseling in school context, while removing the misbehaving student (Rose, Department of Curriculum Instruction; 1987).

According to the 2000 Annual Report on School Safety, in cases of suspension or expulsion the school discipline policy should provide appropriate supervision, counseling, and educational services that will help those students meet the educational standards of the state. The school discipline policies must be coordinated with prevention strategies and other educational programs.

However, out of school suspension does nothing to address the reason behind the infraction and does not address ways to fix the problem (DeRidder, 1991). Two studies (Black, 1999; DeRidder, 1991) have drawn a conclusion that the biggest problem with out of school suspension is that there usually is no plan of action to correct the inappropriate behavior. The students may get a full explanation of the reason they are being put out of school. However, this is a punitive measure when the misbehavior is to the extreme of warranting an at risk student to be without instructional time, educational supervision and school counseling that could correct the inappropriate behavior.

There is a lot of criticism of the out of school approach to suspension, the alternative must be to keep the students who disobey the discipline code in school. There have been numerous research studies on the positive aspects of in-school suspension programs. Two studies (Fox & Elder, 1980; Berger & Graham, 1998) have indicated that in-school suspension programs will make for better learning environment for the students who are not disciplinary concerns. Additionally, the student who is assigned into the program will learn the proper behavior through school counseling and reinforcement of the educational system. A study conducted in 1998 (Wenglinsky, 1998) reported that learning couldn't take place when there are discipline problems in class.

If the in-school suspension program is serving its purpose of identifying and modifying the student's behavior then the classrooms will be more conducive for teaching and in turn learning.

While participating in the in-school suspension program the disciplined students are forced to stay on course by completing assigned coursework aligned with their peers in their classes (Fox & Elder, 1980). The student's chances of falling behind his/her classmates due to the lack of instructional time are reduced.

The disciplined student participating in the program will receive individual academic instruction from the program faculty. This instruction will enable the "at risk" student to benefit from additional one on one tutoring when needed in specific areas of concern.

The additional instructional could be beneficial to not only the student but also the entire school community. In relation if the discipline action isn't decreasing instructional time, then the chances of the student performing at a low academic level is reduced. Based upon the premise that students that are unable to compete academically with other students become uninterested in school and misbehave, and as a consequence of their misbehavior they are more likely to get suspended (Wu: Pink: Crain; & Moles, 1982).

The decreased amount of students performing at a low academic level would in turn decrease the amount of students misbehaving and receiving suspensions. The reduction in the suspension rate would serve a direct correlation to the decrease student dropout rate (Fox & Elder, 1980). The decrease in the dropout rate is the most beneficial aspect of the in-school suspension program. This is probably due to the fact that student's feel less rejected by students, teachers, and administrators.

In one study (Chobot & Garibaldi, 1982) most students found isolation uncomfortable and it was sufficient in most cases to deter future misbehavior. However in the same study it also indicated that many students felt that the controlled environment gave them a feeling of academic accomplishment, and that a few students went to the extreme to purposely misbehave because he or she felt that the staff member truly cared about them. While having a positive impact on students directly participating in the program, it also provides a superior educational environment for all students and faculty to maximize learning.

Two studies (Fox & Elder, 1980; Berger & Graham, 1998) have determined that in-school suspension programs were good for public relations especially with parents. Parents, as a whole tend to prefer in-school suspension to out of school placement (Chobot & Garibaldi, 1982). Many communities are comprised of one-parent households or two parent households in which both parents work during the day, and in-school programs address the parental and societal concerns of working class families. The parental support is an indicator of the success of any program (Sanders, 2001). Despite the negative effects, 8 out of 10 administrators continue to use out of school suspension as a discipline action of minor infractions to get maximum parental involvement (Fox). However, there are alternative methods to maximize parental involvement other than the severity of consequences related with out of school suspension. During the assigning process of the in-school suspension, parents are notified through a parental conference. In one survey (Fox & Elder, 1980) students cited that parental conferences as the most effective deterrent to misconduct.

In the same study, all schools surveyed involve the parents at some point of the disciplining process, and the administrators state that a majority of the parents are very helpful once they are contacted.

In addition to the research and studies on suspension programs, there are specific indications that make-up an effective in-school suspension program. The basis of the program must combine academic tutoring and counseling. The majority of the findings regard counseling as the most significant component of a successful program (Sanders, 2001; Berger & Graham, 1998). The counseling must identify and in turn modify unacceptable behavior while participating in the in school program.

When the in-school suspension practice is coupled with counseling by the principal, counselor, or other clinician to diagnose and treat the problem, it is a sound practice (Ubben, Hughes, Norris, 2001). The counseling may come in various forms from a variety of staff. The staffing will greatly affect the effectiveness of the program. The diversity of subject knowledge of the staff directly associated with the program on a daily basis is able to provide immediate academic support for the student. Also the low student to teacher ratio will have an impact on the individual attention a student will receive. Another important component of the program is the emphasis on academic preparedness. This is a combination of the student and teacher working together. In order for the student to continue his/her academic process as in the classroom, teachers need to be prompt when sending assignments (Fox & Elder). The success of the program also depends on the parental involvement and support, and how this affects the child's behavior.

Out of school suspension removes resolution from the student and suspends education, creating barriers and to further success.

Educational administrators, who promote integration, need to exhaust all in school efforts and resources to include the disruptive child in the regular life of school rather reinforcing resistance (Slee, 1986). The in-school suspension program has a clear purpose of ensuring that every student is held accountable for his/her actions with responsibility ensuring that suspended and expelled students are provided with appropriate educational services. Thus if the needs of the students with academic difficulties can be taken care of through special arrangements, it is argued, the amount of misbehavior at school would be decreased (WU, 1982).

Studies (Black, 1999; Chobot & Garibaldi, 1982; Fox & Elder, 1980) have indicated that there is a necessity for alternative discipline such as in-school suspension to reduce the negative consequences associated with traditional out of school suspensions. The utilization of the in-school suspension program does not allow the discipline action to create low achieving, misbehaving youth of society, but enhances the entire educational community by providing a productive learning environment for all.

CHAPTER 3

Design of Study

There were several types of data gathering techniques utilized for this study. The intern utilized two different surveys, each one correlating with a stakeholder group. The survey focused on areas such as effectiveness of the academia structure, counseling, socially, and deterrence of behavior problems. The surveys addressed the stakeholder's opinion on the effectiveness of the program utilizing a likert-scale response. The subjects that the research collected data on included selected students from grades nine through twelve, and classroom teachers. The surveys focused on the stakeholders perception of the program's effectiveness. The surveys addressed four components (academically, socially, emotionally, deterrence) to determine effectiveness. The students were also given a post in-school suspension survey to determine the student's opinion of the program after completion given by the in-school suspension director. The exit-survey (Appendix C) provides the student with an opportunity to assess the program, while the student's experience was fresh in their mind. An area covered was the amount of counseling that took place to identify and modify the misbehavior. The survey also directed its questions to the involvement of the teachers, in regard of assigning appropriate assignments promptly and staff assisting the student with individual tutoring when needed. The students were given an chance to give their opinion of any modifications they would make to the program.

The survey also addressed the program serving as a deterrent to recurring misbehavior.

The student-based surveys (Appendix B) were administered to a random sample of the student population throughout the school year. During the first semester of the school year, students were given the student based survey during Health IV level 2 and 4 and Health I level 2 and 4. There were approximately 100 students of the 2,035 student population that completed the student-based survey during the first semester. The diverse student population sampled provided an opportunity for a wide range of feedback. The survey was designed to direct questions to students who had been involved in the program and also to those who have not. The variety of academic levels sampled in the Health classes addressed the statistics that have shown a majority of discipline infractions occur from individuals in lower level classes. The surveys had five choices that the participants could choose from when answering the questions. The responses ranged from strongly agree to strongly disagree. The questions that all students were asked to answer were directed to what the students knew about the program. The students who have not participated in the program were basing their knowledge on reputation spread from their peers. This was useful to determine if the perception of the program was difficult to complete, and in turn a deterrent to those student who have not had discipline problems.

The faculty was surveyed periodically during the first semester of the 2001 school year. The teacher-based surveys (Appendix A) were handed out to 60 teachers, which encompass a portion of Westervelt High School.

The teachers were asked specific questions to identify how effectively they utilize the program to keep in-school suspension students from falling behind academically during their suspension and discover their professional perception of the suspension format.

Survey questions were created to identify concerns that the teachers had with the administrative aspect of the program. The teachers were also asked to provide their views on the program's progress in modifying the students' behavior.

To analyze the information accumulated from the survey technique, the intern utilized the SPSS computer program to perform a cross tabulation. The cross tabulation will determine the mean, mode, median, and standard deviation. The intern constructed a specific response program to suite the areas of focus correlating with the survey. This provided immediate feedback to the intern.

The intern also manipulated the interviewing technique to gather data during the Alternative Discipline study. The intern conducted interviews (Appendix D) with a simple sampling of students, In-School Suspension directors, parents, and administrators to accumulate a diverse response population to get a valid reading of information. Interviews were conducted with former and present in-school suspension instructors. This provided the intern to compare responses from the student, and teacher surveys to compare discrepancies and inconsistencies in the regard to the subject teachers' involvement. This also allowed the In-School Suspension directors that had the most knowledge of the daily procedures of the program to contribute positive and negative aspects of the program for future consideration. The intern conducted informal interviews with administrators from Westervelt's sister schools (Luyber & Shauna) to discover their discipline procedures without an In-School suspension Program. This provided the intern with information that helped compare the school's discipline actions.

The intern conducted each interview as a one-on-one based conversation. The interviews varied in length pending on the subject's response time.

The interviews were an extension of the survey method to assure accuracy. The parent interviews were conducted in person or by telephone during their child's suspension due process.

The interview process allowed the intern to verbalize the importance of answering the questions honestly for an accurate evaluation. The interview questions were extensions of the survey, however it provided an explanation to support their view.

The intern will apply the information compiled during the interviewing process to the data analysis of the surveys and discipline records. The analysis will focus on areas of importance for determining the effectiveness of the program.

The intern also gathered data from discipline assignments from the 1998 –2001 school years (Chart 1-4) detailing areas of student records. The focused areas included grade, discipline infraction, month, and form of suspension. The discipline records allowed the intern to discover a pattern of discipline assignments to specific grades and days that the students would be absent from school. The comparative measurement enabled the intern to determine an annual decrease or increase in suspension records for specific grades. The intern also analyzed the specific infraction to render the suspension to determine the appropriate discipline action for the infraction. The discipline record were compared with the Regional School district's sister schools to determine the rate of Out of School Suspension incidences. This comparison enable the intern to determine the use of the Out of school Suspension form at Westervelt High School, which had In-School Suspension, compared with the sister schools that do not. This breakdown of information allowed the intern to determine the culture of the subjects participating in the program for an accurate evaluation.

The data analysis methods determined the reliability and validity to the data gathering techniques for this study. The responses may have varied, however the intern was searching for an interwoven theory surfacing from the surveys and interviews. The interesting aspect of the data analysis was to determine if the four group's perceptions correlate in any way. The utilization of multiple data gathering instruments provided the research with a variety of feedback, which in turn increases the reliability and validity of determining the effectiveness of the in-school suspension program.

Chapter 4

Presentation of Research Findings

The utilization of multiple data gathering instruments provided the research with a variety of feedback, which increased the reliability and validity of the results determining the effectiveness of the In-School Suspension program. The Westervelt High School In-School Suspension program's objective was to assist the suspended student while completing the corrective action assignment by identifying and modifying unacceptable behavior and maintaining academic preparedness, and to reduce the number of students with repeat suspensions and number of student suspension with days out of school suspension. The results of this study were based upon the results of the feedback of the stakeholders and discipline records to assess the data subjectively and objectively when feasible to determine the effectiveness of the program. The stake holder's insight was the main component of evaluating the effectiveness of the In-School Suspension program, because these individuals operated with this program on a daily basis and supply the most knowledge pertaining to the program's performance.

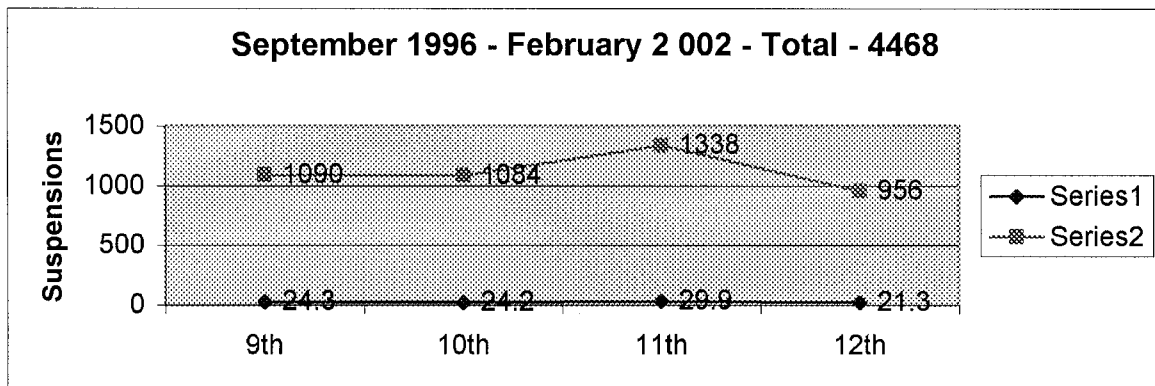
The data collected validated that the In-School Suspension program was an effective alternative to the Out of School Suspension program, evaluated by the stakeholders, as an educational and corrective intervention collaborated with a discipline action. However there were areas of the program that were not effective. This information became apparent through analyzing the data collected from the student and teacher surveys, administrative, faculty, and parent interviews, and discipline records of the three high schools in the Sycamore Regional High School District.

The intern determined the interwoven theory of the In-School Suspension program as being an effective discipline action that enabled the disciplined student to maintain their academic endeavors and deterred the misbehavior that caused this discipline action from reoccurring. While 100% of the teachers surveyed stated that the In-School Suspension program is an effective way to discipline students who break the disciplinary code. This number changed when asked if the program accomplished half of its objective of deterring misbehavior, 89% of the faculty believed that the In-School Suspension program had led to a general reduction in disciplinary infractions. While 60% of the students believed that the students who participated in the In-school Suspension program did not lead to fewer discipline infractions. The 71% of the surveyed teachers and students directed the research project to analyze the discipline records to determine the validity to stakeholder's perception. This perception was possibly based upon the 2000-2001 school statistics that there were 61 repeat offenders of the 232 total in-school suspension cases. Although, these statistics provided validity for deterring future misbehavior, on the other side of the coin there were 90 students that did not repeat. The discipline records (Figure 1) showed that 29.9% of the suspensions are assigned to the eleventh grade students, which was the most disciplined grade of the past six years at Westervelt High School. The freshman (24.4%) were the second most suspended while the seniors (21.3%) were the least disciplined grade. The senior statistic indicated that the students that were involved in the discipline guidelines the longest were the least misbehaving class.

Although in the 1998 school year the seniors were the most suspended class in the school, but the past three years the seniors have been the least suspended.

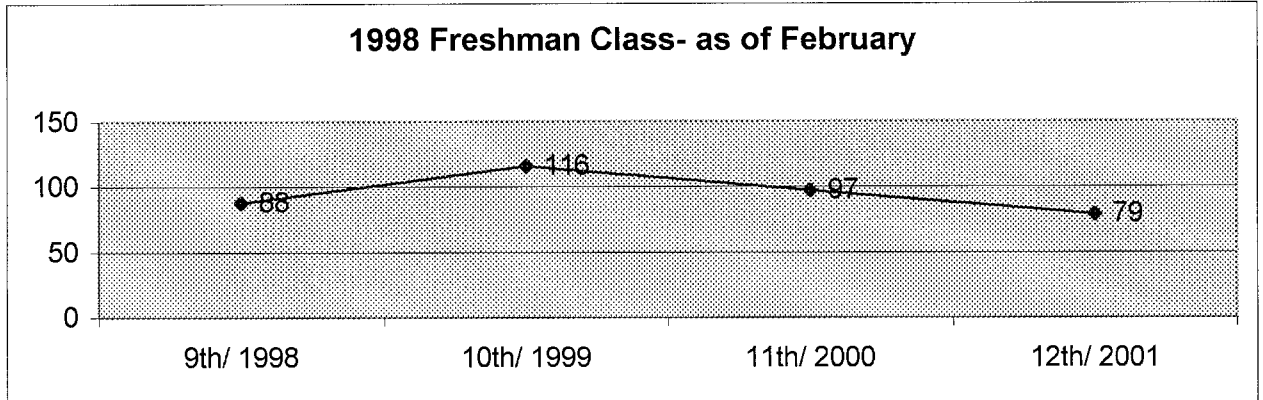
However the seniors had an additional incentive of with three suspensions the student would not be able walk in graduation, participate in the senior trip to Florida and the senior promenade.

Figure 1



The intern traced the 1998 freshman class through the 2001 school year to measure the suspension rates over the course of their high school career (Figure 2). Each year the class suspension number declined. However the greatest decline was during their senior year in which (as of February each year) the class had 18 less suspensions than the 2000 school year and 37 less than the 1999 school year.

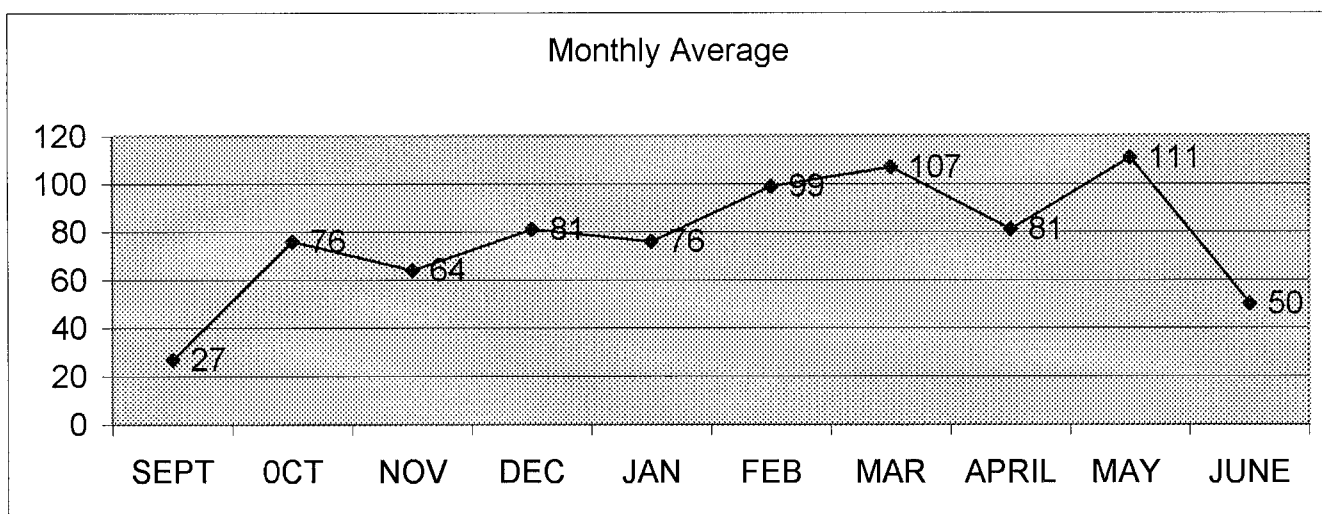
Figure 2



According to the discipline records, since the implementation of the In-School Suspension program in the 1996 school year, there has been a general reduction in discipline infractions. However the upperclassman (11th and 12th grade) had a slight greater margin of suspensions than the underclassman. The upperclassman accounted for 51.2% (2,294) of the total suspensions (4,468) compared to the underclassman that had 2174 suspensions (Figure 7). At first this statistic indicated that the suspension rates and the discipline infractions remained steady throughout the different grade levels. This signified that the suspensions were not deterring misbehavior, however when the discipline infractions that accounted for the suspensions were analyzed, the results discovered the interwoven theory of the In-School Suspension program. The five months that average the most suspensions (Figure 3) during the past six years were analyzed to measure the amount of infractions corresponding to attendance problems. The attendance problem suspensions were explored to determine the amount of suspensions that reflected discipline infractions such as disruption, smoking, failure to report to detention, defiance, obscene language, theft, etc.

Figure 3

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	J
1998	36	72	57	81	63	85	111	101	140	
1999	24	89	68	89	67	90	124	75	86	
2000	24	56	58	56	81	110	87	67	109	
2001	24	87	73	98	94	111	0	0	0	
TOTAL	27	76	64	81	76	99	107	81	111	

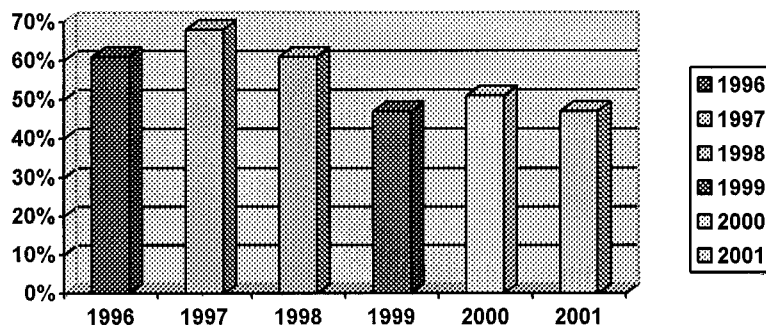


The underclassman since the 1996 school year averaged 56% of the suspensions correlating with infractions more severe than attendance problems, where as the upperclassman averaged 36% of the suspensions coordinating with infractions more severe than attendance problems (Table 1). As the general discipline infractions decreased the past five years, so had the suspensions correlating with attendance problems the past six years, averaging 56% of the suspensions (Figure 4). The 56% suspension rate was 7.4% lower than the 1975 study by the Children's Defense Fund that estimated through parental reports that 63.4% of all out of school suspensions were for offenses that were neither dangerous to persons or property.

Although this research only measured the suspensions related to attendance problems. Based on the statistics provided, Westervelt High School mirrored the National Association of Secondary Principals study that cited attendance problems as the number one reason for out of school suspensions. However, none of the 56% of the students dealing with attendance problems at Westervelt High School were assigned to an out of school suspension. This illustrated that the attendance problem infractions increased as the students aged, but that the more severe unacceptable behavior declined as the grade level increased.

Figure 4
**Percentage of Suspensions by Year due to
 Tardiness, Cutting Class, and Truancy**

1996	1997	1998	1999	2000	2001	Total
61 %	68%	61%	47%	51%	47%	= 56%

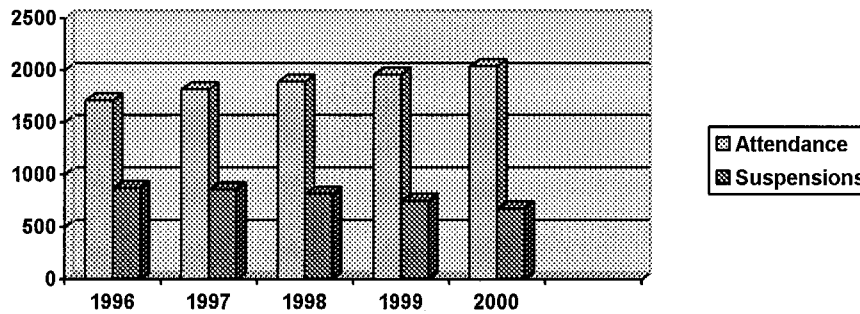


According to Westervelt High School discipline records (Figure 5) the suspension rates have decreased on the average of 48 suspensions a year from the creation of the In-School Suspension program in the 1996 school year through the 2000 school year, while during the same period the student population raised annually from 1710 to 2035 students.

The overall suspension rates have declined from 873 suspensions in 1996 to 682 suspensions in 2000, although the 2001 school year was on a rate to exceed the previous school year by 155 suspension infractions.

Figure 5

Attendance Records Correlating with Suspension Records



The parents accepted the In-School Suspension program as a beneficial alternative to the Out of School Suspension program. Ninety percent of the parents interviewed did not have anyone at home during the day to supervise their child's completion of the home assignments or to reinforce the discipline action.

Although a majority of the parents did not know the procedures of the In-School Suspension program to render their decision based upon the educational benefits of the programs, but based upon the convenience for themselves and on the premise of an assumed better educational environment for their child.

The parents main concern is that their child is having the opportunity to learn at the school. The best opportunity to learn is coupled with a decrease in discipline and additional instructional time. The teachers unanimously felt that the parents would opt for the In-School Suspension program rather than the Out of school suspension.

The information that was revealed through conducting the administrative survey and interviews indicated that the school administration prefers the In-School Suspension discipline action in a suspend able infraction due to the lack of instructional time that

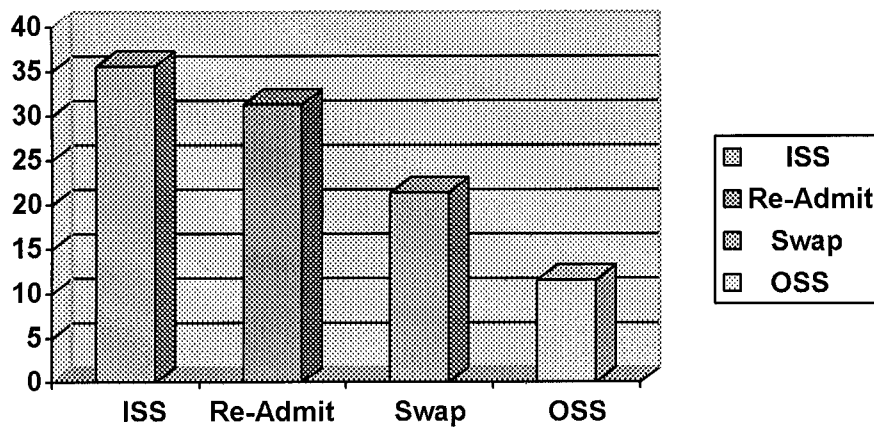
occurs during the Out of School Suspension coupled with the lack of supervision at home, which leads to additional behavior problems. Only 5 % of the faculty indicated that the school administration used the In-School Suspension program too much for disciplinary infractions.

Over the course of four years the Westervelt High School averaged 244 In-School Suspension cases a year compared to 79 Out of School Suspension cases a year (Figure 6). The In-School Suspension is utilized 24% more of the time than the Out of School Suspension at Westervelt High School.

Figure 6

Suspension Analysis

	ISS	Re-admit	SWAP	OSS
1998	234	331	162	83
1999	300	210	157	89
2000	232	215	158	77
*2001	211	101	111	66
*Estimated				
Avg.	244	214	147	79
	977/2737	857/2737	588/2737	315/2737
	35.6%	31.3%	21.4%	11.5%



While Westervelt High School averaged 79 out of school suspension cases annually, compared to Shauna High School that averages 183, and Luyber High School averaging 136 out of school suspensions a year.

The administrators indicated that the In-School Suspension program and the Saturday Work Alternative Program are the two most effective forms of deterring misbehavior. However a majority of the school administration pointed toward the In-School Suspension program was more involved in identifying and modifying the unacceptable behavior through counseling during their term of suspension.

Although a few of the school administrators were misinformed of the amount of counseling that takes place.

The counseling center does not conduct an interview with each suspended student for each infraction, as the In-School Suspension program was intended to do. The In-School Suspension faculty assigned behavior modification packets that relate directly to the student's discipline infraction. The behavior modification packets served as an indirect counseling intervention that had the student respond to questions relating to decision-making, problem solving, and consequences for the actions taken.

Although many students preferred Out of School Suspension rather than In-School suspension because of the structured environment of the In-School Suspension program and the autonomy of the Out of School Suspension program, this correlated with the premise of the students with attendance problems not wanting to be in a school environment. The students verbalized that the In-School Suspension program is a place they would not want to revisit, because of the continuous class assignments, lack of socializing with their other classmates, and the strict confinement of the program.

According to the student survey, the student population is well informed of some aspects of the In-School Suspension program as well as misinformed on others. When students were asked whether they thought In-School Suspension was an easy day in school, only 35% agreed. With only 30% of the students having participated in the In-School Suspension program, this would indicate that the In-School Suspension program had a deterring reputation among the student population for being difficult to complete due to the structure of the program.

Although through conducting the student interviews, the students acknowledged the benefits of the maintaining of their academic preparedness during the serving term of the In-School Suspension program.

Eighty- percent (Appendix B) of the students surveyed felt that they did not fall behind academically during their In-School Suspension term. This overwhelming majority of students provided the research with the student's subjective perception measurement conveying their academic preparedness. While in the same interview preferring out of school suspension, because of the lack of work, admitting the academic benefits of completing and maintaining their academic status during the in-school suspension term. In correspondence to the student's academic views, 89% of the faculty surveyed indicated that the students participating in the In-School Suspension program are assigned work that corresponds with that of their peers are doing in class on that particular day.

Eighty-four percent of the teachers agreed that teachers assign work to the students participating in the In-School Suspension program that consumed approximately one class period.

According to the In-School Suspension program faculty interviewed, an estimated 75%-80% of the teachers provided enough work for a period, and that teachers provide assignments more relevant to quantity rather than quality. Twenty-eight percent of the teachers indicated that they didn't have enough time to prepare the student's assignments participating in the In-School Suspension program. According to In-School Suspension faculty many teachers do not check their mailboxes before they depart for the day, and that sometimes the school administration assign the students late in the day.

According to a survey completed by the In-School Suspension faculty, 20% of the teachers do not send tests, and that many teachers find it difficult to send assignments for 3,4,or 5 days of work at one time.

Sixty –percent of the students participating in the In-school Suspension program surveyed agreed that teachers do not grade the assignments completed. This perception was in correlation with the amount of students that felt teachers send assignments based on quantity rather than quality. Although half of the students were led to believe that they must complete all work assigned during in-school suspension or result in an additional day of in-school suspension.

However 60% students were misled to believe that the disciplined student could chose an out of school suspension term rather than serve an in-school suspension term. The same premise exists when the students were asked whether students are assigned in-school suspension for infractions related to fighting and substance abuse, and 70% indicated that these were pertinent infractions for in-school suspension.

However, the more disturbing data was that 16% the faculty indicated that these offenses warranted an in-school suspension term, when in fact these offenses are subjected to an out of school suspension coupled with a substance abuse intervention and a administrative hearing and potential superintendent hearing.

The intern determined the interwoven theory of the study was that the In-School Suspension program serving as an alternative discipline to out of school suspension was an effective discipline action that enabled the disciplined student to maintain their academic endeavors and deterred the misbehavior that caused this discipline action from reoccurring.

The stakeholder's feedback coupled with the data analysis of the discipline/suspension record provided that the In-School Suspension program at Westervelt High School accomplished the program's objective of assisting the suspended student while completing the corrective action assignment by identifying and modifying unacceptable behavior and maintaining academic preparedness, and to reduce the number of students with repeat suspensions and the number of student suspensions with days out of school. However the identifying and modifying the unacceptable behavior aspect of the objective needed to be reevaluated for adjustments. The importance of these finding in relation to the research will be reviewed in the following chapter.

CHAPTER 5

Conclusions, Implications, and Further Study

The main objective of this research project was to determine the effectiveness of Westervelt High School's In-School Suspension program as the, prominent suspension discipline, compared to the Out of School Suspension practiced at Luyber High School and Shauna High School within the Sycamore Regional High School District. Westervelt High School discipline code included four forms of suspension (ISS, Readmit, SWAP, OSS), while Luyber and Shauna High Schools have three forms of suspensions excluding in-school suspension. Westervelt High School's In-School suspension program was the pilot program for the district and needed to be evaluated for validity and relevance to implement in Westervelt's sister schools. The Westervelt High School In-School Suspension program's objective was to assist the suspended student while completing the corrective action assignment by identifying and modifying the unacceptable behavior and maintaining academic preparedness, and to reduce the number of students with repeat suspensions and the number of student suspension days served out of school.

The research project conducted a variety of methods to evaluate the effectiveness of the programs. The stakeholder's feedback through interviews and surveys were utilized measuring instrument to determine the effectiveness of the suspension program. The intern employed the analysis of the disciplinary records that provided a pattern of an annual increased student population and a corresponding decline in student suspensions at Westervelt High School over the six-year time span.

The In-School Suspension program as an alternative to out of school suspension was a success. Even though not all of the components of the In-School Suspension program were utilized to enhance the effectiveness of the program.

The In-School Suspension program had the ability to provide educational services and support services, such as counseling in a school context. As indicated in Westervelt's In-School Suspension program's objective it would assist the suspended student in identifying and modifying unacceptable behavior. Even though the program itself was a deterrent because of the isolation and the strict structure, the program couldn't rely on this as actively identifying and modifying the behavior in this manner without a counseling intervention. Through conducting an interview with Westervelt's Principal, the intern discovered that this subject was addressed, however there was a shortage of counselors to accommodate the In-School Suspension program.

The intern displayed educational leadership problem-solving skills by utilizing school resources to provide an intervention with the suspended students, the Core Team, which is a school based group of teachers, counselors, and Child Study Team members that identify "at risk" students and provide an intervention. The students that are being suspended are showing evident characteristics of being an "at risk" student. The earlier the intervention the higher rate of success the intervention will have on the student. Counseling services for students experiencing personal, academic, or behavioral difficulties could result in behavioral change, an improved self-image, and greater self-discipline. The intern communicated the needs of the suspended students and the ramifications of the practice not occurring to the Core Team and to the administrative team at Westervelt High School.

The administrative team included the Counseling director, in which lead to the communication of the need of the counselors to play a more active role in the suspended students interventions.

However, the Core Team has taken the responsibility of monitoring the suspended students to base interventions with the assistance of the counseling center. The students' counselors were informed of each infraction, but the Core Team requested teacher information on the student, attendance records, discipline records, and counseling background. The counselors became more active when needed.

This format was productive, because it provided the Core Team with feedback from teachers, administrators, and counselor that informed the team of at risk students that require further evaluation. The evaluation led to the core of the problem causing the discipline infractions. With this information, the counseling center could attempt to assist the student in modifying the misbehavior, and at the same time monitor his/her academic status.

The intern leadership skills were apparent when the he addressed another area of the discipline format that also warranted improvement, the communication of the program's purpose. Even though the disciplinary code and guidelines are readily available in the student handbook, the students, staff, and parents need to be better versed in the discipline consequences. The intern informed the administrative team of his findings and recommended that the discipline format and the due process of suspensions be communicated to the staff during a faculty meeting. The Principal decided to address the discipline issue at the faculty meeting, but the department supervisors reiterate the message to the teacher during their department meetings.

The intern communicated, during a health and physical education department meeting, the discrepancies in the assignment of suspensions for particular infractions and the choosing of the appropriate discipline action.

Through further explanation, the assignment of a suspension through due process the intern explained the consequences and the procedures of the appropriate suspension policy. The data also suggested that students, and parents were unclear about what happens during in-school suspension, and if students were aware that there is little to no interaction with other students while serving their term, it may persuade them to deter from misbehaving. Although students did not see in-school suspension as a place they wanted to be. It was a useful deterrent to many students to stay out of trouble.

The program must have also consisted of a dedicated staff throughout the school community. Staffing the program was a critical issue for determining the effectiveness of the program. First the In-School Suspension program must have been concerned with providing a full-time educator as the In-School Suspension director. The smooth functioning of the referral process depends upon the one full time staff member coordinating the program. This person must have had the ability to work with the students and the building staff. The director must have been versed in a variety of educational disciplines, with preferably a Special Education degree that enables him/her to better accommodate the needs of “at risk” student. However through reviewing the faculty surveys, many teachers identified a mathematics deficit when the students returned from their in-school suspension term.

This concern prompted a request of a mathematics teacher to serve their duty time in the In-School Suspension program, while the director is on their preparatory period. This one period was coordinated with all of the suspended students completing their mathematics assignments during this time, to take advantage of the one on one mathematics tutoring.

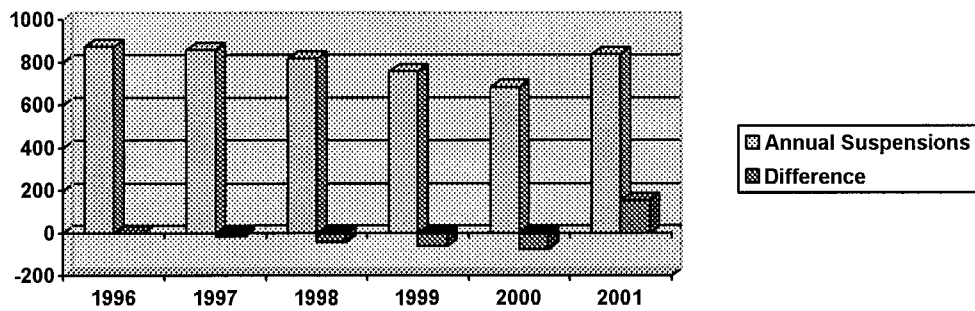
This aspect of providing a full-time educator with a multiple subject background coupled with knowledge of dealing with “at risk” students and providing additional staffing for troubled academic areas. This demonstrated the concern for assisting the suspended student by maintaining his/her academic preparedness.

The faculty must reinforce their support of the program to the students. This support perception varied from the students’ standpoint, when stated that that 40% of the teachers grade the assignments. The assignments were also an area of concern. The student’s subject teacher must improve the quality of the assignments. Although a majority of the students felt that they were not academically behind upon return to the classroom.

The program served their purpose of declining the number of students with repeat suspension by decreasing the number of total suspension since the implementation in the 1996 school year through the 2001 school year by 191 suspension (Figure 7).

Figure 7

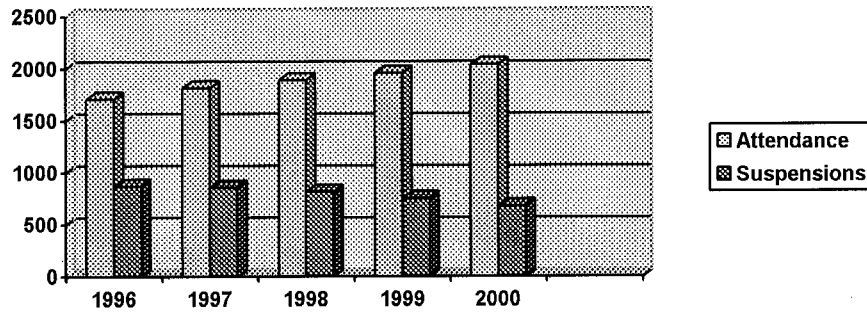
<u>Annual Suspensions</u>	
1996 – 873	----
1997 – 858	-15
1998 – 816	-42
1999 – 756	-60
2000 – 682	-74
2001 – 837	+155 (Estimated)



The availability of the In-School Suspension program provided Westervelt High School with an effective alternative to suspending students out of school that had attendance problems infractions. These were the students that required the most attention of providing a continuous educational and support services through the In-School Suspension program. Research stated that students, who are not succeeding in school, do not attend school regularly, who is uninterested in school activities can also be counted onto to have behavior problems. The Westervelt High School In-School Suspension program provided an alternative corrective action that enabled the suspended student to attend school, be able to succeed academically with a variety of resources. Providing the academic resources for the student enabled the misbehaving student to remain on pace of his/her classmates, while receiving individual instruction, which relates to decreasing the disinterest in the school culture. The ability to maintain academic preparedness also improved the chances of the student being successful in the school setting. That in turn diminished the amount suspension infractions by 23% over the six years of implementation, while the student population increased by 18.5% (Figure 8). This result displayed the magnitude of the effectiveness of the program at Westervelt High School.

Figure 8

Attendance Records Correlating with Suspension Records



Through evaluating the discipline records of suspensions utilized and the stakeholders' feedback at Westervelt High School, The In-School Suspension program was the most commonly used suspension at Westervelt. Although, the sister schools discipline records within the Sycamore Regional High School District were difficult to attain due to the confidential status of the students, a simplistic breakdown of suspension were provide through the district office. However the analysis was not as detailed as the Westervelt High School analysis, which provided the intern with meaningful data to base an accurate assessment of the In-School Suspension program. The lack of information from the sister schools did not enable the intern to evaluate the differences between the schools with a great deal of accuracy. The limited data provided, enabled the intern to compare and contrast particular areas of the suspension programs in the Sycamore Regional High School District. However the In-School Suspension program at Westervelt was successful in assisting the suspended student while completing the corrective action assignment by identifying and modifying the unacceptable behavior and maintaining academic preparedness, and to reduce the number of students with repeat suspensions and the number of student suspension days served out of school.

Over the past six years, the In-School Suspension program was the most common suspension form utilized (35.6% or 977 students) compared to 11.5% or 315 students for the out of school suspension. This is a direct indication that the program impacted nearly 1000 students during this time, in which many other schools would use the out of school suspension.

Students and teachers felt that the disciplined students were academically prepared to return to class and the parents felt that in-school suspension was more effective than out of school suspension.

The data collected was a direct indication that the program is serving its purpose. However the program could improve through the recommendations of improving the communication of the program's purpose to all stakeholders, and school context counseling. These recommendations would enhance the program for future implementation in the entire Sycamore Regional High School District.

For future study of the In-School Suspension program, the study would benefit from complete cooperation from the entire school district. With each school having an individual responsible for the analysis of the suspension records and collaborating the stakeholders' feedback. The data that was gathered from Westervelt High School was sufficient, but the sister schools data did not provide sufficient information. The intern was also limited to due to a district policy-forbidding student surveys, implemented during the research process. This policy may have a great deal of impact, restricting the students' feedback on the suspension format.

The information that the intern gathered was shown to the administrative team at Westervelt High School.

The administrative team felt that the information was informative, because they are assigning the suspension assignments to the students on a daily basis. The administrative team is also responsible for creating and adapting discipline policies in the school. However the administrative team was interested of the grade analysis. Since half of the administrators are responsible for 9/10 grades and the other half are responsible for the 11/12 grades. The administrators encouraged for this data to continue for future adaptation of the programs and the suspension records. The Principal and the intern communicated the findings to the district administrative team for future considerations of the implementation of the In-School Suspension program.

List of References

American Association of School Administrators (1979). Keeping students in school: Problems and Solutions. Arlington, VA: American Association of School Administrators.

Berger, W., & Graham, A. (1998, July). Suspended students: A practical approach. FBI LAW Enforcement Bulletin, 7-8.

Black, S. (1999, January). Why suspension and expulsion should be your court of last resort. American School Board Journal, 34-37.

Childrens Defense Fund (1975). School suspensions: Are they helping children ? Cambridge, MA: Children's Defense Fund.

Chobot, R., & Garibaldi, A. (1982). In-school alternatives to suspension: A description of ten school district programs. The Urban Review, 14, (4), 1982.

The Civil Rights Project. Opportunities Suspended: The devastating consequences of zero tolerance and school discipline policies. Harvard University

Credit, A. (2001). In-school suspension touted as discipline remedy. Tulsa World, 8-19-01.

DeRidder, L.M. (1991). How suspension and expulsion contribute to dropping out. Education Digest, 56, (6), 44.

Dettman, H. W. (1972). Discipline in Secondary Schools in western Australia. Report of the Government Secondary Schools Discipline Committee. Education Department of western Australia.

Fox, W., & Elder, N. (1980). A study of practices and policies for the discipline and dropouts in ten selected schools. NY.(ERIC Document Reproductive Service Number ED191974).

Lamorte, M. (1998). School Law: cases and concepts. (6th ed.) Needham Heights, Massachusetts: Viacom Company.

Morrisette, M., and Koshiyama, A. N. (1976). Student advocacy in school discipline: A look at suspensions. Thrust for educational leadership 6(2):16-18 +31.

Rose, T.L. (1987). Current Disciplinary Practices in American Public School. Department of Curriculum & Instruction, (ERIC Document Reproductive Service Number ED 309-560).

Sanders, D. (2001). A caring alternative to suspension. Education Digest, 66, (7), 51.

The 2000 Annual School Safety Report. (2000). An annual report describing the United States education analysis on school discipline policies, specifically suspensions and expulsions.

Slee, R. Integration: The disruptive student and suspension. The Urban Review 18/2 (1986): 87-103

Ubben, G., Hughes, L., & Norris, C., The Principal, Creative leadership for effective schools, 4th edition.

Wenglinsky, H. (1998, December). Order in the classroom: violence, discipline and students achievement. American School Board Journal.

Wu, S., Pink, W. T., Crain, R. L., and Moles, O. (1982). Student Suspension: A Critical reappraisal. The Urban Review 14: 245-303.

Children and Adults with Attention-Deficit/Hyperactivity Disorders (Chadd) (1998). School Discipline. School discipline@chadd.org.

Tables/ Charts / Figures

Table 1
 Suspensions due to Lates, Cutting class, and Truancy

1996

	<u>May</u>	<u>March</u>	<u>Feb.</u>	<u>Dec.</u>	<u>April</u>
9/10	31/72 43%	19/48 40%	10/33 30%	14/46 30%	24/47 51% = 39%
11/12	32/49 65%	33/47 70%	37/51 73%	29/48 60%	41/54 76%_ = 68%

1997

	<u>May</u>	<u>March</u>	<u>Feb.</u>	<u>Dec.</u>	<u>April</u>
9/10	24/36 67%	29/43 67%	31/51 61%	27/49 55%	34/54 63% = 63%
11/12	39/51 76%	36/55 65%	32/49 65%	22/43 51%	43/61 71%_ = 66%

1998

	<u>May</u>	<u>March</u>	<u>Feb.</u>	<u>Dec.</u>	<u>April</u>
9/10	21/38 55%	19/42 45%	23/43 53%	16/35 46%	27/43 62% = 52%
11/12	43/68 63%	36/63 57%	32/52 62%	22/35 63%	35/54 65%_ = 69%

1999

	<u>May</u>	<u>March</u>	<u>Feb.</u>	<u>Dec.</u>	<u>April</u>
9/10	19/50 38%	25/75 33%	16/49 33%	10/50 20%	20/46 43% = 33%
11/12	25/36 69%	30/49 61%	14/41 34%	23/39 59%	22/29 76% = 60%

2000

	<u>May</u>	<u>March</u>	<u>Feb.</u>	<u>Dec.</u>	<u>April</u>
9/10	25/61 50%	20/52 38%	23/56 41%	10/28 36%	14/22 64% = 46%
11/12	25/48 52%	18/35 51%	28/56 50%	14/28 50%	33/45 73% = 55%

2001

	<u>May</u>	<u>March</u>	<u>Feb.</u>	<u>Dec.</u>	<u>April</u>
9/10	----	-----	20/69 28.9%	/53	-----
11/12	----	-----	27/42 64.2%	/45	-----

Total

9/10 = 44%

11/12 = 64%

Chart 1		1998-1999												SUSPENSIONS		
	Sept.	October	Nov.	Dec.	Sub Total	Jan.	Feb.	March	April	May	June	Total	Total %			
# of susp.	36	72	57	81	246	63	85	111	101	140	70	816	4.5			
9th	3	15	18	23	59	15	14	23	27	43	22	203	24.7			
10th	9	13	7	23	52	17	19	25	20	29	13	175	21.3			
11th	12	22	12	16	62	17	32	32	20	27	16	206	25.1			
12th	12	22	20	19	73	14	20	31	34	41	19	232	28.2			
# Days	94	154	111	172	531	127	150	202	191	265	133	1599	0			
J.S.S	6	19	17	24	56	16	27	31	38	36	30	234	29%			
9th	0	2	5	7	14	3	7	7	12	16	11	68	29			
10th	3	4	1	3	11	4	5	7	10	6	4	47	20			
11th	2	8	5	5	20	4	11	8	10	6	10	69	29.4			
12th	1	5	6	9	21	5	4	9	6	8	5	58	24.7			
# Days	12	42	40	44	138	37	53	71	87	83	74	543	34%			
READMIT	23	35	25	31	114	30	34	48	36	49	20	331	40%			
9th	1	8	7	7	23	8	4	5	6	8	4	58	17.5			
10th	5	8	5	10	28	10	9	10	3	10	2	72	21.7			
11th	9	7	4	9	29	5	12	18	4	9	2	79	28.8			
12th	8	12	9	5	34	7	9	17	23	22	10	122	37			
# Days	29	50	40	57	176	36	61	65	41	64	24	467	29%			
S.W.A.P	3	8	7	18	36	11	20	24	22	41	8	162	20%			
9th	1	2	4	5	12	2	3	7	6	15	4	49	30.2			
10th	0	0	0	10	10	2	5	6	7	9	2	41	25			
11th	0	3	0	1	4	5	7	5	6	11	2	40	25			
12th	2	3	3	2	10	2	5	6	3	6	0	32	19.7			
# Days	8	12	7	31	58	17	26	30	32	70	9	242	15%			
O.S.S	4	10	8	10	32	6	4	9	5	13	14	83	10%			
9th	1	3	2	4	10	2	0	4	3	4	3	26	31.3			
10th	2	1	1	0	4	1	0	2	0	3	5	15	18			
11th	1	4	3	1	9	3	2	1	0	1	2	18	21.6			
12th	0	2	2	5	9	0	2	2	2	5	4	24	29			
# Days	33	50	24	40	147	37	10	36	31	48	26	335	21%			

Chart 2

1999-2000 SUSPENSION

	Sept.	October	Nov.	Dec.	SUB	January	February	March	April	May	June	Total	Total %
# of susp.	24	89	68	89	265	67	90	124	75	86	49	756	4.2
9th	4	27	21	27	79	16	25	37	35	26	23	241	32
10th	7	20	13	23	63	29	24	38	11	24	11	200	26
11th	4	19	29	20	72	11	24	33	20	20	12	192	25
12th	9	23	5	19	56	11	17	16	9	16	3	126	17
# Days	46	210	161	165	582	117	201	266	156	183	72	995	
I.S.S.	5	34	21	30	90	27	32	57	34	40	24	300	40%
9th	2	9	11	11	33	7	9	17	20	18	10	81	38
10th	1	9	6	13	29	14	10	21	7	10	6	68	32
11th	1	8	3	4	16	4	10	14	7	6	7	48	21
12th	1	8	1	3	13	2	3	5	0	6	1	17	10
# Days	7	99	56	76	238	65	76	137	98	86	53	515	48
READMIT	15	24	22	30	91	17	25	27	23	23	6	210	28%
9th	2	5	5	4	16	4	3	4	9	3	1	24	19
10th	5	7	3	7	22	5	6	6	2	3	0	22	21
11th	1	5	11	10	27	3	7	10	7	8	3	38	31
12th	7	7	3	9	26	5	9	7	5	9	2	37	30
# Days	25	37	24	40	126	20	33	31	26	23	6	139	17
S.W.A.P.	1	13	14	14	42	20	26	29	14	17	11	157	21%
9th	0	4	4	6	14	4	12	12	3	5	5	41	35
10th	0	2	4	2	8	8	4	8	2	8	4	34	26
11th	0	2	5	2	9	4	5	5	5	4	2	25	21
12th	1	5	1	4	11	4	5	4	4	0	0	17	18
# Days	1	22	20	23	66	32	37	55	24	35	13	196	17
O.S.S.	3	13	11	17	44	3	12	11	4	8	8	89	12%
9th	0	8	1	6	15	1	2	4	3	2	7	19	38
10th	1	1	0	4	6	2	4	3	0	3	1	13	21
11th	2	4	10	4	20	0	3	4	1	2	0	10	33
12th	0	0	0	3	3	0	3	0	0	1	0	4	8
# Days	13	52	61	46	172	25	55	43	8	39	27	197	23

	Chart 3		2000-2001			SUSPENSIONS							
	Sept.	October	Nov.	Dec.	Sub Total	Jan.	Feb.	March	April	May	June	Total	Total %
# of susp.	24	56	58	56	194	81	110	87	67	109	30	682	3.7
9th	2	16	13	13	44	18	21	22	9	36	15	165	24.3
10th	9	18	18	15	60	24	35	30	13	25	6	193	28.4
11th	5	13	17	12	47	23	27	25	26	35	7	190	28
12th	8	9	10	16	43	16	27	10	19	13	2	130	19.1
# Days	59	146	142	114	461	131	216	171	110	225	33	1347	
I.S.S.	5	24	23	16	68	31	33	37	20	34	9	232	35%
9th	1	9	3	4	17	6	7	5	7	13	1	56	24
10th	2	6	11	5	24	11	10	13	6	4	3	71	31
11th	1	8	6	2	17	9	9	16	4	11	3	69	30
12th	1	1	3	5	10	5	7	3	3	6	2	36	15
# Days	15	51	60	48	174	60	66	81	41	83	14	519	38.5
READMIT	11	12	17	20	61	28	32	23	35	31	6	215	32%
9th	1	2	3	3	9	7	5	6	4	7	2	40	19
10th	5	2	2	4	13	6	4	7	4	6	0	40	19
11th	1	3	8	5	17	6	7	5	15	13	4	67	31
12th	4	5	4	8	21	9	16	5	12	5	0	68	31
# Days	12	12	17	20	61	30	38	24	35	34	6	228	17
S.W.A.P.	2	10	12	13	37	18	26	18	14	30	6	158	23%
9th	0	5	5	5	15	4	4	7	2	10	11	53	36
10th	1	5	4	4	14	6	11	6	3	12	3	55	37
11th	1	0	1	3	5	7	8	3	6	6	1	36	15
12th	0	0	2	1	3	1	3	2	3	2	0	14	9
# Days	4	15	19	20	58	29	47	24	22	52	8	240	18
O.S.S.	6	10	8	7	31	4	19	6	2	14	1	77	1%
9th	0	1	2	1	4	1	5	4	0	6	1	21	27
10th	2	4	1	2	9	1	10	1	0	3	0	24	31
11th	2	2	1	2	7	1	3	1	1	5	0	18	23
12th	2	3	4	2	11	1	1	0	1	0	0	14	19
# Days	28	68	46	26	168	12	65	42	12	56	5	360	27

	Chart 4					2001-2002			SUSPENSIONS				
	Sept.	October	Nov.	Dec.	Sub Total	Jan.	Feb.	March	April	May	June	Total	Total %
# of susp.	24	87	73	98	282	94	111	109					596
9th	8	23	28	26	86	29	34	29					197
10th	11	13	17	27	68	24	35	41					204
11th	3	37	14	34	88	26	19	26					159
12th	2	14	14	11	41	15	23	23					102
# Days					634	181	188						
I.S.S	13	46	28	40	127	39	45	52					
9th	3	10	9	15	37	13	10	14					
10th	7	7	4	8	26	8	12	15					
11th	2	23	7	14	46	13	9	12					
12th	1	6	8	3	18	5	14	11					
# Days						80	85						
READMIT	3	14	15	28	60	21	20	22					
9th	1	3	4	4	12	6	5	4					
10th	1	3	6	14	24	5	5	6					
11th	1	6	2	5	14	5	5	4					
12th	0	2	3	5	10	5	5	8					
# Days						21	20						
S.W.A.P	2	14	19	20	55	21	35	32					
9th	0	7	11	5	23	5	15	8					
10th	1	1	4	4	10	7	14	14					
11th	0	3	2	9	14	4	3	3					
12th	1	3	2	2	8	5	3	1					
# Days						36	49						
O.S.S	6	13	11	12	42	12	11	13					
9th	5	4	5	2	16	5	4	3					
10th	1	1	2	3	7	4	4	6					
11th	0	5	3	6	14	3	2	3					
12th	0	3	1	1	5	0	1	1					
# Days						44	34						

Figure 9

GRADE SUSPENSIONS ANALYSIS

September 1996 through February 28, 2002

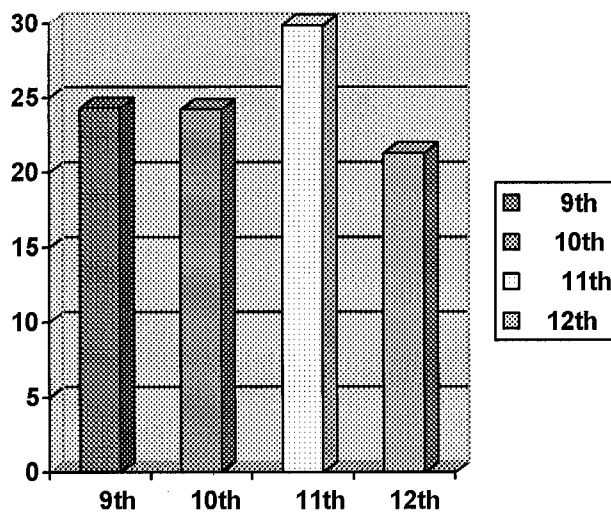
TOTAL - 4468

9TH - 1090 - 24.3%

10TH - 1084 - 24.2%

11TH - 1338 - 29.9%

12TH - 956 - 21.3%



Appendix A
Teacher Survey

10. Teachers are given sufficient time to prepare assignments for their students assigned to the ISS program.

Strongly Agree *Agree* *Neither* *Disagree* *Strongly Disagree*

11. Teachers assign work to ISS students that correspond with what their peers are doing in class on that particular day.

Strongly Agree *Agree* *Neither* *Disagree* *Strongly Disagree*

12. Teachers assign work to ISS students that would consume approximately one class period.

Strongly Agree *Agree* *Neither* *Disagree* *Strongly Disagree*

12. Teachers prefer their student to be assigned to ISS rather than Out of School Suspension.

Strongly Agree *Agree* *Neither* *Disagree* *Strongly Disagree*

13. Parents prefer their child to be assigned to ISS rather than Out of School Suspension.

Strongly Agree *Agree* *Neither* *Disagree* *Strongly Disagree*

14. Students would rather be assigned out of school suspension opposed to In-School Suspension.

Strongly Agree *Agree* *Neither* *Disagree* *Strongly Disagree*

15. ISS is assigned too much by the administration.

Strongly Agree *Agree* *Neither* *Disagree* *Strongly Disagree*

16. Students receive counseling during the their ISS term.

Strongly Agree *Agree* *Neither* *Disagree* *Strongly Disagree*

17. The school staff plays a major role in determining the effectiveness of the ISS program.

Strongly Agree *Agree* *Neither* *Disagree* *Strongly Disagree*

18. The program's staff needs to have a variety of content experience to be successful.

Strongly Agree *Agree* *Neither* *Disagree* *Strongly Disagree*

19. The behavior of students assigned to ISS change very little after being released from the program.

Strongly Agree *Agree* *Neither* *Disagree* *Strongly Disagree*

20. The ISS program has led to a general reduction in the discipline infractions.

Strongly Agree *Agree* *Neither* *Disagree* *Strongly Disagree*

21. The ISS program is used as an effective way to discipline students who violate the disciplinary code.

Strongly Agree *Agree* *Neither* *Disagree* *Strongly Disagree*

Appendix B
Student Survey

STUDENT SURVEY ON THE IN-SCHOOL SUSPENSION PROGRAM AT WESTERVELT HIGH SCHOOL

This survey is totally voluntary and anonymous. Do not include your name anywhere on this paper.

Directions: Read through each question or statement and circle the response that best describes your thoughts on the in school suspension program at Westervelt High School.

1. What is your Gender? Male Female

2. Did you know that there is an in school suspension program at Westervelt High School?

Yes No

3. Have you ever been assigned to in school suspension at Westervelt High School?

Yes No

4. I.S.S. is administered to students who disobey the disciplinary code?

Yes No

5. I.S.S. is utilized for all infractions, including fighting and substance abuse?

Strongly Agree Agree Neither Disagree Strongly Disagree

6. I.S.S. is administered more often than out of school suspension?

Strongly Agree Agree Neither Disagree Strongly Disagree

7. I.S.S. is an easy day in school?

Strongly Agree Agree Neither Disagree Strongly Disagree

8. A student must complete the work assigned to him/her by his /her teachers before being released from the program?

Strongly Agree Agree Neither Disagree Strongly Disagree

9. I.S.S. students must eat their lunch in the I.S.S. classroom, not cafeteria.

Strongly Agree Agree Neither Disagree Strongly Disagree

10. While in I.S.S., students are permitted to talk with other students after they have completed their assignments?

Strongly Agree Agree Neither Disagree Strongly Disagree

11. If a student is assigned to I.S.S. he/she can choose to take an out-of school suspension instead.

Strongly Agree Agree Neither Disagree Strongly Disagree

12. Misbehavior in I.S.S. will result in being administered additional days in the program.

Strongly Agree Agree Neither Disagree Strongly Disagree

13. The behavior of students assigned to I.S.S. change very little after being released from the program.

Strongly Agree Agree Neither Disagree Strongly Disagree

14. Parents would rather have their child assigned to I.S.S., opposed to out of school suspensions.

Strongly Agree Agree Neither Disagree Strongly Disagree

15. Teachers assign work to ISS students that would consume approximately one class period.

Strongly Agree Agree Neither Disagree Strongly Disagree

16. Assistant principals are consistent, with regards to applying the disciplinary code, when assigning students to ISS.

Strongly Agree Agree Neither Disagree Strongly Disagree

Answer the following questions if you have ever been assigned to in school suspension:

17. Teachers check and/or grade the work that is completed in ISS.

Strongly Agree Agree Neither Disagree Strongly Disagree

18. Students feel behind their peers academically when returning from ISS.

Strongly Agree Agree Neither Disagree Strongly Disagree

19. Teachers put an appropriate amount of time into the work they assign to ISS students.

Strongly Agree Agree Neither Disagree Strongly Disagree

Appendix C
Exit Survey

**Westervelt High School
Giant Township, NJ
Exit Questionnaire
In-School Suspension**

Name: _____
Email Address: _____

Date: _____

Please respond to the following questions in sentence form.

1. You were sent to I.S.S. because of a violation of rules. Consider the violation and its consequences. How do you feel about coming to I.S.S. for what you did?

2. Do you realize that if you get into trouble again, you are likely to come to I.S.S. for additional days?

3. Did you talk to your parents about being in I.S.S.? If so, what was their reaction to you being here?

4. Were you punished at home for this offense? If so, explain.

5. After you got I.S.S. how did you feel about the way you were treated?

6. What did you like least about I.S.S.?

7. What did you like most about I.S.S.?

8. What, If anything , would you suggest to change about I.S.S.?

9. If you were Principal at Westervelt, what action would you take against students who committed the same offense that you committed?

10. Tomorrow you will return to regular classes. What is your greatest concern regarding facing your teachers and friends after being in I.S.S.?

11. Has anything come from your I.S.S. experience?, If so What?

12. If you could have had the choice between I.S.S. and an Out of school suspension, which would you have chosen and why?

13. What will you do differently in order not to be assigned to In-School Suspension again?

Signature: _____

Appendix D
Interview Questions

INTERVIEW QUESTIONS

Parents/Faculty/Students

*** Interview questions may be altered for specific audience during informal interviews.**

1. Please describe the In-school suspension program, and other forms of suspension?
2. What purpose does the ISS program serve?
3. Do you feel the ISS program serves its purpose? WHY?
4. What disciplinary infractions result in a ISS?
5. What do you prefer ISS or OSS? Why?
6. Does Counseling take place during the ISS experience? Why?
7. Do you feel that ISS is a deterrent for future disciplinary infractions?

Biographical Data

Name	V. Anthony Cattani
High School	Burlington Township High School Burlington Township, NJ
Undergraduate	Bachelor of Arts Health and Exercise Science Teacher Certification, K-12 Rowan University Glassboro, NJ
Graduate	Master of Arts School Administration Rowan University Glassboro, NJ
Present Occupation	Health and Physical Education teacher Cherokee High School of the Lenape Regional High School District Marlton, NJ