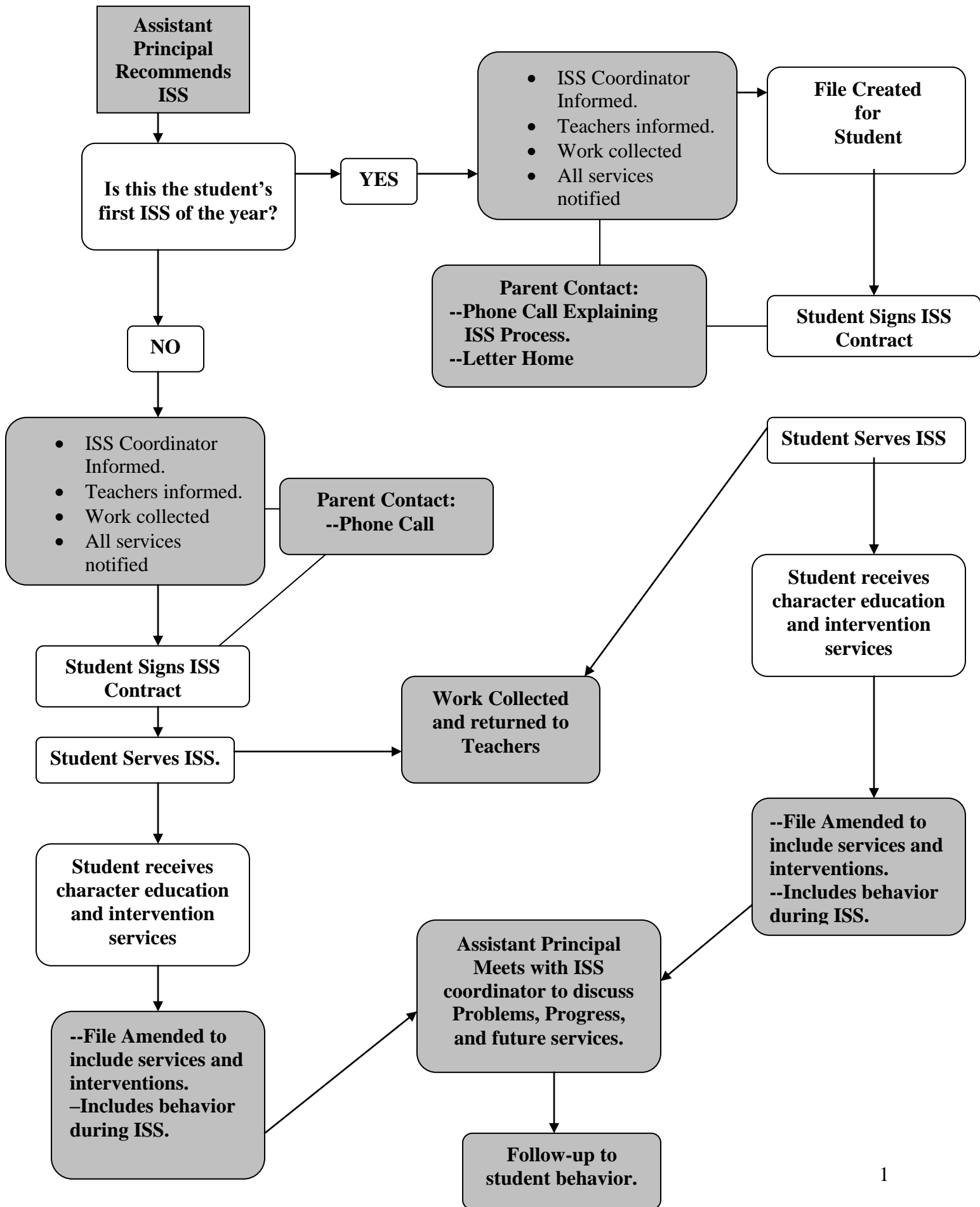
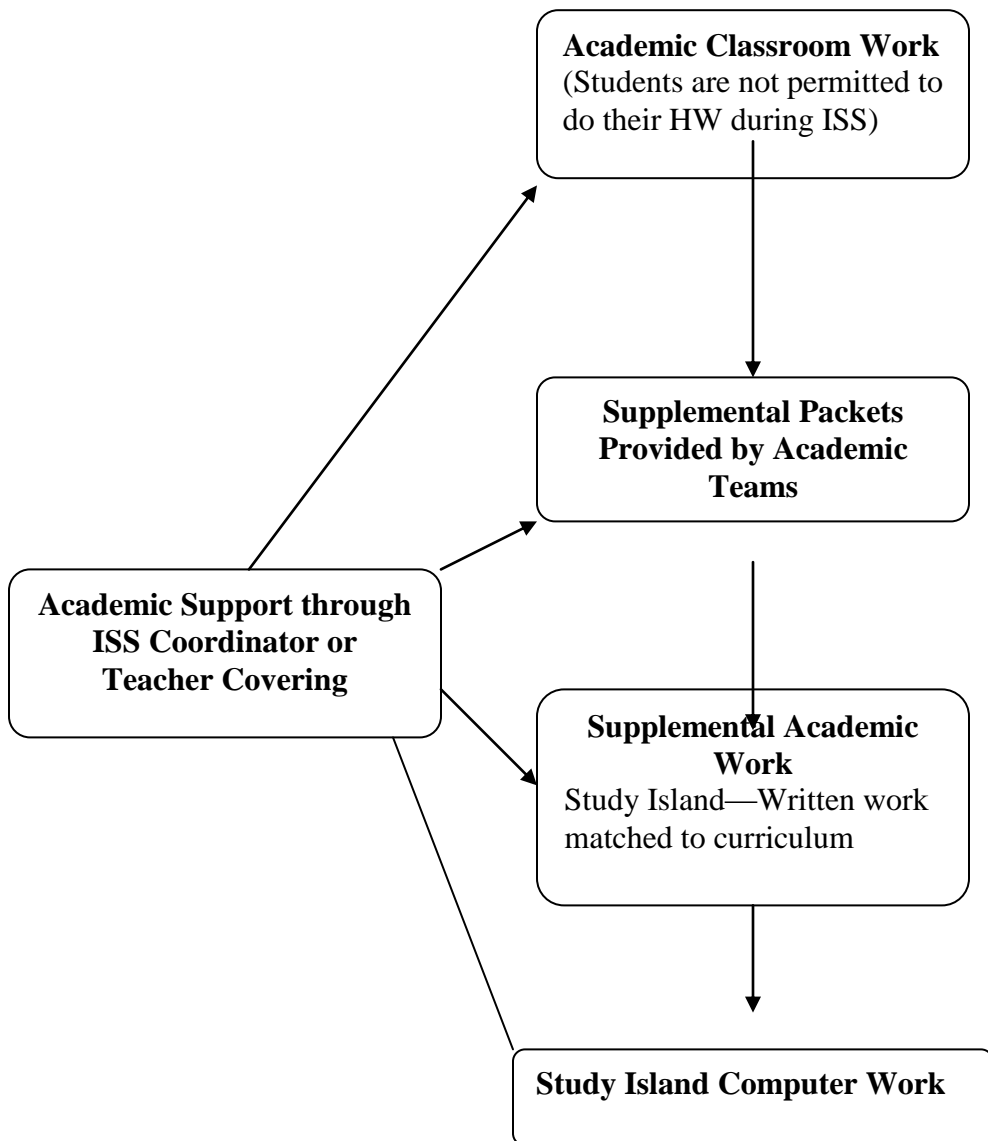


**George W. Munroe Elementary In-School Suspension  
Flow Chart of Services**

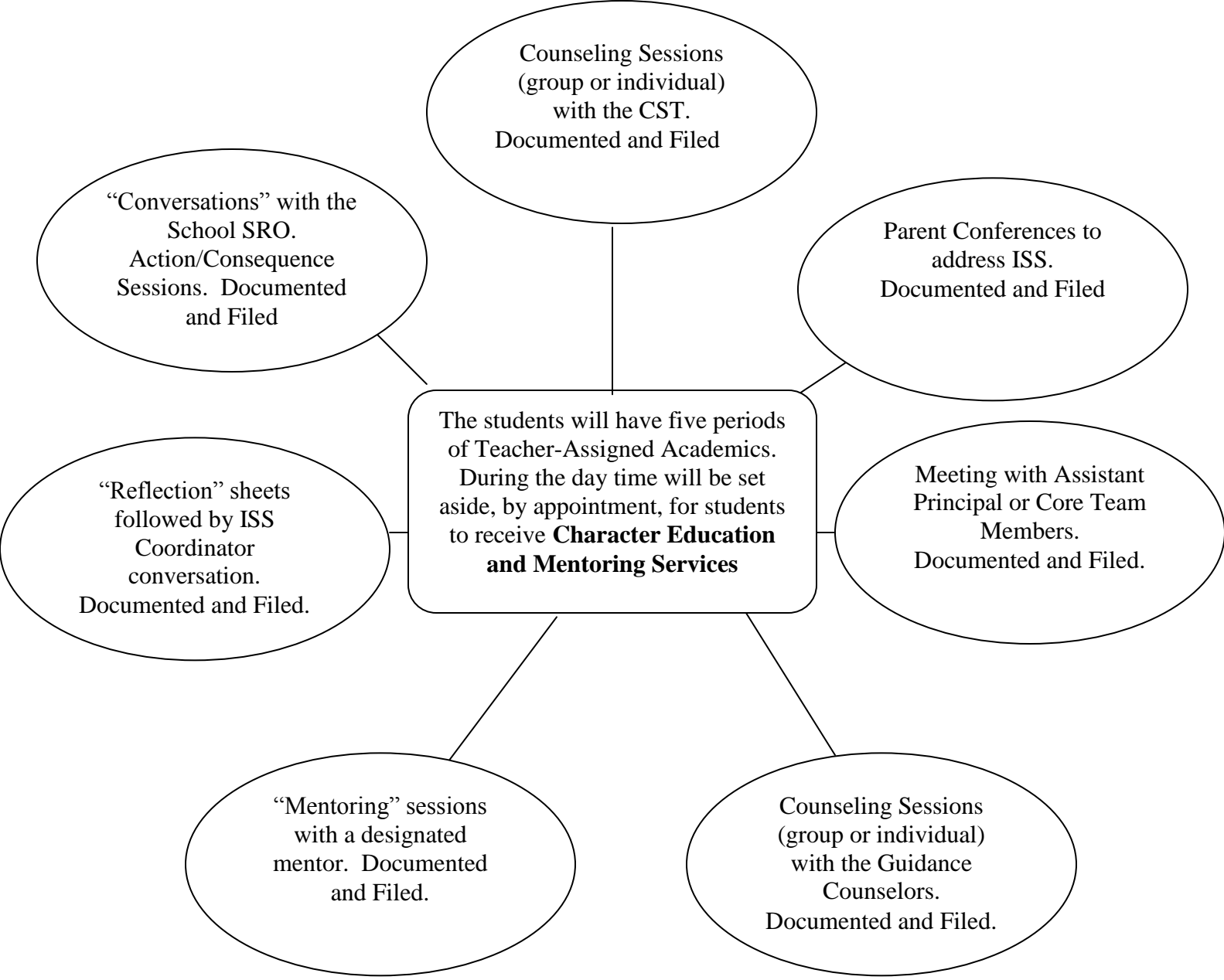


# Academic Services Flow Chart



**Students will work on teacher-assigned academic assignments first and foremost. They will have one period to complete each subject matter. Time will be provided if extra assistance is needed. Once these assignments are checked for quality and completion, the students will be assigned either a) Supplemental Academic Work provided by grade level teams b) Supplemental Academic Work provided by Study Island (worksheets) c) Study Island Computer Work**

# Character Education and Mentoring Services



# George W. Munroe Elementary School In-School Suspension Proposal 2012-2013

## Mission Statement

*The George W. Munroe Elementary School ISS Program will provide a safe, rule-abiding climate that is conducive to learning. The ISS program is meant to serve as a preventative program to identify and address the problems causing students to serve ISS instead of serving as a reaction to the problems. This will be accomplished by instituting Quality Academic Assignments, Positive Reinforcement, A close monitoring of effects, Teacher understanding and support, Parental Involvement, Student follow-up, Mentoring, and Constant communication with all parties involved.*

### **Discipline –**

...training expected to produce a specific character or pattern of behavior, especially training that produces moral or mental improvement.

### **Punishment –**

...any pain, suffering, or loss inflicted on a person because of a crime or offense.

The purpose of this proposal is to bring the intention of in-school suspensions (ISS) to the forefront. The in-school suspension program is meant to be a disciplinary step at the disposal of the district in order to improve the overall school atmosphere. Implementing a number of structured and supervised components that are currently in need of improvement from the present in-school suspension policy will do this.

The following proposal looks at what makes an effective in-school suspension policy. This should serve as a means of assessing the need to implement a new policy.

### **Effective vs. Ineffective**

Ineffective in-school suspension programs include:

- \_ Assignments not present for the student to complete
- \_ Little or no time is spent on correcting the behavior
- \_ Lack of follow-up allowing a student to fall back into old patterns

When any, or all, of these components are present in a district's ISS, students' *"misbehaviors persist, and quite often, students miss instruction just as if they had received an out-of-school suspension."* (Sanders, 2001)

Effective in-school suspension programs include:

- \_ Interactive supervision
- \_ Structured environments
- \_ Clearly defined consequences
- \_ Behavior Modification
- \_ Consistency

Such programs have been shown to reduce students' rule infringements as well as maintain the integrity of their education by ensuring that they don't evade schoolwork.

**The Setting**

The students in ISS will be seated in study cubicles strategically placed in a room that is isolated from the general student population. The room will consist of a computer for the ISS coordinator's use (including internet and a printer) and a computer for student use, as well as a telephone with an outside line for parental and emergency contact. The room will be surrounded by inspirational thoughts from multicultural leaders. Pens, Pencils, and paper will be provided to ISS students not prepared. A set of books would be needed from each subject area. The resources provided will eliminate the "need" for students to leave the ISS room.

**There are several models that can be used for the ISS program:**

**Model 1 (Ideal):**

The ideal situation for GWM Elementary School ISS programs would be that each school has an ISS coordinator. Each coordinator would communicate with one another and run identical programs. If this were the case, each Coordinator would have coverage during team prep times. This could be accomplished by a rotation of teachers that would report to the ISS room during their team prep or coverage assignment and cover ISS. This coverage plan would be no additional cost to the district.

**Model 2**

**If model 1 is not feasible:**

The ISS Coordinator will have a set rotation of services between elementary schools. A suggested schedule would be a 3-day rotation between each school.

**Example:**

**Week 1**

<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<i>RES</i>	<i>RES</i>	<i>RES</i>	<i>LES</i>	<i>LES</i>

**Week 2**

<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<i>LES</i>	<i>RES</i>	<i>RES</i>	<i>RES</i>	<i>LES</i>

**Week 3**

<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<i>LES</i>	<i>LES</i>	<i>RES</i>	<i>RES</i>	<i>RES</i>

**On days that school is not in session, the rotation will pick up to continue a 3-day rotation.**

Sample:

<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
RES	RES	No School	RES	LES

### **Model 3 ( 9 Period Day)**

If the elementary schools were to move to a 9 period day, the ISS program would move to a teacher rotation based on teacher “duty” periods. If this were the case, it would be recommended that the teachers chosen to ISS duty were chosen by administration based on criteria such as classroom management and discipline philosophies.

In this model, there would be 3 ½ periods of academic support and character education services.

#### **In any model:**

The ISS Coordinator will ensure that all teacher assignments and/or tests have been collected and delivered to the students in ISS. Teachers will be notified of an ISS assignment in advance to ensure a continuous flow of work for the students. A designated “In-box” will be placed for all work that will be collected for the day. (Appendix A) Teachers may also email the ISS Coordinator the assignments for the day or ISS term. Assignments will be returned via the team leaders’ mailbox at the end of the day to be distributed the next school day to the corresponding teacher. For special education students, consideration of their needs will be given in terms of time and support during the ISS term. Unless specified otherwise, the students will only have the allotted ISS time periods to complete work with some time set aside during academic and character education services, if there are no meetings or activities scheduled.

If the situation is such that the ISS Coordinator is not available due to rotation, and an emergency ISS is needed, the current ISS system will be used. A situation may occur that requires a student to be immediately removed from a class or situation. This should be used in emergency situations. The normal course of action would be to assign the student to the next rotation of ISS.

#### **Placement**

Each student will be referred to the ISS program by the assistant principal of the building. This will create consistency in the level of offenses worthy of ISS placement. Students should only be placed in ISS for offenses worthy of ISS. These offenses will be determined and enforced by the assistant principals. ISS should never be the first response to a behavioral issue. The proper disciplinary channels should be followed to ensure continuity in ISS placement. There may be occasions where an administrator needs to refer a student to ISS on a partial day, such as when a disruption occurs during one particular class period but does not necessitate a full day ISS referral.

## **The Process**

Once a student is recommended by the assistant principal to the ISS program, a file will be created and kept by the ISS coordinator for each student that will include the offense, the dates the student was/will be in ISS, a conduct report, and a record of any services received. The assistant principal shall receive a copy of the student report to keep for their records at the end of the student's time in ISS. This report will be kept throughout the student's time in the middle schools.

The ISS students must report to the ISS room before the 1<sup>st</sup> period late bell sounds. If not, they must make up each additional minute they were late in an ISS isolated lunch detention once their ISS is finished.

Period 1 has additional time (10 minutes) built into it for morning announcements. At this time, the ISS students will be given a copy of the ISS rules and contract (Appendix B) to be explained and signed. At the end of this time, and for the rest of the school day, the students will follow the current 8 period day bell schedule with designated periods for subjects i.e. Period 1, all ISS students will work on their Social Studies assignments; Period 2, all ISS students will work on their Science assignments, etc... Out of an 8 period day, this will leave 3 "flex" periods. This rotation is subject to change if the student is to receive services during any of these periods based on availability of staff. If this happens, the student will utilize the "flex" periods to complete the subject missed. Half of one period (approximately 20 minutes) will be lunch time. Students will be escorted to and from the cafeteria before the regular lunch period begins and lunch will be eaten in the ISS room. At no other time is food or drink permitted in the ISS room. This will include candy and gum. Any infraction of the ISS or School Rules will result in a continuum of disciplinary services including, but not limited to, ISS lunch detention, General Detention, additional days in ISS. (Appendix C)

The other 2 ½ flex periods will be structured as "academic and character education services." First, students will be provided with packets that support their current academic subject matter that will be prepared by the grade level teams. Next, ISS students will receive subject and grade level "supplemental" work that will be compiled by each grade utilizing resources from both academic teams. If the students complete the teacher supplied supplemental work, they will then receive computer generated worksheets that reflect the current academic subject matter. Study Island will be used to generate current, curriculum based, academic supplemental material that can be printed out for the students right in the ISS room. Finally, ISS students can be placed (one at a time) on a computer to complete Study Island activities based on subject matter that they need improvement in. If their grades do not reflect an obvious need of improvement in one area or another, they may choose what area to work on.

Once academics subjects are completed, work is checked for quality and accuracy by the ISS Coordinator or covering teacher. During the course of the ISS day, the ISS student will be given "Reflective" character education assignments to complete (Appendix D). The ISS Coordinator, or covering teacher, will explain the assignments and address the assignments with the ISS students. Failure to attempt either academic or reflective assignments will result in disciplinary consequences. i.e. General Detention, ISS Lunch Detention, additional ISS days.

During the ISS day, Character Education and Mentoring Session with a designated mentor, ISS Coordinator, SRO, Guidance Counselors, Child Study Team members, or an administrator will be scheduled and held that are meant to address the root cause of the ISS. The ISS Coordinator will contact and arrange such sessions with the appropriate parties during the ISS day. Any subject matter missed during the day due to ISS students attending these sessions will be made up later in the day during the “flex” periods. Teacher will be contacted to follow-up on student behavior after the student has served the ISS.

### **Days when there are no students in ISS**

If the occasion were to arise that no students were scheduled to be in ISS, the ISS Coordinator would remain in the school for:

- a. Emergency ISS Situation and/or Interventions.
- b. Utilize this time to follow-up on student behavior. This may involve classroom visitations.
  - I. Classrooms can be visited to observe students behavior and meet with teacher to offer suggestions on student management techniques.
- c. Meet with administrators, guidance counselors, SRO's,etc.. to establish mentoring and/or mediation sessions.
- d. Meet with students to check with behavioral progress
- e. Meet or contact parents to check on the progress of students
- f. \*Provide coverage for teacher due to meetings or coverage

\*This could prove to be a cost effective coverage system

### **ISS Coordinator is absent**

(Ideal) If the ISS Coordinator is absent, a selected faculty member will be asked to fill in as ISS Coordinator for that day. This faculty member will be selected on a volunteer basis, with administrator approval based on discipline history and classroom management skills. A substitute will cover that academic teacher’s classes for the day.

### **OR**

The ISS program can run using the current ISS placement schedule.



## **The ISS Coordinator's Duties and Responsibilities**

- The ISS Coordinator is responsible for providing a safe, productive, well-structured environment that enables the ISS students to continue their academic progress.
- The ISS Coordinator is responsible for arranging a continuous flow of both academic and character education/mentoring assignments for ISS students.
- The ISS Coordinator is responsible for coordinating character education/mentoring sessions. This process may include, but is not limited to: Mentoring Session with either a designated mentor, ISS Coordinator, SRO, Guidance Counselor, Child Study Team, or administrator(s); Character Education assignments that engage the student in self-reflective exercises.
- The ISS Coordinator will be responsible for the collection of student work from the teachers and the returning of such work to the teachers at the end of the ISS period.
- The ISS Coordinator will be responsible for the reporting of student behavior during the ISS period to the Assistant Principal in the form of a "progress report." This report will include, but is not limited, to the students behavior, academic services, character education/mentoring services, and/or additional disciplinary consequences.

### **During the course of the ISS session, the ISS Coordinator will:**

- Review the ISS rules with the student
- Have consequences for rule violations clearly defined and posted
- Review the consequences with the student
- Have plenty of work for the students
- Communicate the expectations to students
- Communicate the needs to the teachers of the students in ISS
- Communicate with the parents of the ISS students

# Appendix A

## *SAMPLE* ASSIGNMENT TO IN-SCHOOL SUSPENSION

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### Teachers

The following student has been assigned In-School Suspension. Please indicate the work he/she is to complete during this time. The work will be returned to your mailbox following the completion of the student's stay.

STUDENT NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_

DATE OF ISS ASSIGNMENT:: \_\_\_\_\_

PERIOD	SUBJECT	ASSIGNMENT	TEACHER
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

## **Appendix B**

### **Sample of ISS Rules**

#### **In-School Suspension (ISS) Rules**

1. ISS staff will be addressed in an appropriate manner and will be treated with the utmost respect.
2. Students report to the ISS room at the beginning of the day or period assigned.
3. Students are responsible for getting assignments from teachers before reporting to ISS.
4. Students must bring all necessary assignments, text and materials. Students will not be permitted to go to their locker or teachers throughout the day.
5. Students who miss any ISS time due to early dismissal, tardiness, absence, or emergency school closing will make-up the time missed.
6. Restroom breaks are provided periodically.
7. No eating (food or candy) or drinking within the ISS room---excluding lunch.
8. Students eat lunch in the ISS room.
9. All electronic devices (IPODS, MP3 Players, Cell Phones, PSP's, etc.) are not permitted in any way. This includes any electronic device in your possession, even turned off.
10. Vandalism will not be permitted and will result in further consequences.
11. Students will remain seated in assigned seats and work on assignments, behavioral packets, or academic enrichment material.
12. Students are strictly prohibited from talking or interfacing with other students
13. Sleeping or lounging will not be tolerated and will result in further consequences.
14. Participation in or attendance at any extracurricular activity from the time the ISS is assigned until the next school day after completion may not be permitted
15. All school rules supplied in the student handbook apply in ISS. This includes Dress Code Policy.

## Sample ISS Contract

### ISS Contract

I understand that participation in the In-school Suspension Program is a privilege. As such, I will promise to follow all of the ISS Rules. These rules included, but are not limited to, the following:

- 1) ISS staff will be addressed in an appropriate manner and will be treated with the utmost respect.
- 2) Students report to the ISS room at the beginning of the day or period assigned.
- 3) Students are responsible for getting assignments from teachers before reporting to ISS.
- 4) Students must bring all necessary assignments, text and materials. Students will not be permitted to go to their locker or teachers throughout the day.
- 5) Students who miss any ISS time due to early dismissal, tardiness, absence, or emergency school closing will make-up the time missed.
- 6) Restroom breaks are provided periodically.
- 7) No eating (food or candy) or drinking within the ISS room---excluding lunch.
- 8) Students eat lunch in the ISS room.
- 9) All electronic devices (IPODS, MP3 Players, Cell Phones, PSP's, etc.) are not permitted in any way. This includes any electronic device in your possession, even turned off.
- 10) Vandalism will not be permitted and will result in further consequences.
- 11) Students will remain seated in assigned seats and work on assignments, behavioral packets, or academic enrichment material.
- 12) Students are strictly prohibited from talking or interfacing with other students
- 13) Sleeping or lounging will not be tolerated and will result in further consequences.
- 14) Participation in or attendance at any extracurricular activity from the time the ISS is assigned until the next school day after completion may not be permitted
- 15) All school rules supplied in the student handbook apply in ISS. This includes Dress Code Policy.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Witnessed \_\_\_\_\_

# Appendix C

## *Disciplinary Consequences*

The George W. Munroe Elementary School Faculty Handbook will be used as a guideline for ISS services and disciplinary consequences:

*If problems exist in your class, follow the format outlined below. Prior to submitting a discipline referral form on a student, a teacher should have exhausted the following discipline measures:*

- 1. Reprimand*
- 2. Teacher detention*
- 3. Parental contact*

For infractions that occur during the ISS day, the District consequences shall be followed.

Some examples that may pertain to ISS:

### **Fighting/Assault**

(A) 4 days OSS\*

### **Abusive Language (Profanity)/Disrespect to staff/Insubordination-[A-C]**

(A) 3 days GD with parent/guardian notification

(B) 1 day ISS + GD

(C) 2 days OSS\*

### **Disruptive Behavior-[A-C]**

(A) 1 day GD + Teacher/parent/guardian conference

(B) 3 day GD with parent notification

(C) 1 day ISS + GD

### **Harassment/Bullying/Endangering the Health, Safety and/or Welfare of Others/Bias Incidents-[A-D]**

(A) 3 days GD with parent notification

(B) 1 day ISS + 1 GD with Parent/Guardian notification

(C) 2 days OSS\*

### **Failure to Comply with Dress Code**

(A) 1 Day GD

(B) 3 Day GD with Parent Notification

(C) 1 Day ISS + GD

### **Use of Cell Phones/electronic devices during school hours-[A-C]**

(A) 2 Days GD with parent notification

(B) 4 days GD

(C) 1 Day ISS & GD

\* Devices will be confiscated and will require parental retrieval.

**Violation of Internet-[A-C]**

- (A) Suspension of student account for 2 weeks and parent notification
- (B) 1 day ISS + GD + 4 weeks suspension of account
- (C) 2 days OSS\* + 8 weeks suspension of account

**Terroristic Threats**

- (A) 5 days OSS\*

\* All threats to self/others/building will require psychiatric clearance to return to school.

**Failure to Identify Self to Staff-[A-C]**

- (A) GD with parent notification
- (B) ISS + GD
- (C) 2 days OSS\*

**Violation of ISS [A-B]**

- (A) 1 day OSS\*
- (B) 2 days OSS\*

**Inciting or creating a disturbance-[A-B]**

- (A) 3 days GD
- (B) 1 day ISS + GD
- (C) 2 days OSS

**Vandalism-[A-B] To be determined by degree/includes restitution/possible referral to juvenile authorities-OSS\***

- (A) 2 days Community Service/GD
- (B) 1 day ISS + GD
- (C) 3 days OSS\*

**Possession of a Dangerous Weapon (Any offense)**

5 days OSS\* with referral to the Gadsden County Police (Juvenile Department) and possible Board of Education review.

## Appendix D

# Sample Think Sheet

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Staff: \_\_\_\_\_

- 1. What behavior led to this consequence?**
- 2. What were you thinking or feeling at the time?**
- 3. What did you want to happen?**
- 4. Did you get what you wanted?**
- 5. What did it cost you?**
- 6. What alternative(s) could you choose next time to avoid a consequence?**

# Sample Think Sheet

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Staff:** \_\_\_\_\_

**1. What behavior led to this consequence?**

**2. What were you thinking or feeling at the time?**

**3. What alternative(s) could you choose next time to avoid a consequence?**



## Sample Reflection Sheet

Name of Student ..... Date .....

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What I did \_\_\_\_\_

Why I did it \_\_\_\_\_

What Classroom or School Rule did I break? \_\_\_\_\_

What were my other options? \_\_\_\_\_

What effect did my behavior have on my learning and on others' learning? \_\_\_\_\_

What will I do next time? \_\_\_\_\_

Signature of Student \_\_\_\_\_

Signature of Teacher \_\_\_\_\_

# Sample Think Sheet

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Staff:** \_\_\_\_\_

What happened? \_\_\_\_\_

---

---

Where did it happen? \_\_\_\_\_

---

When did this happen? \_\_\_\_\_

---

How do you feel about this situation? \_\_\_\_\_

---

---

List **two** ways you could have solved this situation, or something you could have done so it would not have happened. \_\_\_\_\_

---

---

If this happens again, next time I will \_\_\_\_\_

---

---

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Parent \_\_\_\_\_

## Behavior Improvement Form

Name \_\_\_\_\_ Date \_\_\_\_\_

Did you follow directions appropriately? Yes \_\_\_\_\_ No \_\_\_\_\_

What was your behavior? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What did you want? (put a check next to the appropriate statement)

\_\_\_\_\_ I wanted attention from others.

\_\_\_\_\_ I wanted to be in control.

\_\_\_\_\_ I wanted to avoid doing my homework.

\_\_\_\_\_ I wanted to cause problems because I am sad inside.

\_\_\_\_\_ I wanted to cause other problems because they don't like me.

\_\_\_\_\_ I wanted \_\_\_\_\_

Did you get what you wanted? Yes \_\_\_\_\_ No \_\_\_\_\_

What could you do differently? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Will you be able to return to class appropriately? Yes \_\_\_\_\_ No \_\_\_\_\_

Student Signature \_\_\_\_\_

Teacher Signature \_\_\_\_\_

# Student Reflection Sheet

Student's Name:

Teacher's Name:

Lesson: \_\_\_\_\_ Date: \_\_\_\_\_

## Read this first

1. You have been give reflection time from the class to think about your behavior and where it is taking you.
2. It is your job to work out, with your ISS teacher, how to make better choices for the future.

## Your job is now to:

1. Complete this sheet.
2. Discuss with your teacher your plan for your future behaviors.
3. Negotiate with your teacher until you are both satisfied with your plan for the future.

## Reflecting on your behavior

What were you doing or thinking to be given this reflection sheet?

What would the teacher say you were doing?

Which of your needs were you trying to meet through your behavior?

Is what you were doing or thinking ...

- Effective in meeting your needs? Yes / No
- Respectful of the needs of others? Yes / No
- Taking you in the direction you want to go? Yes / No

Are there better choices you could have made for your behavior? Yes / No

List three things you could choose to do or think to improve your behavior.

1.

2.

3.

Do you need help with this plan? Yes / No

If "yes", who could help you?

# Your plan for improving your behavior

List three things you will commit to doing or thinking to improve your behavior:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

For how long will you commit to this plan?

\_\_\_\_\_

We agree this is a helpful plan for improving the situation.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

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