

In-School Suspensions

In-school suspension (ISS) is a school-level intervention that can be used with especially challenging behavior. ISS should be used in cases where it is important to maintain a safe and positive learning environment and the student of concern would benefit from remaining in the school building, rather than being sent home. In order for ISS to be effective, the school should consider the following guiding principles and practices.

Guiding Principles

- **Dedicated space**
 - The location of the ISS should be a space away from rest of students, to keep students from being distracted
 - Some suggested spaces include: the library, the office, or a conference room
 - Avoid the counselor's or school psychologist's office so the students don't associate these spaces with discipline.
- **Appropriate Supervision**
 - A designated adult is able to supervise the student(s) in ISS the entire time they are there.
 - Low teacher-to-student ratio to encourage good behavior
- **Appropriate ISS activities**
 - Students can work on class assignments and receive academic support from the supervising adult
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 - Students may receive behavioral supports or instruction including:
 - Assigning students to complete a social-emotional skills course (e.g., in NearPod or Pure Edge)
 - Holding a problem-solving session between the student and the referring teacher
 - Requiring the student to speak with a counselor
- **Consistent criteria and rules**
 - The school should have a flow chart for discipline including behaviors that are classroom-managed and behaviors that are office-referred.
 - ISS is a consequence the administrator may use after the student is referred to the office. Teachers should not send students directly to ISS with office involvement.
 - The administrator should explain to the student why they are being sent to in-school suspension, and what they are expected to do while in ISS.
 - ISS rules should be clearly defined and taught or reviewed. For example:
 - No food
 - No talking
 - No sleeping
 - Complete assigned work
 - Follow directions of ISS supervisor

- ISS should be used as a restorative and/or reflective time. Students can engage in reflection on a think sheet to consider how their behavior impacted others and how they can repair any harm caused to other people or property.
- Parental involvement
 - Communicate with parents on concerns about behavior
 - Engage them in identifying solutions and supports for their student at school and at home
 - Document ISS and parental communication in Encore
- Students receiving special education services
 - Must meet three criteria to not be considered change of placement
 - Treating same as general education peers
 - Access to their general ed curriculum
 - Receiving special education services
 - Doesn't count against 10 days of suspension

Prevention and Intervention

- ISS should only be used when necessary to ensure a safe and positive learning environment. Additionally, schools should ensure that other tiered practices are in place to reduce the need for ISS to be needed. As it states in the Davis School District Policy and Procedures (5S-100 Student Conduct and Discipline, sec. 12.10),

“A continuum of intervention strategies, including positive behavioral interventions and supports, shall be available to help students whose behavior in school repeatedly falls short of reasonable expectations. Prior to expelling or changing the placement of a student for repeated acts of willful disobedience, defiance of authority, or disruptive behavior which are not so extreme or violent that immediate removal is warranted, good faith efforts shall be made at the school level to implement a remedial discipline plan to allow the student to remain in his or her school of attendance.”

- Effective school-wide (tier 1) positive behavior supports can reduce the need for ISS. Some practices and strategies are listed in the Student Conduct and Discipline section of the district policy document. Effective tier 1 practices should include:
 - School-wide Positive Behavior Interventions and Supports, including:
 - Clearly defined expectations
 - Explicitly teaching all students the expectations
 - Reinforcing students for appropriate behavior aligned with expectations
 - Correcting students who misbehave
 - Effective classroom management procedures
 - Classroom rules established and taught to students
 - Effective routines and procedures to reduce opportunity for misbehavior
 - Frequent opportunities for acknowledgement and/or reinforcement of pro-social behavior
 - Teaching students what will happen if they comply with expectations and what will happen if they don't in a hierarchy of consequences

- Effective social emotional learning modeling and instruction including:
 - Modeling of SEL competencies by teachers
 - Explicit instruction on SEL competencies
 - [Calming room](#)
- Some students will need additional supports or interventions. Schools should appropriately and consistently use evidence-based interventions.
 - Tier 2 interventions should be established before misbehaviors occur and should address predictable behavior errors
 - Tier 2 interventions should be implemented by the classroom teacher and/or other adults who are supervising students. Example of tier 2 interventions include the following:
 - [In-class time out](#)
 - [Other-class time out](#) (a.k.a., “think time” or “buddy room”)
 - [Calming room](#)
 - [Check-In, Check-Out](#)
 - [Behavior contract](#)
 - Tier 3 interventions
 - [Functional Behavior Assessment](#) and [Behavior Intervention Plan](#)
 - [Adult mentoring](#) including [Check and Connect](#)
 - [Teach social skills](#)
 - Additional strategies can be found in the [Intervention Finder](#) page.