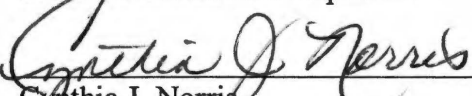


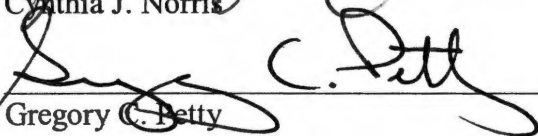
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**Principals' Implementation of Exclusion Policy in Tennessee Public
High Schools**

**A Dissertation Presented for the
Doctor of Education Degree
The University of Tennessee, Knoxville**

Clarence Steve Moser

December 2005

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DEDICATION

This dissertation is dedicated to my parents, Cecil and Mae Moser and my wife, Joy D. Moser. I thank the Lord for parents who raised me in a Christian atmosphere of love, harmony, and genuine care. Thank you dad for your consistent, positive, Christian model behavior demonstrated in your life. You gave me wisdom and guidance in appropriate relationships with people, a strong work ethic, and self-discipline to cope with life's challenges. Thank you mom for your continual prayers, encouragement, and support in word and deed in my educational, family, and career goals. I thank both of you for your inner strength, your sense of humor, and your desire to serve the Lord.

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ABSTRACT

The exclusion of students from school has been a last-resort response that principals have chosen to correct inappropriate student behaviors. The purpose of this study was to examine student exclusion policies and principal policy implementation practices in Tennessee's public high schools. The students considered were not suspected for any disability that would require consideration under IDEA or Section 504.

A questionnaire containing nineteen disciplinary scenarios of inappropriate student behaviors was completed by one hundred and ninety-two of Tennessee's public high school principals. The disciplinary scenarios represented exclusion policies that would warrant the student being suspended from school.

The findings revealed a high level of agreement on exclusion policies regarding no suspension for an incomplete student immunization record and for an attendance violation. There was also a high level of agreement in the short-term suspension of students for inciting others to fight, theft, racial harassment, and class disruption, vandalism, profanity offenses. The findings revealed a high level of agreement on exclusion policies regarding the long-term suspension of students for a firearm, marijuana, Hydrocodone pills, alcohol, and battery upon a School Resource Officer. The findings revealed a high level of variance in exclusion policies in the categories of no suspension, short-term suspensions, and long-term suspensions of students for tobacco, a knife, and off-campus behavior.

The results obtained from the study offered recommendations for replication with other school populations, including special education students, elementary students, and private school students.

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Chapter One – Introduction

Background

The exclusion of students from school has been a last-resort response that principals have chosen in an effort to correct inappropriate student behaviors. Since the safety of students and staff is of utmost importance, efforts to establish and maintain a violent-free and drug-free school environment have subsequently made necessary the formulation of laws and policies to address these and other issues of student conduct (Hickok, 2002; U.S. Department of Education and the U.S. Department of Justice, 2000; Dwyer, Osher, & Warger, 1998). The suspension or expulsion of students from school remove the offending student from the educational setting (Bratlinger, 1991). At the same time, the majority of complying students are afforded an educational setting conducive to learning (Hickok, 2002; U.S. Department of Education and the U.S. Department of Justice, 2000; Dwyer, Osher, & Warger, 1998). As a result of the growing number of student exclusions from Tennessee's public schools and the high priority of establishing and maintaining a safe school environment in Tennessee's public schools, there is a need to examine student exclusion policies and the implementation of those policies by school administrators. The emphasis of this study examined the exclusion policies and principal policy implementation practices in Tennessee's public high schools.

Principals are faced with a plethora of decisions in carrying out the duties of the job (Tennessee Education Laws Annotated, 2003, TCA 49-2-303). Conflict management and conflict resolution are two phenomena that principals face each day on the job. Principals are constantly scheduling, supervising, administering, and overseeing the alpha

to omega of the educational process. There are dilemmas within the dilemmas, struggles with self to do the right thing. The true principal must be a person committed to high standards, willing to rise above mediocrity and the minimum regulations as set forth by the governing bodies connected to education. It is reasonable to expect those who act as an educational guide to others to know the way of educational excellence.

Conduct codes and rules of student behavior are regulatory type policies (Lowi & Ginsberg, 1994; Lowi, 1964). Rules are general guidelines applied to students that usually reduce the educational privileges available to students. Principals implement and enforce those rules when the exclusion of students is determined. “Most regulating policies take the form of laws or administrative rules that explicitly require or prohibit certain behaviors” (Fowler, 2000, p. 242). The political arena affected by regulatory policies extends to educators, students, parents, and community members concerned due to somewhat conflicting interest (Fowler, 2000; Lowi & Ginsberg, 1994). A student dress code policy brings about value-laden controversy from administrators, teachers, students, parents, and community members (Daniels, 2001; McEllistrem, Grzywacz, & Roth, 2000; Nelson, 1999).

Some educators will note the attraction of undue attention, a disruption of the school’s mission, an adverse effect on the safety or well-being of students, and a behavior prejudicial to good order in the school setting as reasons to prohibit unnatural hair color, piercing of body parts other than ears, tattoos or brands, clothing depicting illegal or negative materials, as well as tank tops, halter tops, shorts, clothing that exposes the midriff, chains of any kind, and other items (Blount County Board of Education, 2003). Students and parents will cite freedom of speech, individuality through clothing choice, a

sense of belonging, being fashionable and currently stylish, and personal choice as reasons to wear items that may be questionable or in opposition to the dress code (Daniels, 2001 ; Nelson, 1999).

Inappropriate behavior where physical violence occurs also accompanies controversy among participants, family members, and educators. Two students engaged in a fight each assign the other as the instigator, stating they were provoked or that they were merely defending themselves. Many parents will tell children not to start a fight, but also instruct them to fight back to defend themselves. Parents often fail to see the justice served when children are suspended for defending themselves in a fight, even though their child engaged and hit the other student (Breunlin, Cimmarusti, Bryant-Edwards, & Hetherington, 2002; U.S. Department of Education and the U.S. Department of Justice, 2000; Morrison & D'Incau, 1997).

Regulatory policies tend to create an atmosphere of conflict (Fowler, 2000; Lowi & Ginsberg, 1994; Lowi, 1964). A regulatory policy is sometimes a compromise to meet at common ground to ensure a safe learning environment for all students. Principals often act as an umpire between teachers and students, making decisions to implement regulatory policies to appease and support teachers, while encouraging or requiring compliance of students. No single regulatory policy or the implementation of such a policy will please all parties. As the principal makes an effort to demonstrate fairness and consistency to the student, teachers sometimes are left with a feeling of not being supported in their efforts of classroom management. Much of the time, the teacher is not altogether satisfied with the principal's decision, and indeed, the student perceives the

consequence is too great for the offense. There is hardly an arena of win-win. When the result is win-lose, most often the teacher wins and the student loses.

Educators desire a safe school for all students and staff (U.S. Department of Education and the U.S. Department of Justice, 2000). When physical aggression is involved, the fighting students injure sometimes-innocent bystanders. Others who attempt to break up the fight or try to separate the two fighters are placed in harm's way. Policy makers and implementers want the consequences for fighting to be great in an effort to deter and prevent fighting. Some schools or school officials will have a juvenile court citation issued by law enforcement personnel and have the participants handcuffed and taken to juvenile detention as an additional consequence as well as a preventative measure. Civility and order in schools is critical to having an environment conducive to an educational atmosphere.

Karen Loy (2002) conducted a study of middle school principals and the use of student exclusion from school. Loy (2002) concluded "the values held by principals have a direct effect on the way exclusion policies were implemented in schools" (p. 140). The study by Loy (2002) points out differences in an ethic of care versus an ethic of justice (p. 2). These two values are in constant conflict in the decision-making process of principals. As principals earnestly contend for both care and justice of the student being disciplined, the remainder of the student body is indirectly affected. The method in which a policy is written or intended may cause the weight of the balance scale to tip toward the side of the justice ethic with little latitude for discretion by the principal. At other times, the ethic of care may be exercised by the administrator and the appropriate corrective action taken in achieving peace and quiet. Gaustad (ERIC, 1992) notes that a

balance of clearly established and communicated rules, along with an environment of concern for pupils as individuals decreases disruptive behavior. Principal decisions involving the exclusion of students from school is a considerable response to inappropriate student behavior with an often-serious impact on the student for life (Skiba & Peterson, 2000; U.S. Department of Education and the U.S. Department of Justice, 2000). The exclusion practice can be viewed as an effort to rehabilitate the student or restore order to the classroom (Dwyer, Osher, & Warger, 1998). The use of exclusions may be seen as a treatment by removing the student with a pattern of discipline problems from the mainstream traditional education path and then remanding the student to an alternative education placement designed to meet the needs of at-risk youth (Dwyer, Osher, & Warger, 1998; Raywid, 1998; Gaustad, 1992; Raywid, 1990).

Theoretical Framework

The theoretical framework of this study is based upon the premise that principals are bombarded by multiple phenomena that influence their decisions to implement exclusion policies and ultimately suspend regular education students from school (Ubben, Hughes, & Norris, 2001). People in leadership positions make decisions based on several variables (Adams, 1991; Vroom & Jago, 1988; Zeleny, 1982; Fishburn, 1964). The human element is very present in the decision process, with variables including compromise, risk, and judgment (Adams, 1991; Zeleny, 1982; Fishburn, 1964). Sequential processes build to an expected decision and predictability based upon professional experiences and historical knowledge (Adams, 1991; Vroom & Jago, 1988; Zeleny, 1982; Fishburn, 1964). Independence and uncertainty are other factors that yield

differences in decision-making (Adams, 1991; Zeleny, 1982; Fishburn, 1964). People have the ability to make intuitive decisions based on imprecise and qualitative data (Son, 1993; Agor, 1986). Values and beliefs assist in guiding principals' decisions (Loy, 2002). Problems and predicaments are not without their own unique set of context and circumstances (Farson, 2002). Quantitative and interpretive thinking are often simultaneously engaged as principals make decisions (Farson, 2002).

School regulatory policies impact the range of responses chosen by high school principals to exclude students from school (Fowler, 2000). The regulatory policies pertaining to student discipline and exclusion of students from school have vacillated throughout the historical periods of public education in America since emerging in the days of Horace Mann and the common school era (Fowler, 2000, p. 333). Fowler (2000) denotes four conceptual frameworks to examine the policy environment: (1) competing values, (2) Lowi's policy types, (3) institutional choice, and (4) international convergence (pp. 327-329).

Policy directed by the competing values theory is aligned with the preferred dominant values of those in power. The three primary public values are grouped into the three categories of general social values, democratic values, and economic values (Fowler, 2000, p. 327). Lowi developed three policy types (distributive, regulatory, and redistributive) and argued that during "different historical periods, different policy types have been favored" (Fowler, 2000, p.327). This can aid in the understanding of policy shifts from one historical period to another (Fowler, 2000, p. 328). When policy is directed and analyzed by international convergence, the concept results in educational globalization. Around the world, educational school systems of different nations are

“converging” and becoming more and more similar (Fowler, 2000, p. 329). The conceptual framework for policy analysis used in this study is based upon institutional choice.

Principals have a process for progressing to the ultimate decision of excluding a student from school. Institutional choice was the method of influence by which principals make those decisions to exclude students from school. Fowler (2000) compares a school system to itself across the four historical periods, whereas Kirp (1982) elected to compare and contrast school districts of different nations by examining the degree to which their schools mirror the institutional types. As the decision to exclude a student from school is processed, influence to arrive at the decision emerges from different areas. Institutional choice offers influential elements that may be present as principals ponder excluding a student from school. There are five different types of institutions reflected in school organization among institutional choice: (1) bureaucracy, (2) legalization, (3) professionalization, (4) politics, and (5) the market. Policy direction and formulation is generally guided by one or two of these institutional types taking a dominant form, but may permeate at some time through all five organizational structures. High school principals make decisions to exclude students from school with some influence from institutional choice. The nature and severity of the behavioral violation certainly enters into the decision. For example, the student who possesses and uses marijuana on campus will be suspended for a greater duration for a first offense than will a student who possesses and uses tobacco on campus. In the decision, the principal will consider the corresponding policies, laws, and customs prior to suspending the student

from school. Principals are thus guided by some level of bureaucracy, legalization, professionalization, politics, and marketing in progressing through the decision process.

Bureaucracy is Fowler's first form of school organization within the institutional choice framework (Fowler, 2000, p.328). The principal influenced by the bureaucracy form of policy direction will take the approach of chain-of-command responses. In a bureaucracy, the code of conduct and rules of behavior set forth the expectations of the school and are handed down from the federal, state, and/or local governing bodies. These rules are disseminated to students, parents, and staff members in written form, as well as some verbal reinforcement at faculty meetings, student class meetings, and parent meetings. The rules are posted in student/parent handbooks, brochures, and newsletters. When students breach the code of conduct, reasonable, logical consequences merited by the offense will be given, affording due process to the student. The student, parent, and educator have a general idea of the consequence to be given if a rule is broken.

Legalization is Fowler's second form of school organization within the institutional choice framework (Fowler, 2000, p. 328). Principals influenced by the legalization form of policy direction will act based on what they believe will hold up in the appellate process. There are school level due process steps of appeal in response to suspension decisions made by principals. The final appeal step on this level is to the local board of education. Any appeal beyond the school district must result in legal action through the appropriate judicial system. The principal will utilize exclusion commensurate to the offense. If a board policy calls for a suspension of three days for a second tobacco violation, the principal implements the policy as dictated. Principals rely on the policy makers to uphold their decision of carrying out the policy. The principal's

judgment may be influenced by court decisions with the facts of the case being similar to their current situation. They may err on the side of caution in favor of the student based on recent court decisions.

Professionalization is Fowler's third form of school organization within the institutional choice framework (Fowler, 2000, p. 328). The principal influenced by the professionalization form of policy direction acts as a professional without the need for direct supervision. The basis of action is gleaned from experienced mentors who have trained the administrator. Local, state, and national organizations ascribe to certain standards and norms in implementing school policy. The American Association of School Administrators is one such national organization. The AASA sponsors training seminars, professional development opportunities, and support materials promoting the standards of excellence needed by administrators for school leadership.

As a principal, an elevated level of performance of duties causes the principal to behave professionally in the implementation and administration of school policy. All educational administrators should ascribe to an ethical code of professional ethics. The American Association of School Administrators purports a code of ethics that is universally applicable to school administrators, being "idealistic and at the same time practical" (Kimbrough, 1985, p. 82). The first six of the ten ethical statements are

The educational administrator: 1) makes the well-being of students the fundamental value of all decision making and actions; 2) fulfills professional responsibilities with honesty and integrity; 3) supports the principle of due process and protects the civil and human rights of all individuals; 4) obeys local, state, and national laws; 5) implements the governing board of education's policies and administrative rules and regulations; and 6) pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals (Kimbrough, 1985, p. 82).

The standards of ethical behavior cited acknowledge that the administrator is held in an elevated status in the public eye as the ultimate positive role model for the community, educators, colleagues, and students. The chief executive officer of the school accepts responsibility and accountability that accompanies the title of instructional leader as a school administrator.

The Interstate School Leaders Licensure Consortium (ISLLC) upholds a set of standards amiable to successful school leadership (Council of Chief State School Officers, 1996). Standard five supports the ideal promotion of success for all students by administrators responding with integrity, fairness, and in an ethical manner.

Third millennium school leaders must possess quality standards of knowledge and application regarding the purpose of education and the multiple roles of leadership in fulfilling the all-encompassing responsibilities in a modern day diverse society. The demands placed upon administrators include upholding the policies, laws, and regulations imposed by local, state, and federal governmental agencies with ethical decision-making and submission to the overall ideal good of the safe school community of stockholders and public arena in which the leader serves (Ubben, Hughes, and Norris, 2001, p. 1).

Politics is Fowler's fourth form of school organization within the institutional choice framework (Fowler, 2000, p. 328). Politics can influence the principal in policy direction and implementation. A school policy is often the result of compromise through negotiation in the legislative branch on the national, state, and local level. The policy may be modified from its original form and intent in order to obtain the support for enactment. The principal may utilize some political elements in administering and implementing the policy. As the principal confers with the student and the custodial

guardian regarding the potential of exclusionary consequences for a rule violation, a certain amount of bantering and bargaining may occur. The varied leniency or strictness in the administration of suspensions by principals appear to co-vary with the student's previous discipline history, academic record, and degree of remorse demonstrated for the misdeed (Morrison, Anthony, Storino & Dillon 2001; Skiba, Peterson, & Williams, 1997). In essence, school administrators may use suspensions as a negotiating tool with students. The principal desires to correct the behavior of the student while concurrently administering school policy equitably and consistently. Alinsky's (1971) ninth rule for radicals is "the threat is usually more terrifying than the thing itself" (p. 129). The threat of an exclusion from school will sometimes aid in the deterrence of inappropriate behavior and thereby obtain compliance at least for a period of time. The end result is to gain compliance of school policy, so the delayed administration of consequences for some offenses may be appropriate.

The market is Fowler's fifth form of school organization within the institutional choice framework (Fowler, 2000, p. 329). The market form of policy direction may influence the decisions of principals while excluding students from school. In an effort to attain marketing excellence with a high-quality product, individual student data, classroom data, and school data all affect how a school is graded in meeting benchmarks set by the national, state, or local policy makers. In the No Child Left Behind (NCLB) legislation (Hickok, 2002), schools have Annual Yearly Progress (AYP) calculations to measure school effectiveness. Attendance rate, academic performance, and graduation rate are all affected by the exclusion of students from school.

All five of the aforementioned forms of school organization within the institutional choice framework may be subconsciously considered by principals when making decisions about excluding students from school. The decision process for principals regarding the exclusion of students from school is often difficult and perplexing. Ubben, Hughes, and Norris (2001) discuss at length the decision environment and process at the school site (pp. 45-68). "The range of responses to any given issue may be clearly limited by law, policy, and/or custom as well as time constraints and the maturity of the group affected by the decisions" (Ubben, Hughes, and Norris, 2001, p. 50). There is generally more than one factor contributing to a decision to exclude a student from school. Factors may include multiple values such as the ethic of justice versus the ethic of care. There may be conflicting evidence that has varying strengths or weaknesses. Exclusion policies may overlap or may be ambiguous. Policies may even be in direct conflict with each other. The Vroom-Jago Development-Driven Decision Tree is an example of a model for decision-making for the principal (Vroom & Jago, 1988, p. 186-187). Principals should demonstrate ultimate sensitivity and seriousness when considering an exclusion of a student from school. Ubben, Hughes, and Norris (2001) state "the administrator is after the maximum feasible decision – the decision that offers promise of long-term problem resolution or problem mitigation and that the one most affected will work to carry out" (p. 58). The exclusion of students from school impacts the individual student, but also to some degree impacts all other educational components and persons, as well as society in general.

When a policy is created, certain outcomes are sought to improve a perceived deficiency or need. The projected goal is expressed to result in an ideal society based on

the uncompromised or sometimes compromised values of the public policy governing actors. A policy may solve one or more sets of problems. The same policy may cause or create other new unforeseen problems. Unintended consequences may result in an additional need to have a policy cleaned up or tweaked after a period of time. Fowler (2000) states that both written and spoken communications are important factors “in determining the overall shape of a government’s approach to a particular public problem (p.9).”

The overall purpose of the exclusion policy is to modify or correct student behavior. Truancy is a behavioral offense that would warrant a suspension from school. When a student intentionally does not attend school, a response option is to suspend the student. Does such a response correct the behavior? The intent should be to improve the attendance of the truant student. Banning the student from attending school by suspending the student may actually give the student the reward she/he desires. This unintended consequence is the classic example of the idiosyncrasy of the utilization of a suspension as a response. Even though suspension of the student is an option, it remains an unproductive choice that does not correct the inappropriate behavior.

Sometimes the rigidity of a policy forces the administrator to suspend a student. A male student drives his father’s vehicle to school. The vehicle subsequently is searched. The student is suspended from school for possession of a hunting knife that had been left in the glove box after the father’s weekend hunting trip. The intended goal is to insure the safety of students by having a policy that bans weapons. The unintended consequence is to punish a student trapped by the policy because he actually possesses a weapon possibly unknowingly in the vehicle he drove on school property.

A troubled female student has a razor blade in her purse that she has used for cutting her own arms the previous night. One of her friends questions her about the cuts on her arm. She takes the razor blade from her and places it in her own purse. Later the same day both girls are searched and the razor blade is discovered. In her effort to rescue her friend from further self-cutting, the second girl is in violation of the weapons and dangerous instruments policy by possessing the razor blade. Once again, unintended consequences occur as a result of a policy designed for the safety of all students. If the girl is suspended for possession of the razor blade, there has been a miscarriage of justice. There are documented zero tolerance cases of similar situations that lead to unintended consequences, a miscarriage of justice, and inequitable or inconsistent punishment (The Advancement Project and The Civil Rights Project, 2000; Ashford, 2000; Essex, 2000; Zirkel, 1999).

Principals not only implement laws and policies, but also are simultaneously evaluating the laws and policies by the manner in which they implement them. Resistance in implementing a policy may suggest disagreement by the principal. This resistance may be manifested by ignoring or avoiding certain behaviors by students. There may also be delaying tactics or slowness in action toward certain student behaviors by the principal. Using an informal instrument or set of indicators to evaluate a policy should also be approached with careful consideration. Objectivity is met by overt or hidden biases of the evaluator. Evaluation results should describe the overall current conditions of clarity or ambiguity of the policy. School behavior policy and discipline codes of conduct are written to describe the behavioral expectations for students in a school setting. School employees use some degree of discretion to administer and

implement the policy. To what level is the policy desirable or undesirable? To what extent is the policy clear or unclear? To what extent does the policy allow discretion in implementation? To what extent of uniformity or variance is the policy being implemented? What are the implications of uniformity or deviation from the policy? If the policy is not being followed, why? Is there an escape mechanism present to allow working around the policy? Is there a conflict between the policy and the values of the policy implementers? Is there resistance from principals or ignoring student behavior by the principals?

Principals encounter students who do not want to attend school. Many times, the parents enable their children to behave inappropriately by criticizing the school or any authority figure or government agency. When a student is continually exposed to the parent disrespecting the school, government, or authority figures, the student parrots what is modeled at home. This student response can be deemed disrespectful and thus result in noncompliance with school rules. Students are required to be in school. Compulsory attendance laws in the state of Tennessee require students between six (6) years of age and seventeen (17) years of age, both inclusive, to attend public or non-public school [Tennessee Education Laws Annotated, 2003, TCA 49-6-3001 (c)(1)]. The duties of Tennessee public school principals include: 1) administer and implement school behavior and discipline codes; 2) improve school security by limiting school access during school hours to monitored entrances; 3) observe all other rules and regulations relative to the operation of public schools as established by law and as contained in the rules, regulations, and minimum standards of the state board of education [Tennessee Education Laws Annotated, 2003, TCA 49-2-303 (b)]; and 4) seize tobacco products and issue

citations to students for possession of those tobacco products [Tennessee Education Laws Annotated, 2003, TCA 39-17-1505 (b)]. School age children violate school behavior rules and discipline codes of conduct. School principals mete out consequences to students for inappropriate behaviors or for failing to observe school rules. When the duties of the principal conflict with certain inappropriate student behaviors, the student is usually excluded from school for a period of time.

Problem Statement

Over the past decade, there has been increased emphasis and scrutiny of student exclusions as a response to inappropriate behaviors in a school setting (Skiba & Peterson, 2000). The use of exclusion of students by principals has been viewed by some as idiosyncratic toward the student being suspended (Morgan-D'Atrio, Northup, LaFleur, & Spera, 1996; Costenbader & Markson, 1994). Others have opined that exclusions aid in maintaining a safe learning environment for the majority of students who meet the behavioral expectations reflected in the vision, mission statement, and goals of the school and school district (Skiba & Peterson, 1999; Dwyer, Osher, & Warger, 1998). Zero tolerance, harassment, and cultural diversity have further heightened the awareness of society to address inappropriate behaviors in the school setting (Breunlin, Cimmarusti, Bryant-Edwards, & Hetherington, 2002; Skiba & Peterson, 2000; U.S. Department of Education and the U.S. Department of Justice, 2000).

Purpose Statement

The purpose of this study was to examine exclusion policies and principal policy implementation practices in grades nine through twelve in Tennessee's public schools and to report and describe the state of exclusion of students from school. The study also reviewed principals' policy implementation practices through a multi-step decision process.

Research Questions

- 1) Is there uniform agreement of the exclusion policies for regular education students across Tennessee among high school principals? If not, how great is the variation on each of the individual Tennessee policies relative to the exclusion of regular education students from school?
- 2) What are the alternate actions taken by high school principals? Is there agreement among principals in the alternate actions taken in regard to exclusion?

Assumptions

1. All students have value. They are worth the best effort of the educators to aid all students in reaching his or her potential in the educational process.
2. All students are unique. They bring their own set of circumstances, talents, and limitations to school. Parents are not sending their misbehaving children to school and keeping their good behaving children at home. Parents are sending educators the best children they have.

3. There are consequences for choices made for both students and adults. Adults usually do not come to school with the goal to create a situation that will lead to students being excluded from school. Students usually do not attend school with the notion of being the recipient of an exclusion from school.
4. Some inappropriate behaviors by students are not detected. Some inappropriate behaviors by students never reach the administrator. Some misbehaving students do not get caught, some student misbehaviors are ignored, and some students get caught but are given another chance by the adult.
5. Perceptions of student discipline by students and adults vary from case to case. Due to the confidentiality regarding student records, the unknown factor of what punishment or consequence given or not given to an offender may cause other students and adults to reason that little or nothing was done to the offender.
6. Each school has its own culture, philosophy, and personality.

Delimitations

1. This study was delimited to the three hundred and four (304) public high schools in the state of Tennessee that were member schools of the Tennessee Secondary Schools Athletic Association (TSSAA) at the beginning of the 2004-2005 school year. This group was selected because of the presence of extracurricular activities at the school and also, the TSSAA list was chosen for convenience sake. A truer picture of the traditional or mainstream public high

school as the model was maintained. Some schools that would otherwise qualify as Tennessee high schools did not match the intended model. Some of the member schools may also serve grades other than 9-12. For example, a school on one campus that serves grades K-12 still met the desired model. Some member schools may not include all four high school grade levels, for example, serving only grades 10-12. Other public high schools, such as adult high schools, alternative schools, and TSSAA non-member schools, serving grades 9-12 may also have an interest in and/or experience with the exclusion of students from school. Those schools were excluded from the study due to the lack of extracurricular activities balanced with curricular goals. Private high schools serving grades 9-12 who are members of the TSSAA were also excluded from the study as were all private schools. Some of the TSSAA nonmember schools are special schools, magnet schools, or other non-traditional schools that have limited or few extracurricular activities.

2. The responses to this study were delimited to the principal of the high school. There may be assistant principals or designees that may have an interest in and/or experience with the exclusion of students from school, but were excluded from the study. Also, the high school principals may not reflect the full range of opinions by school administrators at the building level, central office or district level, state level, and federal level.
3. This study was delimited to students excluded from school that were not eligible for consideration under Individuals with Disabilities Education Act (IDEA) or Section 504 of IDEA. When the principal responds with a

disciplinary action for a code of conduct violation, the student in question has not been identified with nor is suspected of a disability under IDEA.

4. This study was delimited to the principal acting as an ambassador in her or his official capacity as a school administrator, without regard to her or his personal values or philosophy.
5. The focus of this study was limited to the policy analysis component. While demographic data of the school and the school administrator may have provided additional insight in the data analysis of exclusion of students from school, the focus of this study was on the policy itself.

Definition of Terms

Alternative Interim Setting (AIS) – an in-school suspension setting for students removed from class(es) or activity(ies) for ten days or less. Special education personnel monitor the Individual Education Plan (IEP) of students certified under the Individuals with Disabilities Education Act (IDEA) to ensure that students receiving special services have no interruption of services.

Alternative School – a long-term intervention placement (more than ten school days) for students excluded from the regular or traditional setting educational program.

Corporal Punishment – the use of reasonable physical force by school authorities to restrain unruly students, to correct unacceptable behavior and to maintain the order necessary to conduct an educational program (TCA 49-6-4103).

Detention – a set period of time before or after school where a student is detained as a means of disciplinary action.

Dropout – a student who, prior to graduating or obtaining a General Education Diploma (GED), is lawfully withdrawn or no longer enrolled in a school setting or program.

Exclusion – any time a student is barred from attending the traditional school setting or program or any school-related activity, function, or privilege either on campus or off campus because of a building level administrator disciplinary action. An exclusion may be an in-school suspension, an out-of-school suspension, or an expulsion.

Expulsion – a long-term suspension or removal of a student from all programs and activities provided by the school district, including but not limited to the Alternative School and Homebound Instruction.

Homebound Instruction – education services provided by the local education agency (LEA) to a student (usually in the home residence) having a physician's statement verifying that the student is unable to attend school for a period of more than ten school days.

Home School Instruction – a school or school affiliate conducted by parents or legal guardians for their own children (TCA 49-6-3050).

In-School Suspension (ISS) – a short-term (ten school days or less) removal of a student from class(es) or school activity (ies), during which time the student is supervised by a school staff member and allowed to complete required school academic assignments.

Long-term Suspension – removal of a student from school, school district, school privileges, and/or school functions and activities for more than ten school days.

Non-Zero Tolerance Offense – a violation of school rules that is not enumerated as a zero tolerance offense.

Out-of-School Suspension (OSS) – removal of a student from school, classes (es), and school functions and activities and not permitted to attend the school. Sometimes referred to as a home suspension.

Short-term Suspension – removal of a student from school, school privileges, and/or school functions and activities for ten school days or less.

Student Disciplinary Hearing Authority (SDHA) – a local school board appointed person or committee consisting of at least one licensed employee of the local education agency(LEA), but no more than the number of members of the local board. The SDHA acts as a designee of the board of education to deal with disciplinary matters which occur within the local school district.

Student Membership and Attendance Accountability Procedures Manual (SMAAPM) – an attendance accounting handbook to provide Tennessee public local education agencies (LEAs) a clear and concise method of obtaining student counts for budget purposes, as well as a standardized method for reporting school accountability.

Suspension – removal of a student from class(es), school, school privilege(s), school district, and/or school function(s) or activity(ies) for a specified period of time because of a building level administrator disciplinary action.

Tennessee Code Annotated (TCA) – Tennessee State Law.

Zero Tolerance Offense – a violation of school rules that is enumerated as zero tolerance. In the State of Tennessee, zero tolerance offenses include

firearms/weapons/dangerous instruments, drugs, and battery upon a school employee or school resource officer as cited in TCA 49-6-3401 and TCA 49-6-4216.

Zero Tolerance Suspension – a long-term suspension of a reasoned period of time for a violation of a zero tolerance offense as cited in TCA 49-6-3401 and TCA 49-6-4216. In the State of Tennessee, only the Director of Schools of a local education agency (LEA) is given the authority to shorten or modify a zero tolerance offense on a case-by-case basis.

Significance of the Study

The educational system is charged with establishing and maintaining discipline in school. Student exclusions from school result from an effort to maintain a safe and clean learning environment conducive to an educational setting. The emotional, social, intellectual, and physical well-being of students and staff members are preserved and protected when nonconforming students are removed from school. Those students conforming to school rules should be permitted to receive an education generally free from distractions and disruptions that would impede the educational process (U.S. Department of Education and the U.S. Department of Justice, 2000; Dwyer, Osher, & Warger, 1998). Establishing school safety and maintaining order in the classrooms are components that lead to an atmosphere enabling a school to be effective.

Principals utilize the exclusion of students from school as a disciplinary measure to maintain order and enhance school safety. Exclusionary practices are also exercised by principals to correct or modify student behavior to meet the stated expectations set forth for all students. School policy guides administrators in the use of exclusion of

students from school. Zero tolerance policies have mandated the exclusion of students from school for a period of not less than one calendar year. The zero tolerance policy pendulum has swung more toward the middle, allowing principals more discretion and latitude in exclusionary decisions. Principals may be freed to look at the facts of the case to determine if the offense is a zero tolerance violation or not, and whether a suspension of less than one calendar year may be enacted. Current expectations of school excellence have contributed to a heightened awareness by principals to foresee the positive and negative effects of exclusionary practices. In this study there was an assessment of the current policy environment regarding exclusionary practices by high school principals in Tennessee's public schools.

Organization of the Study

The study is composed of five chapters. Chapter one contains the introduction with foundation information about the policy components, the principal components, the problem, the purpose of the study, the assumptions, the theoretical framework, the delimitations, the limitations, the definition of terms, the significance of the study, and the organization of the study.

Chapter two is a review of the literature, which includes the background and contextual framework of exclusions, the nature of exclusionary practices, and a summary of the knowledge regarding exclusions. Chapter three details the research methods utilized in the study.

Chapter four contains the presentation and the analysis of data. Chapter five is composed of the summary of the findings, conclusions, and recommendations for future study.

Chapter Two – Literature Review

The purpose of this chapter is to provide readers in the education field a cohesive review of the literature of student exclusion practices in the United States. This review is focused on three major areas: 1) The background and contextual frameworks of exclusions; 2) The nature and extent or use of exclusions; and 3) The disparities and inequities of exclusions.

The Background and Contextual Framework of Suspensions

Student discipline problems and misbehavior are as old as schooling itself (Allison, 1999). Horace Mann, the “father of the public schools,” in his *Annual Reports of the Massachusetts Board of Education* during the 1830s and 1840s, kept a running log of schools that closed due to pupil unruliness and rebellion (Mann, 1843 and 1841). There have always been students who have chosen to engage in social behaviors that are inappropriate at school. Thus, exclusion from school has for a long time been utilized as a response to such behaviors.

Student exclusions from school are commonly referred to as expulsions, or more often, suspensions. Student expulsions and suspensions are an indication of disciplinary problems and poor behavioral climate in schools. An expulsion is prohibiting a student from attending school and removing that student from the school and the school district attendance roster during the term of expulsion. An expulsion is usually for an extended period – a semester, a term, an entire school year, or more than a school year. The student is not given an option to participate in any educational placement in the particular local education agency during the term of the expulsion. A suspension is prohibiting a

student from attending school during the term of suspension, which is usually short term (ten days or less). A suspension can also be for a longer time period, as described for an expulsion. The student remains on the school or school district attendance roll, but may be given the option of an in-school suspension program, an out-of-school suspension, or remanded or assigned to an alternative school program for the suspension period.

Principals, assistant principals, teaching principals, or principal designees are the most frequent authorizers of student suspensions as a response to some school rule violation. Local Boards of Education, Board of Education designees, or school superintendents may be given the authority to suspend or expel students from school. In more rare instances, teachers suspend students.

There are no national policy standards regarding the suspension or exclusion of students from school (Curet, 2004). The Tenth Amendment of the U.S. Constitution (1791) provides “the powers not delegated to the United States by the constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people” (Tenth Amendment of the U.S. Constitution). There is nothing specific stated about education in the Constitution. Therefore, it falls outside federal authority. Curet, an Information Resource Specialist for the United States Department of Education, advises the researcher that “education is primarily a State and local responsibility in the United States. States and communities, as well as public and private organizations of all kinds, establish schools and colleges, develop curricula, and determine requirements for enrollment and graduation” (Curet, 2004). Curet continues with the intent of Congress when creating the United States Department of Education. “Congress made clear its intention that the secretary of education and other Department officials be prohibited

from exercising ‘any direction, supervision, or control over the curriculum program of instruction, administration, or personnel of any educational institution, school, or school system.’ The establishment of schools and colleges, the development of curricula, the setting of requirements for enrollment and graduation – these are responsibilities handled by the various states and communities, as well as by public and private organizations of all kinds, not by the U.S. Department of Education” (Curet, 2004). Policies regulating the school district are set by the individual states. However, a few federal laws provide limitations or guiding procedures when invoking a suspension or exclusion of a student from school.

There are United States constitutional rights provided to American citizens which deal with freedom of speech, due process, and innocence until proven guilty that can challenge a student suspension. The Civil Rights Act of 1964 which protects the rights of minorities and the June 1997 Reauthorization of the Individuals with Disabilities Education Act (IDEA 97) which safeguards certain rights of students eligible for special education services also give administrators procedural guidelines when suspending students. More stringent standards and limitations may exist outside the federal level regarding the practices of student suspensions. These standards vary from state to state, from district to district within that state, and from school to school within a particular local education agency. There may be differences of interpretation and use of suspensions among administrators in the same building.

There is an enormous range of school rule violations for which a student may be suspended. The right to due process is given to a student suspended from school or school activity. The greater the suspension or denial of participation in school or school

activity, the greater the amount of due process is to be afforded to the student. A suspension of ten days or less has been viewed as a minimal denial of privileges, and therefore, the appeal process may be more informal. For suspensions of more than ten days, a more formal set of appeal procedures is given, including an opportunity for a hearing before the superintendent or director of schools, Board of Education, or Board designated Student Disciplinary Hearing Authority (McEllistrem, S., Gryzwacz, P., & Roth, J., 2000, p. 642). The remedies conclude at the Local Education Agency level. For remedies sought beyond the appeal process of a Local Education Agency, the student must seek a court decision by taking legal action in the form of a lawsuit against the school district. "Federal laws provide an incomplete patchwork of legal protections against the imposition of harsh school disciplinary measures" (The Advancement Project and The Civil Rights Project, 2000, p. 40).

The First, Fourth, and Fourteenth Amendments to the Constitution of the United States have served as the basis for many lawsuits on the behalf of students as they sought to have their rights protected as American citizens. The First Amendment was effective on December 15, 1791 and stated, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech or of the press; or the right of the people peaceably to assemble and to petition the Government for a redress of grievances" (First Amendment of the U.S. Constitution). American citizens retain the right to freedom of religion, freedom of speech, freedom of the press, and the freedom of peaceable assembly. The Fourth Amendment right was also declared to be in force on December 15, 1791, stating "The right of the people to be secure in their persons, houses, papers, and effects, against

unreasonable searches and seizures shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized” (Fourth Amendment of the U.S. Constitution). Americans have protection against unreasonable searches and seizures by the federal government, and probable cause must be evident and specific.

The Fourteenth Amendment took effect on July 23, 1868 and required that citizens be treated as innocent until proven guilty and is afforded due process when accused. “All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws” (Part 1 of the Fourteenth Amendment of the U.S. Constitution).

The United States Supreme Court has held in a number of major decisions that the legitimate interest of the school in establishing and maintaining a safe environment for all students will outweigh any individual student’s freedom of speech. The court ruled in the Tinker v. Des Moines Independent School District in 1969 that the limited First Amendment rights of a student (wearing a black arm band in school as symbolic speech to protest the Vietnam War) must concede to the overall needs of the school when one student’s speech hinders the ability of other students to be secure and to be left alone. The Bethel decision handed down in 1986 ruled that public schools students’ constitutional rights are “not automatically coextensive with the rights of adults in other

settings.” A school does not have to tolerate student speech that is inconsistent with the educational mission of the school in the court ruling in the 1988 Hazelwood decision (Semple, 2000).

With rare exception the courts, to ensure school safety, have sought to “balance students’ constitutional rights with the need for safety and freedom from violence in schools. At present, the balance is thoroughly tilted towards efforts to effect tough safety and drug policies in the schools and against any extension of the current scant constitutional rights students enjoy” (ERIC/CUE Digest, Number 121, 1997).

The Fourth Amendment rights did not apply for students in light of the common law doctrine of “in loco parentis.” For two centuries this common law doctrine had opined that school officials acted in the stead of parents as guardians of students while they were under the school’s supervision. This premise allowed school personnel to exercise the rights afforded to parents including the right to search students and their properties while under the school’s care on school property for contraband without warrant or probable cause required for all citizens under the Fourth Amendment. The practice of “in loco parentis” exercised by school administrators took a slight swing in the favor of students from 1969 to 1985, a period of time when students enjoyed more constitutional rights while attending school.

In addition to extending language favorable to administrators in the Tinker decision in 1969 by conceding the freedom of speech rights of one student to the overall needs of the school, there was landmark language that has been repeatedly cited by the Office for Civil Rights, the American Civil Liberties Union, attorneys and even lay people, even though the courts did not always uphold the rights of students. The

language used by the courts in the 1969 Tinker case cited, “It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate” (ERIC/CUE Digest, Number 121, 1997). The Tinker case left several unanswered questions about whether Fourth Amendment rights applied to students concerning unreasonable searches and seizures by school administrators and with what restrictions, if any. This language left principals standing on weak ground when dealing with student searches and interrogations, giving an edge to the individual rights of students. Students and parents were citing the Tinker case to meet the preferences of students and their freedom to express themselves individually.

In 1985, the T.L.O. v. New Jersey case was ruled on by the U.S. Supreme Court to resolve this administrative hole in the law and add clarity for principals. In a nutshell, school administrators are charged with the responsibility to ensure that all is well in the day-to-day operation of the school. The T.L.O. v. New Jersey served as a landmark decision that confirmed this notion. The facts surrounding the case were somewhat common for school administrators. A 14 year-old freshmen female student was found to be in violation of the smoking policy by a teacher monitoring the restroom. The teacher took the girl to the office where the school administrator questioned the girl and searched her purse. The search revealed a pack of cigarettes, rolling papers, marijuana, a pipe, plastic bags, a large sum of money, a list of students who owed T.L.O. money, and two letters that involved her dealing marijuana. She was suspended three days for smoking in a non-smoking area and seven days for possession of marijuana. When she was subsequently arrested on a delinquent charge of drug possession, she claimed that the evidence found in her purse should be suppressed as a result of an unreasonable search

and seizure. If the search had occurred off campus by law enforcement personnel, probable cause and a warrant for drug possession would have been necessary, and T.L.O.'s Fourth Amendment rights would have applied. If the administrator had been held to the same standard, only a three-day suspension would have been allowed. The suspension for drug possession and the arrest could not have been rendered.

The Supreme Court acknowledged the special authority and responsibility of administrators to maintain a safe school environment relatively free from antisocial behaviors and disruptions due to inappropriate conduct that conflicts with the educational process. Even though the state courts held that the principal was acting "in loco parentis" and were, thus, not subjected to the confines of the Fourth Amendment, the Supreme Court disagreed, but in a modified form. The Supreme Court gave school officials a partial exemption from the need to get a warrant based on probable cause. The court ruled that in order to maintain a stable learning environment where learning could take place, in-school searches needed to be supported by "reasonable suspicion" that the student had violated or is violating either the law or the rules of the school.

The balance of power by the ruling in T.L.O. clearly favored the administration by instructing them to do what was reasonable under the circumstances to ensure that all was well. This common sense approach allows school officials to operate a safe school without having to be police officers or lawyers to know the judicial jargon and through which hoops to leap. School disciplinary rules need to be flexible enough to permit responses by administrators to a wide range of unanticipated disruptive acts within the educational objectives, and thereby, justify the departure from the Fourth Amendment norms. The need to respond in a timely manner to student violations of school rules is

evident in order to contribute to deference of other violations, and in essence, maintaining a safe school climate (James, 2000, p. 206).

Ten years after the T.L.O. decision had given school officials greater leeway in search and interrogations of students, the use of random, mandatory, suspicionless searches were conducted as a proactive program to maintain a safe school environment. In the fall of 1991, James Acton signed up to play football in the Vernonia School District in Oregon. He refused to submit to a drug test required by the district's policy of random, suspicionless tests on student athletes, and the school officials would not let him participate on the football team. Acton and his parents sued the school system alleging that the policy had violated his constitutional rights. The Supreme Court ruled in favor of the school system, holding that random, mandatory, suspicionless drug tests were "reasonable" under the Fourth and Fourteenth Amendments. "Justice Scalia reasoned that the school's custodial responsibilities stemmed from long-standing requirements of physical exams and vaccinations, and the need for close supervision." Acton voluntarily chose to participate in an extracurricular activity, and was therefore, held to abide by the policy when he made that choice (James, 2000, p. 218).

The Acton decision is by its very nature an extension of good faith and deference to safe school programs and policies. Acton broadens the scope of discretion by school districts to determine what is needed in terms of student behavior to create or maximize a safe school environment.

Several devices used in suspicionless, random searches have been utilized to maintain a safe school climate including hand-held metal detectors, walk-through metal detectors, drug-sniffing and weapon-sniffing dogs, and other generic searches. School

officials face a dilemma because there first must be an admission or acknowledgment of the existence of an unsafe condition in order to justify the “suspension of ordinary individual rights and safeguards” before the tool may be utilized (James, 2000, p. 219).

In 1998, the court upheld a suspicionless search of a minor and her classmates when a knife from the cafeteria was missing. The group was separated by gender and then patted down by a school employee of the same gender. The court ruled that the location of the knife outweighed the students’ interests in their privacy and that the pat down of the students was “minimally intrusive and consistent with the goal of finding the knife” (James, 2000, p.220).

The courts also upheld a search of male students in the school when a bus driver reported that a knife might be on campus because of her discovery of a bus seat with multiple knife slashes. The students emptied their pockets and were searched by a metal detector. Although no knife was found on one of the students, a matchbox containing a substance later determined to be crack cocaine was discovered, and the student was expelled from school. Because the principal had reason to believe there was a weapon on campus, an unsafe climate to children was created, and the search was ruled legal by the court (James, 2000, p. 220). One of the key factors cited by the courts was that a clear policy was in place and had been disseminated to students and parents. The administrator’s judgment and discretion in maintaining a safe school environment and exercising good faith to ensure that all was well was also evident.

Due process rights for students proportional to the length of suspension entered the educational arena in the court ruling of Goss v. Lopez (1975). Federal law does not identify education as a fundamental right for American citizens. However, since all fifty

states have enacted a law that allows all children a right to a public education run by the state, an education becomes an interest property and is subject to due process when that interest is denied. The United States Supreme Court held in Goss v. Lopez (1975) that “total exclusion from the educational process for more than a trivial period” is enough to qualify for due process. The amount of due process is commensurate to the length of exclusion (suspension). In short term suspensions of ten days or less, the court ruled that “oral or written notice of the charges” must be given to the student. If the student denies the charges, the administrator must disclose the evidence against the student and give him or her the opportunity to explain his or her side of the story. Merely an informal conference between the accuser and the accused must occur to satisfy due process. For suspensions of more than ten days there is less guidance as to the procedures for due process, but Goss v. Lopez (1975) cited that more formal procedures may be required.

Title VI of the Civil Rights Act of 1964 protects the rights of minorities in prohibiting any discrimination based on race, color, or national origin by any educational agency receiving federal monies (42 U.S.C. §2000d). This federal law is composed of a two-pronged protection for minorities. The first is a disparate or different treatment component, which requires evidentiary proof that both discrimination based on race has occurred and that the discrimination was intentional. Although it may be thought to be true, it is often difficult to prove. The second protection is an adverse impact claim. This protection requires evidence of differential treatment based on race, but does not require proof that the discrimination was intentional. The adverse impact claim is more often utilized in regards to apparently neutral policies involving zero tolerance, which may result in a higher rate of suspension for minority students.

The third connoted area from federal law lies with students with identified disabilities. Suspension practices in the United States have been steered by legislative, executive, and judicial decisions on the local, state, and federal level. In 1975 President Gerald Ford signed into effect Public Law 94-142, known as the Education for All Handicapped Children Act. September 1978 afforded school systems three years to reach mandatory compliance. Winborne and Stainback (1981) reviewed school decisions and subsequent court decisions as to the impact of PL 94-142. In what is considered the first significant test case of PL 94-142, the courts responded to a Connecticut public school's attempt to expel a handicapped student. The court disallowed expulsion and cited four rights of students served under PL 94-142:

- 1) the right to a "free and appropriate public education" (FAPE)
- 2) the right for the student to remain in his/her current placement until resolution of the dispute (Stay-Put)
- 3) the right to an education in the student's "least restrictive environment" (LRE)
- 4) the right for all placement changes to be decided via procedural guidelines (M-team decisions) (Winborne & Stainback, 1981).

Public Law 94-142 was reauthorized in 1990 as the Individuals with Disabilities Education Act (IDEA – PL 99-457). IDEA has most recently (June 1997) been amended and reauthorized, known as Public Law 105-17 or IDEA 97 (Dayton, 2000). Dayton (2000) summarizes the four basic components of IDEA 97:

- 1) all children including those served under special education, deserve safe and well-disciplined schools and orderly learning environment

- 2) teachers and administrators should have the tools necessary to assist them in preventing misbehaviors and discipline problems and to address these disciplinary concerns, if they arise
- 3) there must be a balanced approach
- 4) appropriately developed Individual Education Programs (IEPs) with well-developed behavior intervention strategies decrease school discipline problems.

Clark (1999) states that IDEA 97 permits school officials to mete disciplinary actions to special education students as long as their rights to FAPE are protected. FAPE may be denied by a) a pattern exclusion, such as the overuse of in-school suspension; b) the use of out-of school suspension for more than ten days during a school year; c) expulsion; or d) a student being placed in an Interim Alternative Education Setting (IAES), unless certain procedural steps are followed (Clark, 1999). Landon and Messinger (1989) argue that regular education teachers may have a lower tolerance level for disruptive behavior than special education teachers. They further assert that effective classroom teachers may be active in their resistance efforts to prevent students with behavior disorders from being placed in their classroom. General education teachers may calibrate the level of tolerance as to what is appropriate or inappropriate behaviors of students by setting the normative standard of the best interest of nondisabled children in their classrooms (Landon & Messinger, 1989). Hendrickson, Gable, Conroy, Fox, & Smith (1999) discuss barriers to meeting the needs of diverse children in both academics and behavior. One administrative barrier is the dilemma of what is fair treatment of general education and special education students. The common practice of “refer and

remove” presents conflicting procedures when addressing the behaviors of special needs students. Another barrier is few educators have the necessary training to 1) problem-solve utilizing teams, 2) evaluate challenging behavior issues, and 3) develop effective behavioral intervention plans (BIP) and support resources.

Most educators agree that the use of routine disciplinary measures may include out-of-school suspension for a student for up to ten school days during a school year (Dayton, 2000; Clark, 1999; Bock, Tapscott, & Savner, 1998). Dayton (2000) and Clark (1999) outline protective procedures for IDEA students when behaviors cannot be changed through positive interventions. These protective procedures are utilized when there is a need for negative consequences including suspensions of more than ten days during a school year or change of placement from the traditional setting. IDEA does allow for a forty-five-calendar day removal of a special needs student in cases involving drugs or weapons. In general, procedural interventions and documentation of behavior intervention plans (BIPs), functional behavioral assessment (FBA), and a manifestation Individual Education Program (IEP) meeting must occur prior to a student’s current placement being altered (Dayton, 2000; Clark, 1999). A manifestation IEP meeting is necessary to determine whether or not the student's behavior relates to his/her disability. If a student’s behavior does not relate to his/her disability, the student may be treated in similar fashion as regular education students as long as general curriculum services are provided and continued. The IEP team must still meet to discuss and decide appropriate placement options.

The three primary areas of federal law where suspensions of students have been challenged are the United States constitutional rights afforded to American citizens, civil

rights afforded to minorities, and special education rights afforded to students with an identified disability. There are other areas of federal law that have allowed remedy for a suspension including gender discrimination cases, private school cases, and academic standards cases. Often the expense to gain a remedy is not worth the effort and time it takes to receive such a judgment.

Suspensions primarily lie in the judgment of the principal as to how many days the student is suspended and for what offenses necessitate the suspension. In essence, the practice of suspending students from school is idiosyncratic in nature. Many educators acknowledge that out-of-school suspensions are ineffective and may be counterproductive (Breunlin, Cimmarusti, Bryant-Edwards, & Hetherington, 2002; Tosto, 2002; Morrison, Anthony, Storino, & Dillon, 2001; Martin, Levin, & Saunders, 2000; Vanderslice, 1999; Bock, Tapscott, & Savner, 1998; Skiba, Peterson, & Williams, 1997; Morgan-D'Atrio, Northup, LaFleur, & Spera, 1996; Costenbader & Markson, 1994). Suspension often does not act as a deterrent for future disruptive behaviors (Breunlin, Cimmarusti, Bryant-Edwards, & Hetherington, 2002; Bock, Tapscott, & Savner, 1998; Morrison & D'Incau, 1997). Vanderslice (1999) further states that the practice of awarding days off for inappropriate behavior is clearly ridiculous and surely does not diminish discipline problems upon their return. An out-of-school suspension increases the likelihood of continued discipline problems due to the student experiencing frustration of falling behind on their school work (Vanderslice, 1999; Skiba, Peterson, & Williams, 1997). If administrators do not suspend a student, what alternative consequences can be rendered that is commensurate for the offense and perceived by others as appropriate? Administrators rely on student discipline policy enforcement as a

safety net to justify suspension of students. What national studies have been conducted to document the extent of student suspension practices?

Exclusion Trends in the United States

Wu, Pink, Crain, and Moles (1982) used data extracted from the National Institute of Education Safe School Study Report in 1978 to respond to why students are suspended from school. Over 4,500 elementary and secondary schools in the United States were surveyed in 1976 in a national representative sample of junior high schools and senior high schools. Phase I of the survey included data taken from 3910 study schools and Phase II was composed of data from 641 study schools that were selected to represent the entire country. The sample schools were chosen to be representative in nature considering school size, educational level, type of community, and geographic location. Data sets included a mail survey of the principals, a self-administered questionnaire survey of all 23,895 of their teachers, and the on-site self-administered questionnaire survey of 31,373 students randomly selected from the study schools (31,103 responded). Eleven percent of the students (3,455) indicated that they were suspended from school at least once. Suspension rates were not found to be equal at all schools. Wu, et al (1982) found that urban students were more likely to be suspended than suburban students, and suburban students were more likely to be suspended than rural students (p. 274)(see Table 2.1).

Male students were more likely to be suspended from school at all six school subsets, urban, suburban, and rural junior high schools and senior high schools (Wu, et al, 1982, p.275) (see Table 2.2).

Table 2.1 Suspension Rates by Grade Level (% of students who have been suspended at least once)

School Location	Junior High (Grades 7, 8, 9)	Senior High (Grades 9,10,11,12)
Urban	15% (of 5,490 students)	15% (of 4,773 students)
Suburban	8% (of 6,771 students)	13% (of 5,813 students)
Rural	7% (of 4,121 students)	9% (of 4,135 students)

Table 2.2 Suspension Rates by Gender (% of students who have been suspended at least once)

School Location and Level	Males	Females	Total
Urban Junior High	18%	11%	14%
Urban Senior High	18%	12%	15%
Suburban Junior High	10%	6%	8%
Suburban Senior High	17%	8%	13%
Rural Junior High	8%	6%	7%
Rural Senior High	13%	5%	9%

Suspension rates for the various racial groups revealed that African American students were suspended at least twice the rate of their Caucasian counterparts in the six subgroups of urban, suburban, and rural junior high and senior high schools (Wu, et al, 1982, p. 252). The data did not measure whether or not African American students were more disruptive than Caucasian students, so the hypothesis cannot be disproved in this study (Wu, et al, 1982, p. 269) (see Table 2.3).

Suspension data indicated that students whose fathers do not have full-time employment are more apt to be suspended than students whose fathers do have a full-time job. Wu, et al. (1982) thus state that students from families of lower income status have a tendency to be suspended more often (p. 252)(see Table 2.4). Suspension data taken

Table 2.3 Percentage of Students Suspended by Race at Least Once (with Actual Number of Students Suspended)

School Location and Level	Native Amer.	Asian Amer.	Spanish Amer.	African Amer.	Whites	Other
Urban Jr. High	17%	14%	14%	23%	11%	14%
	181	132	707	1,676	2,467	142
Urban Sr. High	15%	7%	17%	21%	10%	14%
	104	115	436	1,637	2,349	69
Suburban Jr. High	19%	11%	12%	19%	7%	10%
	264	110	247	418	5,276	218
Suburban Sr. High	23%	11%	17%	22%	11%	21%
	146	112	247	432	4,643	112
Rural Jr. High	5%	6%	9%	15%	5%	7%
	190	64	206	486	2,881	148
Rural Sr. High	14%	10%	8%	19%	8%	12%
	161	39	250	417	3,097	102

Table 2.4 Percentage of Students Suspended by Fathers with or without Job at Least Once (with Actual Number of Students Suspended)

School Location and Level	Full-Time Employed Fathers	Fathers Not Full-Time
Urban Junior High	12% (3,148)	18% (585)
Urban Senior High	14% (1,173)	16% (430)
Suburban Junior High	7% (5,463)	10% (462)
Suburban Senior High	12% (4,581)	18% (379)
Rural Junior High	6% (3,008)	11% (557)
Rural Senior High	8% (3,072)	14% (494)

Table 2.5 Percentage of Students Suspended by Free Lunch at Least Once (with Actual Number of Students Suspended)

School location and level	Students receiving Free Lunches at School	Students not receiving Free Lunches at School	All Students Suspended at Least Once
Urban Junior High	19% (1,680)	12% (3,617)	14% (5,297)
Urban Senior High	19% (1,068)	14% (3,462)	15% (4,500)
Suburban Junior High	14% (617)	7% (6,003)	8% (6,620)
Suburban Senior High	22% (350)	12% (5,342)	12% (5,692)
Rural Junior High	11% (978)	5% (3,082)	7% (4,060)
Rural Senior High	14% (766)	8% (3,318)	9% (4,084)

from students who received free lunches at school show they are suspended at a higher rate than students who did not receive free lunches at school are suspended (see Table 2.5).

Wu, et al. (1982) also gathered data to gauge the relationship between students' behaviors and attitudes and their true-life suspension experiences. The hypothesis tested the theory that students possessing more antisocial attitudes had a greater tendency to misbehave, thus resulting more often in the student receiving a suspension. Individual student responses to eight questions taken from a self-constructed Antisocial Attitude Index indicated that antisocial attitudes precede the suspension of a student. Wu, et al. (1982) inferred from the data that "student misbehavior is a basic determinant of suspension" (p. 253).

Academic bias plays a role in student suspensions. Low ability students are actually suspended more often than high ability students are. Schools are structured to give favor to high ability students. The data show that low ability students misbehave

more and that low ability students are recipients of harsher consequences and are thus suspended more frequently (Wu, et al., p. 265).

Wu, et al. (1982) also found that individual school policies and practices were considerably different from school to school. Some schools have higher suspension rates. The frequency in which students are suspended at a particular school is as much an indication of the policies and practices of the school as it is the student's level of misbehavior. A student is more likely to receive a suspension by attending a school where the suspension rate is higher. In essence, Wu, et al. (1982) found that the suspension of students has more to do with the way the school operates and how the school treats its students than with the behavior of its students (p. 272).

Four general categories for institutional bias in the use of suspensions of students were identified in the 1982 Wu, et al. study. Gender bias was detected because boys are suspended more often than girls are. Racial bias was demonstrated by African American students being suspended at least twice the frequency rate as Caucasian students. Academic bias was revealed in that low ability students were suspended more often than high ability students were. And finally, socioeconomic bias was found because low income students were suspended at a higher rate than higher income students were. Student misbehavior is an important reason for students being suspended from school. However, teacher perceptions, administrative practices, school governance, and institutional biases also affect the student suspension rate.

In a national empirical research study regarding racial discrimination in America's public schools, Gordon, Piana, and Keleher (2000) found that "Native American students, Latino students, and especially African American students are

suspended or expelled from public schools in the United States at vastly disproportionate rates when compared to Caucasian Non-Hispanic students” (p.2). Zero tolerance policies have permeated every school district to even further exacerbate this trend. Similar results were found in the twelve school districts covered in this study representing small town and big city, northern region and southern region, schools where students of color were predominate or in the minority. The evidence suggested that when a student was perceived to have a real future that would be destroyed by expulsion or suspension, school districts were more willing to recognize extenuating circumstances in regards to zero tolerance. The twelve school districts selected are geographically and ethnically representative of American public schools. Data were derived from the 2000-2001 school year. Different schools and school systems implement and respond to zero tolerance policies differently. Discipline policies were found to be open to interpretation and a great amount of discretion allowed by teachers and administrators. This often resulted in vast inconsistencies being exhibited by decision-makers, largely dependent upon the tolerance level of the adult on that particular day.

The research conducted was a collaborative effort with the Applied Research Center in Oakland, California and community-based parent and student organizations from each school district area. The findings were limited by what could not be found. Some school districts do not or will not provide important data, which would allow comparisons from district to district. Or, when the data are provided, it is not disaggregated by gender or race. Table 2.6 provides suspension and expulsion data from the twelve districts studied. (See Table 2.6).

Table 2.6 Percentage of All Students by Race and Student Suspensions by Race

School District	Black	Latino	Asian/Pac.	Nat. Am.	Other	White
Austin, TX (All)	18%	43%	2%	0%	0%	37%
(Suspended/Expelled)	36%	45%	0%	0%	0%	18%
Boston, MA (All)	55%	23%	8%	0%	0%	13%
(Suspended/Expelled)	70%	19%	2%	1%	0%	9%
Chicago, IL (All)	53%	33%	3%	0%	0%	10%
(Suspended/Expelled)	63%	27%	1%	0%	0%	8%
Columbia, SC (All)	78%	0%	0%	0%	2%	20%
(Suspended/Expelled)	90%	0%	0%	0%	1%	9%
Denver, CO (All)	21%	50%	3%	1%	0%	24%
(Suspended/Expelled)	36%	45%	2%	1%	0%	16%
Durham, NC (All)	58%	4%	2%	0%	0%	36%
(Suspended/Expelled)	79%	2%	0%	0%	0%	18%
Los Angeles, CA (All)	14%	69%	7%	0%	0%	11%
(Suspended/Expelled)	30%	58%	3%	0%	0%	8%
Miami-Dade, FL (All)	33%	53%	1%	0%	0%	12%
(Suspended/Expelled)	48%	43%	0%	0%	0%	8%
Missoula, MO (All)	0%	1%	2%	3%	0%	94%
(Suspended/Expelled)	(Data Not Available)					
Providence, RI (All)	23%	46%	11%	1%	0%	21%
(Suspended/Expelled)	39%	45%	3%	0%	0%	13%
Salem, OR (All)	1%	10%	3%	2%	0%	69%
(Suspended/Expelled)	4%	22%	3%	2%	0%	69%
San Francisco, CA (All)	18%	24%	43%	1%	0%	14%
(Suspended/Expelled)	56%	19%	13%	1%	0%	11%

In 2001, the United States Congress passed the No Child Left Behind (NCLB) Act to amend the Elementary and Secondary Education Act (ESEA) of 1965. The No Child Left Behind legislation reflects a couple of recommendations cited by Gordon, Piana, and Keleher (2000). A recommendation was that all school districts be required to keep and publish annually key statistical data, and disaggregate the data by age, gender, and race. Gordon, Piana, and Keleher (2000) say that each school system should “issue an annual Racial Equity Report” (p.4). Another recommendation cited was that all school districts “design a Racial Equity Plan” to set and annually review measurable, quantitative goals to reduce the overall numbers of suspensions and expulsions and eliminate racial disparities in those rates (p.5).

Skiba, Michael, Nardo, and Peterson (2000) also found disparities in school discipline data in their empirical research project, “The Color of Discipline: Sources of Racial and Gender Disproportionality in School Punishment.” Skiba, Michael, Nardo, and Peterson (2000) found racial disparities, socioeconomic disparities, and gender disparities held true when comparing students within the aforementioned subsets. Minority students were referred to the office more often, as well as suspended and expelled more frequently, when compared to white students. Similar results were cited in low-income students when compared to non-low income students, and male students when compared to female students. In the quest to identify sources of these inequities, Skiba, Michael, Nardo, and Peterson (2000), concluded that administrators addressed inappropriate student behaviors identified by the classroom teacher via an office referral that were passed along to the administrators for disciplinary action. The teacher had dealt with the inappropriate behavior and referred more minority students, low-income

students, and male students than their respective counter parts. As a result, the administrators were responding disproportionately with suspension as the consequence for the students “passed along” to them (p.15).

Further findings of Skiba, Michael, Nardo, and Peterson (2000) included disparate suspension rates for low-income students was somewhat dependent upon the methodology, while disparities for minority and male students were consistent regardless of methodology (p.16). Skiba, Michael, Nardo, and Peterson (2000) could not find that racial disparities were in part due to the unfortunate reality of the correlation of race and low socioeconomic status. Skiba, Michael, Nardo, and Peterson (2000) found that when socioeconomic status was controlled, minority students were still suspended at disproportionate rates (p.16). Skiba, Michael, Nardo, and Peterson (2000) found that the disparities in suspension events for males is due to greater rates of misbehavior than for females (p.16). However, no support was found for a similar hypothesis that minority students misbehave more than their white counter parts (p.19).

The Advancement Project and The Civil Rights Project at Harvard University (2000) reported that record-keeping practices and the availability of data on suspensions and expulsions are “inadequate and inconsistent,” and the statistics that are available, although fragmented, are troublesome (p.3). Over 3.1 million of the 46.5 million students in America’s public schools were suspended in 1998, while another 87,000 students received expulsions (p.3). In a comprehensive national empirical report detailing the impact of zero tolerance policies on children in the United States, The Advancement Project and The Civil Rights Project at Harvard (2000) extracts data from a variety of sources and utilizes a multi-disciplinary approach to examine zero tolerance policies

(p.3). The researchers confirm the prior research data supporting the notion that certain trends prevail regarding student suspensions and expulsions. Racial disparities are prevalent in the application of school disciplinary policy and practice responses which include suspension and expulsion (pp. 7-9, 40-43).

The United States Department of Education Elementary and Secondary School Civil Rights Compliance Report in 1998 indicate that while African Americans comprise seventeen percent of public school enrollment nationally, thirty-two percent of out-of-school suspensions are African American students (The Advancement Project and The Civil Rights Project, 2000, p. 7). In the same compliance report, white students comprise sixty-three percent of public school enrollment nationally, but only make up fifty percent of out-of-school suspensions and fifty percent of expulsions (The Advancement Project and The Civil Rights Project, 2000, p.7). Nearly 25% of all African-American male students were suspended at least one time over a four-year period of time, as reported in the United States Department of Education "The Condition of Education" in 1997 (The Advancement Project and The Civil Rights Project, 2000, p.7).

Discipline policies, which are of a punitive nature, including suspension and expulsion, tend to target sub-groups of students already identified as at-risk for failure in school add misery to injury and go against the educational needs of children. Suspensions and expulsions deny children of educational opportunities and contribute to delinquency and the criminalization of children (Skiba & Peterson, 2000; Morrison & D'Incau, 1997; Hayden, Sheppard, & Ward, 1996; Farrington & West, 1990).

The preservation of order in society requires boundaries to be set and enforced (Skiba & Peterson, 1999). When families set no boundaries or limitations for their

children, they find that children soon become uncontrolled and uncontrollable. In similar manner, schools and classrooms in which inappropriate, aggressive, dangerous, or disruptive behaviors are tolerated will almost without fail descend into a state of disarray and chaos (Skiba & Peterson, 1999). The suspension of individual rights, privileges, and freedom is necessary for preservation of order in the school setting (Skiba & Peterson, 1999). When there is a condition of chaos in the school setting, having procedural measures of protocol in place increases the amount of due process for the student and reduces the chance of inconsistent unfair treatment of all students. David Adams (1991) discusses the fair allocation of scarce resources when there was a rush and subsequent rationing of penicillin during the World War II years. There must be some type of centralized administration or bureaucracy in order to increase the efficiency of processing requests to provide “the greatest good to the greatest number” (Adams, 1991, pp. 66-93).

Students who are suspended from school are at greater risk of dropping out of school (DeRidder, 1991). The dropout rate on the national level for persons between the ages of 16 and 24 has been estimated at 10.7% (National Center for Education Statistics, 2003). Several problems have been associated with dropping out of school on both the societal and individual level. Research verifies that school dropouts suffer other consequences such as engagement in high-risk behaviors such as alcohol and drug abuse, suicide attempts, and probability of out-of-wedlock births” (Ianni & Orr, 1996; Kushman & Heariold-Kinney, 1996; DeRidder, 1991; Rumberger, 1987, 1983; Wehlage & Rutter, 1986). Students who have an historical record of dropping out of school tend to be less sociable with peers both within and outside the school setting, have weaker social skills (Rumberger, 1983), and report more association with peers with more deviant behaviors

and attitudes” (Janosz, Le Blanc, Boulerice, & Tremblay, 1997). Other specific behaviors that are associated with dropping out of school include increased rates of absenteeism, grade retention, previous school dropout, and higher rates of problem behaviors such as cutting class truancy, drug and alcohol abuse, and involvement in criminal activity” (Fuller & Sabatino, 1996; Ianni & Orr, 1996; Janosz et al, 1997; Kushman & Heariold-Kinney, 1996; Morgan-D’Atrio, Northup, La Fleur, & Spera, 1996; Rumberger, 1987, 1983). Students at risk for dropping out of school also tend to report lower participation in extracurricular activities. This indicates a lack of engagement in school and a sense of not belonging at school, and devaluing school-related outcomes (Fuller & Sabatino, 1996; Janosz et al., 1997).

Exclusion Trends in Tennessee

The exclusion of students from school is of national concern, but has been delegated to the state and local levels. Because the United States Department of Education is prohibited from exercising direction, supervision control over the administration of any school, school system, or educational institution, the exclusion of students becomes a states rights issue to develop and establish policy. Tennessee Education Laws Annotated (2003) (TCA 49-6-3401) authorizes principals to suspend students from school for good and sufficient reasons (see Appendix I). The Student Membership and Attendance Accountability Procedures Manual (SMAAPM) (Tennessee Department of Education, Office of Accountability, 1999) is an administrative procedures guide to assist school personnel in the state of Tennessee in the uniform and consistent coding of student attendance (see Appendix II). This standardized method of

documenting student membership and attendance is used in calculating and equalizing State funding dollars distributed to Tennessee public schools through the Education Improvement Act of 1992 and the Basic Education Plan (BEP) legislation (Tennessee Department of Education, Office of Accountability, preface).

The SMAAPM (Tennessee Department of Education, Office of Accountability, 1999) is applicable to all of Tennessee's public schools. It incorporates Tennessee's most current policy, legal, and regulation changes and is updated periodically as needed. There are definitions listed for suspension, remand, and expulsion (p. 13), which give school attendance personnel direction for uniformity in coding disciplinary actions. Accountability codes for excluding students from school are listed by category with brief descriptors to assist in tabulation for reporting purposes (Tennessee Department of Education, Office of Accountability, 1999, p. 25, 26).

There are sixteen different categories listed for behavioral offense coding in the Student Membership and Attendance Accountability Procedures Manual (SMAAMP) (Tennessee Department of Education, Office of Accountability, 1999). Categories one through eleven have subcategories. For example, the first category is for attendance related rules violations. Subcategories in attendance related offenses are truancy, tardiness, leaving school premises, cutting class, absenteeism, and trespassing on school grounds while suspended or expelled (Tennessee Department of Education, Office of Accountability, 1999, p. 25). In the fifth category of willful damage of property (personal or public), the subcategories range from damaging school property and vandalism to bomb threats, tampering with or setting off fire alarms, and arson (Tennessee Department of Education, Office of Accountability, 1999, p. 25). Category

twelve is for immunization violations. A student may be excluded from attending school if he or she fails to produce proper documentation that verifies the student has received the required immunizations in the state of Tennessee (see Tennessee Code Annotated TCA 49-6-5001). Categories thirteen through fifteen are noted as “other” to enable coding that falls outside the listed categories. Category sixteen is a relatively new one for the zero tolerance offense of “battery against teacher or staff” (Tennessee Department of Education, Office of Accountability, 1999, p. 26).

Tennessee Education Laws Annotated (2003) enumerates “good and sufficient reasons” for exclusion of students from school (TCA 49-6-3401, p. 354-356). State law gives principals the ability to exercise some latitude of discretion with the language “is authorized to suspend a pupil” and “may suspend any pupil from attendance” (TCA 49-6-3401). When the law uses the word “shall,” there is not much degree of discretion. When the law uses the wording “may” or “is authorized,” the door is open for judgement or discretionary decision-making by the administration. Permissiveness by the law allows principals to exclude or not exclude students from school. When the principal chooses to utilize the suspension response for a student behavioral violation of school rules, she/he must provide notification to the student, custodial guardian, and the Director of Schools regarding the suspension, duration, the reason for the suspension, and the conditions for readmission to school (TCA 49-6-3401).

As a principal considers the use of suspension of a student from school as a response to inappropriate conduct or a rule violation, both state law and local board of education policy are usually cited in the verbal and written explanation about the suspension. A student is found to be in possession of a knife at school. The principal

suspends the student from school for a rule violation. Under Tennessee Code Annotated [TCA 49-3-3401 (a) (8)] the principal “is authorized to suspend a pupil from attendance at such school for possession of a knife, etc., as defined in §39-17-1301 on school property” (Tennessee Education Laws Annotated, 2003, p. 354). If the principal researches TCA 39-17-1301, she/he discovers the definition section that a “knife means any bladed hand instrument that is capable of inflicting serious bodily injury or death by cutting or stabbing a person with the instrument” [TCA 39-17-1301 (7)]. Additionally, in TCA 39-17-1309, state law states, “it is an offense for any person to possess or carry, whether openly or concealed, with the intent to go armed, . . . any other weapon of like kind.” “Weapon of like kind includes razors and razor blades, except those used solely for shaving, and any sharp pointed or edged instrument, except unaltered nail files and clips and tools used solely for preparation of food, instruction and maintenance” (TCA 39-17-1309). Principals must see judgement or discretion in determining on a case-by-case basis whether there is evidence to support the intent of the student. Schools are not court of laws, and principals are not necessarily legal experts, but knowledge of local policy as well as state and federal laws is needed in implementing policy while maintaining order and correcting inappropriate behaviors.

Possession of drugs may be more cumbersome in arriving at a decision to suspend a student from school. TCA 49-6-3401 states a good and sufficient reason to suspend a pupil includes the “unlawful use or possession of barbitol or legal drugs, as defined in §53-10-101” (a) (10) and any other conduct prejudicial to good order and discipline in any public school” (a) (11). In section (g) of the same law (TCA 49-6-3401) “a student . . . unlawfully possessing any drug including any ‘controlled substance’ as defined in §39-

17-403 through §39-17-415, or ‘legend drug’ as defined by §53-10-101, shall be expelled for a period of not less than one (1) calendar year, except that the direction may modify this expulsion on a case-by-case basis.” Further, TCA 49-6-4216 asserts “each local and county board of education shall file with the commissioner of education written policies and procedures developed and adopted by the board: (1) to ensure safe and secure learning environments free of drugs, drug paraphernalia, violence and dangerous weapons; and (2) to impose swift, certain and severe disciplinary sanctions on any student: (A) who brings a drug, drug paraphernalia or a dangerous weapon onto a school bus, onto school property or to any school event or activity; or (B) who, while on a school bus, on school property or while attending any school event or activity: (I) is under the influence of a drug; or (II) possesses a drug, drug paraphernalia or dangerous weapon” (Tennessee Education Laws Annotated, 2003, p. 363). Suspending a student from school for drug possession or use requires investigation, interviewing students or adults, collection of facts and hearsay, and determining the factual account surrounding the incident by the administrator. The need to review more than two or three TCA citations is evident. The scattered state law citations may create confusion or at the very least, a lack of clarity and direction. Each case bears its own set of circumstances to consider in deliberating prior to a definite decision. Several other factors emerge before a decision is given to the student and his/her custodial guardian. Does the violation require a suspension of not less than one (1) calendar year? Does the student qualify for eligibility under the Individuals with Disabilities Education Act (IDEA) or section 504 of IDEA? Are there requirements to notify the appropriate legal and law enforcement agencies and/or juvenile court citations or juvenile court involvement?

The consultation of Tennessee Code Annotated (TCA) and the Student Membership and Attendance Accountability Procedures Manual (SMAAPM) are needful to ensure quality decision-making by principals regarding student exclusions. Although each local education agency has its own set of limiting or liberating policies regarding student exclusions, state laws and procedures are intended to give continuity, consistency, and uniformity in the implementation of policy. A principal may cite TCA 49-6-3401 as support documentation for a suspension for a student involved in a fight. The principal or her/his designee will code the suspension for attendance for reporting purposes under (4) (a) fighting from the SMAAPM (Tennessee Department of Education, Office of Accountability, 1999, p.25). There may be other local citations as well. Not all suspensions are as straightforward or clear-cut. A student may simultaneously have two rule violations that are committed. For example, a student may be suspended for cutting class to smoke a cigarette in the restroom. State law citations may include TCA 49-6-3401 (a) (1) and (a) (11) and/or TCA 39-17-1505 (a). The Student Membership and Attendance Accountability Procedures Manual (SMAAMP) codification may be for attendance-related cutting class (1) (d) or for tobacco possession or use (9) (a) (Tennessee Department of Education, Office of Accountability, 1999, pp.25, 26). On other occasions where two code of conduct violation occurs concurrently, one may take precedent over the other. A student possessing tobacco and marijuana during the same disciplinary situation would be suspended and cited to court for the marijuana possession, even though both may be included in the documentation of the incident. The possession of marijuana violation would warrant a more severe consequence, and consequently, the student would receive a longer exclusion from school for the offense. Citations to

address the suspension would be TCA 49-6-3401 (a)(11) and (g) TCA 39-17-415, TCA 49-6-4216, and TCA 39-17-1505 (a), as well as SMAAPM (7)(a) and SMAAPM (9)(a).

There is some definitive overlap with the Tennessee Education Laws Annotated and the Student Membership and Attendance Accountability Procedures Manual. These two sources are used to assist school personnel with coding and documenting the behavioral offenses of school rules.

Current administrator practices in Tennessee regarding the suspension of students from school show more frequent occurrences of student suspension incidents. The number of suspension incidents has increased dramatically in the state of Tennessee over the past twenty years. In the 1982-83 school year, there were 10,841 incidents of suspension for all causes in the entire state of Tennessee. That number has grown to 155,459 incidents of suspension for all causes in 2002-2003 school year (see Appendix III).

The number of zero tolerance suspensions has also increased in Tennessee. In the 1993-94 school year, there were 552 zero tolerance type offenses in Tennessee (Tailor, H. and Detch, E. 1998). That number grew to 4,047 zero tolerance offenses in the 2001-02 school year (Potts, K. & Detch E. 2003). Tennessee enacted its first zero tolerance legislation in 1995 in compliance to the Gun Free Schools Act of 1994, a federal law requiring all states to enact laws that would expel for one calendar year any student who brought a weapon to school. Although zero tolerance offenses have increased from the 1993-94 school year to the 2001-02 school year, twelve of the one hundred and thirty-nine public school districts in Tennessee reported no zero tolerance offenses during the three-year-period covering 1999-2002 (Potts, K. & Detch, E. 2003, p.16).

In the report Kids Count, trends in the well being of Tennessee children are examined. The statistical portrait is based on twenty-three indicators of child well being. Single-parenthood is a growing trend. There were declines noted in the percent of children in families receiving juvenile court referrals. Reductions in the dropout rate but significant increases in firearm-related school suspensions were also reported (ERIC Document Database, Kids Count, 1995).

Summary of Exclusions in the Literature

As a result of the growing number of student exclusions from Tennessee's public schools and the high priority of establishing and maintaining a safe school environment in Tennessee's public schools, there is a need to examine exclusion policies and the implementation of those policies by school administrators. It is difficult to speak of exclusions in a cohesive manner. The Tennessee state laws are open to principal judgement and discretion in decision-making implementation. Exclusions are permitted and sometimes required as a response to student violations of the behavioral rules and code of conduct. Is there uniform application of the exclusion policies across Tennessee with high school principals? If not, how great is the range of variation on each of the individual representative Tennessee policies relative to the exclusion of students from school?

There is an increased emphasis in the principal acting in her/his role as the instructional leader. Accountability requires principals to take ownership of all students in her/his respective school. No Child Left Behind (NCLB), Basic Education Plan (BEP), Gateway high-stakes Accountability Testing, Tennessee Value-Added

Assessment System (TVAAS), and state and local report card accountability are components for measuring school effectiveness. Tennessee is one state that could use clarification in its exclusion policies and administrator implementation of those policies.

Chapter Three – Methodology

Introduction

This study determined the extent of uniformity or variance of a representative sample of school policies of student exclusion from school. The researcher investigated the exclusion policies and administrator implementation responses to violation of school rules that warranted the utilization of exclusion of students from school.

Population

This was a population study with the population consisting of three hundred and four Tennessee public high school principals. The principals were selected from the schools that hold current membership with the Tennessee Secondary Schools Athletic Association (TSSAA) as of the beginning of the 2004-2005 school year. The TSSAA is the state agency governing public and private secondary schools choosing to participate in organized interscholastic athletics. A list of three hundred and four member public high schools was procured from the TSSAA home office in Hermitage, Tennessee in September 2004 for twenty-five dollars. The objective of the researcher was to obtain a representative population of traditional or mainstream public high schools in order to achieve results of how principals generally interpret and implement exclusionary policies. The public high schools currently in good standing with the TSSAA were deemed by the researcher to best meet this objective. This group of principals was selected because of the presence of extracurricular activities and also for convenience sake and the readily availability of the TSSAA list of public high schools.

The list of public high schools on the Internet site for the State of Tennessee Department of Education was first reviewed. The researcher determined that if data were collected from all public high schools in the state of Tennessee, there would be a skewing to distort the true picture of exclusionary practices in mainstream or traditional public high schools.. The State of Tennessee Department of Education list of public high schools included adult high schools, alternative schools, and other nontraditional high schools. Therefore, to maintain a more reliable and valid snapshot of data that may be generalized to other states, the TSSAA list of public high schools was used. Some of the TSSAA member schools were magnet schools, academic schools, arts schools, or some other specialty school. These schools were not omitted from consideration because of their participation in extracurricular athletic activities.

Elementary and middle school students, who include kindergarten through grade eight, were not examined in this study. Students in grades K-8 are promoted to the next grade level or retained in the same grade level based on academic standards and chronological age. The scope of schools serving grades K-8 is more holistic and some students are administratively placed in or “socially promoted” to the next grade level. Some local education agencies have a policy limiting the number of times a student in the elementary grades may be retained.

Some of the TSSAA member schools may also serve grades other than 9-12. For example, a school on one campus that serves grades K-12 still met the desired model. Some member schools may not include all four high school grade levels, for example serving only grades 10-12. These TSSAA member schools also still met the desired model of public high schools.

Other public high schools, such as adult high schools, alternative schools, and TSSAA non-member public schools, serving grades 9-12 may also have had an interest in and experience with the exclusion of students from school. These schools were excluded from this study due to the lack of extracurricular activities balanced with curricular goals. Private high schools serving grades 9-12 who were members of the TSSAA were also excluded from this study, as were all private schools. Some of the TSSAA non-member schools were specialty schools, magnet schools, other non-traditional schools with limited or few extracurricular activities.

High school students earn Carnegie units of credit in order to be promoted to the next grade level. It is common for a high school to have some seventeen-year-old students still in the ninth grade due to a lack of academic credits. These students have a greater tendency to drop out of school or to be steered toward the pursuit of a General Educational Development (GED) or some other non-traditional educational setting. Some students are guided to non-traditional educational settings designed for at-risk students. The grouping of non-traditional students in an alternative school, adult high school, service learning school, evening school, or other non-traditional high school setting would have added a set of data from principals that would have different school guidelines and a greater potential for the exclusion of the students attending. Many of the students attending these schools have reached the age where compulsory attendance is not in effect.

Instrument Design

When searching for an instrument for use to evaluate student discipline policies and current principal practices, the researcher was unable to locate a suitable instrument, which contained student disciplinary scenarios with disposition choices for administrators. An extensive review of research literature regarding the exclusion of students from school yielded no instrumentation device to adequately fulfill the objective of this study. However, other forms of questionnaire instruments were reviewed for style and format, but not for content of the instrument.

The researcher consulted with a United States Department of Education representative, State of Tennessee Department of Education representatives, experienced public education administrators, university research representatives, and university professors with expertise in educational research in efforts to construct an instrument for this study. The researcher also drew from fifteen years of personal experience as an administrator in public K-12 education. The experience base included four years as an assistant principal of a comprehensive high school with an enrollment of approximately 1500 students. The researcher then served four years as superintendent of a school district of approximately 12,000 students, and seven years as principal of an alternative school and chairperson of the Student Disciplinary Hearing Authority. As assistant principal, the researcher's duties included student disciplinary matters and student attendance supervision, both of which sometimes resulted with students being excluded from school. As superintendent of schools, the researcher acted as the chief executive officer that heard appeals of zero tolerance exclusions and had the authority to modify or shorten the exclusion on a case-by-case basis. As principal of the alternative school for

seven years, the day-to-day supervision was provided for over one thousand at-risk students allowed continuing the educational process while serving long-term exclusions. As chairperson of the Student Disciplinary Hearing Authority, the researcher had chaired and conducted over one thousand two hundred disciplinary hearings, which addressed long-term exclusion decisions of students from school.

As a result of multiple hours of consultation and fifteen years of active administrative experience in the exclusion of students from school, the researcher constructed over thirty true-to-life disciplinary scenarios as a representation to be used in the questionnaire instrument. Care was taken to ensure confidentiality. The researcher wanted to provide recognizable, similar scenarios with which principals could identify. The researcher was also careful to be comprehensive in the inclusion of various levels of inappropriate student behaviors while simultaneously addressing a representation of nearly all exclusion incidents named in state law and the student attendance accountability manual.

Two sources were utilized in the selection of the behavioral offenses of school rules. Tennessee Education Laws Annotated (2003) enumerates “good and sufficient reasons” for exclusion of students from school (TCA 49-6-3401, p. 354-356). Disciplinary scenarios were posed which could be categorized to address the full range of exclusions. The second source used was the Student Membership and Attendance Accountability Procedures Manual (SMAAPM). The SMAAPM is a guidebook to provide a standardized method of reporting of attendance for budget purposes and student accountability. The SMAAPM (1999) is applicable to all of Tennessee’s public schools. It incorporates Tennessee’s most current policy, legal, and regulation changes and is

updated periodically as needed. There are definitions listed for suspension, remand, and expulsion (p. 13), which gives school attendance personnel direction for uniformity in coding disciplinary actions. Accountability codes for excluding students from school are listed by category with brief descriptors to assist in tabulation for reporting purposes (p. 25, 26) (see Appendix II).

There is some definitive overlap with the Tennessee Education Laws Annotated and the Student Membership Attendance Accountability Procedures Manual. There are twelve good and sufficient reasons to suspend students from school listed in Tennessee Education Laws Annotated. The range of consequences whereby a student may be suspended from school includes general misbehavior (willful and persistent violation of school rules or truancy), physical aggression or violence against others (fighting, threatening to fight) unruly behaviors (against the law for minors, but not for adults – tobacco, alcohol, failure to receive immunizations), and criminal acts against the law regardless of age (delinquent offenses – drugs, weapons, theft, arson, vandalism, battery, assault). Some of the aforementioned violations are not specifically addressed in the code (TCA 49-6-3401), but could be cited under the category stating “any other conduct prejudicial to good order or discipline in any public school” [TCA 49-6-3401 (a) (11)] (see Appendix I).

There are sixteen suspension, expulsion, and remandment codes in the Student Membership and Attendance Accountability Procedures Manual (SMAAPM) that contain brief descriptions of a more comprehensive list of offenses (see Appendix II). The nineteen disciplinary scenarios utilized in the final questionnaire instrument were

tabulated and cross-referenced to obtain a representative sample of the behavioral offenses for which students are excluded from school.

When implementing student disciplinary policies and contemplating the exclusion of a student from school, administrators must consider whether or not a student has been identified or suspected of any disability under the federal guidelines of the Individuals with Disabilities Education Act (IDEA). In some cases, this consideration would result in altering the administrator's decision to exclude a student from school. In an effort to obtain an administration's true decision-making preferences, all students in each of the disciplinary scenarios contained in the final questionnaire instrument are regular education students not identified nor suspected of any disability that would require consideration under IDEA or Section 504.

Field-test Study (July 2004). The researcher designed a questionnaire instrument using twenty-six of the student disciplinary scenarios which could result in an exclusion of a student from school. All students in each disciplinary scenario were considered to be regular education students, not special education students. Each disciplinary scenario was drawn from the researcher's experience base of fifteen years, consultation from a wide variety of representatives with expertise in student exclusion policy and practice, and two sources utilized in implementing policies, regulations, and laws in the State of Tennessee. Directions for completing the questionnaire, a one-page responder feedback section regarding the questionnaire and the twenty-six-item questionnaire were distributed to twelve educators. The administrators participating were currently serving as administrators in public K-12 education or who were certified in the area of

supervision and administration and may have been seeking employment as an administrator in public K-12 education.

In the Field-test Study, participants stated that the time needed to complete the questionnaire was from thirty to forty-five minutes. The directions were said to be clear and adequate. No suggestions for improvement of the disciplinary scenarios or the instructions were given by the responders. Other suggestions and general comments were: “very thorough,” “very clear,” “have a space for ‘other’ comments,” “a bit lengthy,” and “have an option for ‘DHA referral.’”

The Field-test study was conducted to evaluate the clarity of directions to responders and to anticipate the data being returned in a form useful for analysis. The small data set was evaluated for presentation layout and data analysis. The feedback from the participants responding in the Field-test Study created a need to modify the disposition choices and to reduce the number of disciplinary scenarios. The researcher’s preference is that the time needed to complete the questionnaire should not exceed twenty minutes. The questionnaire was modified to include only nineteen of the twenty-six disciplinary scenarios included in the Field-test Study.

Final Questionnaire Instrument. The final questionnaire instrument used for this research was formatted in Microsoft Word for landscape in page set-up with directions for completing the questionnaire followed by three columns for each of the nineteen disciplinary scenarios. On the cover of the questionnaire was the title “Exclusion Policy Analysis: Tennessee Public High Schools for Regular Education Students.” Also on the cover was the date of January 2005 with the contact information of the researcher including mailing address, e-mail address, and telephone number. On page one of the

twelve page questionnaire was the set of directions for completion and the first disciplinary scenario (column one) with a disposition column (column two) and an alternate/additional action column (column three). On pages two through twelve are three columns containing disciplinary scenarios two through nineteen in the first column with a disposition choices in the second column and alternate/additional action choices in the third column.

The page containing the directions for completion has the header “Exclusion Policy Analysis in Tennessee’s Public High Schools for Regular Education Students” with the following directions for completion:

This questionnaire requests that you respond to various school disciplinary situations in an effort to observe current, general disciplinary practices by administrators in grades 9-12 in Tennessee’s public school districts. You should be able to complete this survey in twenty (20) minutes or less. Your response should reflect or indicate the typical or generic action taken in your school district rather than the ideal consequence or action. Your response should also be in accordance with the decision taken *as an official school administrator* and not your personal values or philosophy. Remember, all students are to be considered as regular education students, not special education students.

Please respond to each scenario with the consequence(s) that best describes the action that would be taken in your school district in accordance with State and Federal laws as well as your local board policies. Unless otherwise specified, the students in each case have not been identified nor suspected of any disability that would require consideration under IDEA or Section 504.

If you consider selecting item “f.” in the second column of each scenario, here are some examples: Anger Management Program, Peaceable Schools Program, Service Learning Project, Community Service Partnership Project, Department of Children’s Services Agency, or Juvenile Court Youth Services Agency.

Tennessee Code Annotated 49-6-3401 (TCA 49-6-3401 is the reference at the end of each situation.)

Student Membership and Attendance Accountability Procedures Manual (SMAAPM pp. 25,26)

The two sources are identified for the responding participant's use as needed, if desired.

In the first column of the three-column page set-up is a numbered disciplinary scenario. At the end of each of the nineteen disciplinary scenarios is the Tennessee Code Annotated citation and the Student Membership and Attendance Accountability Procedures Manual citation for the responder's discretionary use. (See example below – Disciplinary Situation #1).

1. Joseph is a 15 year-old high school student found to be in possession of cigarettes and a lighter at school. It is just prior to spring break in March. It is his 4th incident of tobacco this school year.

TCA 49-6-3401 (a)(11)

TCA 39-17-1505

SMAAPM (p. 26, 9a)

In the second column of the three-column page set-up is the dispositions for each of the nineteen disciplinary situations. In the second column five response choices are offered, ranging from no suspension to three varying length of suspension days and a category for 'other' with instructions to specify the disposition given. (See example below).

Disposition – At my school, I would

- A. No suspension/alternate action
- B. Suspension of five days or less
- C. Suspension of six to ten days
- D. Suspension of more than ten days
- E. Other (specify) _____

If your response was A., "No suspension/alternate action," what alternate action, if any, would be taken? (indicate all that apply)

If the principal determines a suspension is warranted, choice B, C, or D may be selected which notes the duration of days the student is suspended from school. These three

choices are offered because of the due process requirements that shall be afforded the student. If the suspension is five (5) days or less, the principal must advise the student of the offense, question the student about the circumstances, and allow the student to explain. Then, the principal is to advise the student of the suspension duration and the conditions for readmission. The principal must also, notify the parent or guardian, and the Director of Schools within twenty-four (24) hours of the suspension, the reason for the suspension, and the conditions for the student's readmission to school. If the suspension is for more than five days (5) days, the principal shall additionally develop and implement a plan for improving behavior. If the principal suspends the student for more than ten days, all of the above-stipulated notifications and advisement shall occur, plus the principal must give written or actual notice to the parent or guardian and the student of the due process appeal rights.

If the principal opts for choice E., "other (specify)" the principal should write in what other action or consequences would be given. The write in choices could be the items in the set of responses in the third column of the three-column page set-up, but is not limited to this or any list. If the principal's response was A., "No suspension/alternate action," then the principal would proceed to the third column of the three-column page set-up to the response list a.-i. Labeled "Alternate/Additional Action." (See example below).

Alternate /Additional Action

- a. No disciplinary action taken
- b. Student conference
- c. Student and parent conference
- d. Referral to school counselor or other school specialist
- e. Detention

- f. Referral to program, service, or agency designed to address specific behavior/infraction
- g. Corporal punishment
- h. Citation to Juvenile Court
- i. Other (specify) _____

The principal may also select responses in the third column of the three-column page set-up even if choice B, C, D, or E is selected in the second column of the three-column page set-up. When the principal utilizes the third column responses, more than one choice may apply and/or including the “other (specify)” category. For example, if a student is determined to be in violation of the tobacco policy, the principal may suspend the student for six (6) days from school. The principal cites the student to juvenile court, authorized by TCA 39-17-1505, and refers the student to a specified number of tobacco cessation classes provided by the County Health Initiative Task Force. The principal would select response C., “Suspension of five to ten days,” in the second column and proceed to the third column and possibly select response b., c., d., f., and h.

The principals are directed to utilize a second column of alternate or additional action choices if the principal has selected “no suspension/alternate action” in the first column.

The principals are directed to respond to the questionnaire in fulfilling the role in an official capacity as school ambassador or administrator. The response should not be overridden by personal values or philosophy if it differs from the action taken as a school official.

The principals are given additional direction regarding special education laws. In each disciplinary situation, all students mentioned have not been identified nor suspected

of any disability that would require consideration under the Individuals with Disabilities Education Act (IDEA), including section 504.

The nineteen disciplinary situations contained in the final questionnaire instrument are listed below with a brief description:

1. Fourth tobacco event this school year.
2. Third fighting violation this school year with two additional verbal altercations not resulting in a fight.
3. Classroom disruption, damage to school property, and inappropriate written remarks about the teacher.
4. Possession, consumption, and being under the influence of alcohol at school.
5. Incomplete immunization record.
6. Willful and persistent violation of school rules.
7. Possession and transmission of schedule II drug, Hydrocodone.
8. Bringing firecrackers to school and igniting firecrackers at school.
9. Possession of 5-inch lock-blade pocketknife.
10. Sexual harassment/indecent exposure/inappropriate sexual conduct.
11. Possession and smoking marijuana at school.
12. Fight at school with another student and battery/assault on School Resource Officer acting as an agent of the school.
13. Attendance issue when moving to Tennessee.
14. Classroom disruption and disrespect to teacher and off-campus vandalism of teacher's property during spring break.
15. Theft of school property.

16. Second Racial Harassment violation, threatening to fight, profanity.

17. Inciting others to fight.

18. Arson at school.

19. Bringing a firearm to school.

Pilot Study. A Pilot Study using the nineteen disciplinary scenarios in the final questionnaire was conducted in November 2004. The Pilot Study was conducted to evaluate the final questionnaire in two areas. The first area evaluated was the ease in which the responders could follow the directions and if the data were returned in a form that could be useful when analyzed. The second area evaluated was a view of a small data set laid out for presentation and analysis using raw numbers and percentages. Twenty-four administrators currently serving as principal or assistant principal in middle school or high school or as central office supervisors were chosen to participate in the Pilot Study. No administrators were chosen who would be participating in the official study.

A brief summary of the results from column two, “Disposition – at my school I would . . .,” is given for all nineteen disciplinary scenarios. (See Table 3.1). The first number is the raw number, followed by the percentage in parenthesis.

Eighty-four percent of the principals choosing “E. Other (specify)” in column two indicated a referral to the Student Disciplinary Hearing Authority for a long-term exclusion. The remaining sixteen percent selecting “E. Other (specify)” in column two was generally evenly distributed among “referral to other agency” such as the Health Department or law enforcement, “restitution of theft or damages,” “removal from class,” and “no action taken.”

Table 3.1 Pilot Study Summary

No.	Disciplinary Scenario	A	B	C	D	E
1.	Fourth Tobacco	1(4.2%)	0	0	15(62.5%)	8(33.3%)
2.	Third Fight	0	2(8.3%)	0	14(58.3%)	8(33.3%)
3.	Defacing School Property	4(16.7%)	14(58.3%)	5(20.8%)	0	1(4.2%)
4.	Alcohol	0	0	2(8.3%)	16(66.7%)	6(25%)
5.	Immunization	19(79.2%)	1(4.2%)	0	0	4(16.7%)
6.	Willful and Persistent	0	6(25%)	11(45.8%)	3(12.5%)	4(16.7%)
7.	Drugs(Hydrocodone)	0	0	0	14(58.3%)	10(41.7%)
8.	Fireworks	2(8.3%)	2(8.3%)	7(29.2%)	9(37.5%)	4(16.7%)
9.	Knife	0	1(4.2%)	2(8.3%)	14(58.3%)	7(29.2%)
10.	Indecent Exposure	0	11(45.8%)	6(25%)	6(25%)	1(4.2%)
11.	Marijuana	0	0	0	16(66.7%)	8(38.3%)
12.	Fight/SRO Battery	1(4.2%)	6(25%)	4(16.7%)	11(45.8%)	2(8.3%)
13.	Attendance	17(70.8%)	0	0	3(12.5%)	4(16.7%)
14.	Off-Campus Vandalism	9(37.5%)	1(4.2%)	2(8.3%)	6(25%)	6(25%)
15.	Theft	0	17(70.8%)	4(16.7%)	2(8.3%)	1(4.2%)
16.	Racial Harassment	0	1(4.2%)	9(37.5%)	12(50%)	2(8.3%)
17.	Inciting a Fight	1(4.2%)	18(75%)	4(16.7%)	1(4.2%)	0
18.	Arson	0	0	5(20.8%)	14(58.3%)	5(20.8%)
19.	Firearm	0	0	0	17(72.9%)	7(29.1%)

The principals selecting items from column three, "Alternate/additional action," chose "c. Student and parent conference" most often (115 times), followed by "h. Citation to Juvenile Court" (97 times), and "f. Referral to program, service, or agency designed to address specific behavior/infraction" (82 times). The next most frequent set of responses selected in the third column was "d. Referral to school counselor or other school specialist" (53 times), followed by "b. Student conference" (45 times) and "i. Other (specify)" (30 times). Sixteen of the thirty responders (53%) selecting "i. Other (specify)" indicated "referral to the Student Disciplinary Hearing Authority" as the action to be taken. The other fourteen (47%) selecting "i. Other (specify)" indicated "restitution," "sensitivity training," "removal from class," and "referral to truancy board" among the written responses. Item "a. No disciplinary action taken" was selected twelve times, but only in regards to the two disciplinary scenarios involving attendance (# 5 and #13) and the off-campus vandalism (#14). The third column selection "e. Detention" was only chosen eight times, while item "g. Corporal punishment" was not chosen by any participant.

Procedures and Data Collection

To ensure up-to-date, accurate information, a mailing list of current member public high schools was purchased in September 2004 from the Tennessee Secondary Schools Athletic Association (TSSAA) for twenty-five dollars (\$25.00). The mailing list consisted of three hundred and four TSSAA member public high schools in Tennessee. The data contained the name and mailing address of the high school, the school telephone number and fax number, and the name of the principal and athletic director of the school.

Prior to the beginning of any research project, permission to conduct the research was needed. Permission was sought from the University of Tennessee's Institutions Review Board (IRB). Form A, as specified by the IRB, was submitted. (See Appendix IV). Following the authorization to conduct research from IRB in December 2004, a packet containing the nineteen-item questionnaire was prepared to mail to the designated three hundred and four Tennessee public high school principals. Included in the mail-out packet were the questionnaire, a cover letter, and a self-addressed, postage-paid envelope for return convenience. (See Appendix IV).

Each questionnaire enclosed in the packet was coded with an identifying numeric mark for accountability purposes. The questionnaire instrument packet was mailed by United States postal delivery to the three hundred and four public high school principals on Wednesday January 5, 2005. The cover letter enclosure was dated Monday January 10, 2005. The intended purpose was to have the packet on the principal's desk by the first day of the second week after school staff and students returned from Christmas break. This would allow the principal to get settled back into a routine schedule, allowing time to clear the in-basket of accumulated mail from the two-week break.

On Wednesday January 19, 2005, seven business days following January 10th follow-through postcards were mailed to the three hundred and four principals. A thank you postcard was mailed to the ninety-five principals returning the completed questionnaire in a timely manner. One principal mailed the questionnaire back uncompleted with an attached note expressing the desire to decline participation. A follow-through thank you card was mailed to the principal stating that the request not to participate was being honored. A follow-through postcard used as a friendly reminder

was mailed to the remaining two hundred and eight principals from whom a questionnaire was not received.

A second follow-through strategy was planned to make personal telephone calls to the high schools from which questionnaires were not received. The strategy was to make calls by area code, beginning in East Tennessee with area code eight six five (865) and area code four two three (423). The two area codes in Middle Tennessee, six one five (615) and nine three one (931) were called next. Finally the West Tennessee area codes of seven three one (731) and nine zero one (901) were called.

The area code breakdown for the three hundred and four TSSAA member schools were thirty-seven (37) schools from the eight six five (865) area code and seventy-one (71) schools from the four two three (423) area code for a total of one hundred and eight (108) (35.5%) East Tennessee high schools. In Middle Tennessee, there were sixty (60) schools from the six one five (615) area code and fifty-three (53) schools from the nine three one (931) area code for a total of one hundred and thirteen (113) (37.2%) public high schools. There were eighty-three (83) (27.3%) West Tennessee public high schools from the TSSAA list of three hundred and four (304) schools. Forty-two (42) schools were from the seven three one (731) area code and forty-one (41) schools from nine zero one (901) area code.

Beginning on Wednesday January 26, 2005, six business days after the follow-through postcards were mailed, personal telephone calls were made to the high schools from which questionnaires were not yet received. An effort to personally speak to the principal was made by the researcher with a documentation log for verification kept of the date, time, and notes about the phone conference, if any. Any conversation only

included the whereabouts of the questionnaire and not about the particulars of the disciplinary scenarios or information on the questionnaire. The ideal circumstance was to speak directly to the principal, but there were instances of speaking to another adult and leaving a hand-written message for the principal to return the call. The information given was the researcher's name, occupation description, mobile telephone number, and the nature of the call. There were also instances of speaking with a student answering the telephone and giving the same information for the principal to return the call. In cases where voice mail capabilities were present, a personal voice mail message directly to the principal was given. When the researcher was able to speak directly to the principal or to leave a voice mail message, the principal was told his/her input was desired and asked if the questionnaire had been completed or mailed. If not, the principal was asked if he/she would like to have a second copy of the questionnaire mailed to him/her. If the principal requested a second copy, it was mailed the same business day. There were some instances where the principal requested not to participate in the study. In those cases, the principal was told the request to decline would be honored.

Beginning on Wednesday January 26, 2005, personal telephone calls were made to the seventeen of thirty-seven schools in the eight six five (865) area code from which a questionnaire was not received. A summary of the seventeen contacts included four voice mail messages, three messages to adults other than the principal or students, eight personal contacts to the principal, and two e-mail message replies to the principal. Two principals declined participation by telephone and two principals requested a second copy of the questionnaire.

Beginning on Tuesday February 1, 2005, forty personal telephone calls were made to schools in the four two three (423) area code from which questionnaires were not received. There were seventy-one schools in the four two three (423) area code, which comprised the largest group of schools. The forty calls included eight voice mail messages, nine messages to students or adults other than the principal, and twenty-three personal contacts with the principal. Two principals declined to participate and fifteen principals requested a second copy of the questionnaire.

Middle Tennessee telephone contacts were made beginning on Thursday February 3, 2005. Thirty-two of the sixty schools in area code six one five (615) were contacted by telephone. Nine principals were given voice mail messages, eleven messages were given to students or adults other than the principal, eleven principals were contacted personally, and one e-mail reply was sent to a principal. Two principals requested to decline participation and eight principals were mailed a second copy of the questionnaire as requested.

Beginning on Wednesday February 9, 2005 twenty-six of the fifty-three schools in the nine three one (931) area code were contacted. There were fourteen personal telephone contacts with the principal, seven messages left with students or adults other than the principal requesting return calls, four voice mail messages left for the principal, and one e-mail reply to a principal. Ten principals requested a second copy of the questionnaire be mailed for completion, and two principals declined to participate in the study.

Personal telephone calls were made to West Tennessee schools beginning on Friday February 4, 2005. Twenty-seven of the forty-two schools in the seven three one

(731) area code were called first. One voice mail message was left for the principal, eleven messages were left with students or adults other than the principal, and fifteen personal telephone contacts were made with the principal. Ten principals requested a second copy of the questionnaire be mailed, and two principals declined participation in the study.

Personal telephone calls were made beginning on Thursday February 10, 2005 to thirty-one of the forty-one schools in the nine zero one (901) area code from which a questionnaire was not received. Ten principals were left a voice mail message, sixteen messages were left with students or adults other than the principal requesting a return call be made, and only five personal conversations with the principal were held. Four of those principals requested a second copy of the questionnaire be mailed to them, and one principal declined to participate in the study.

In summarizing the total personal contacts, one hundred and seventy-three contacts were made beginning on Wednesday January 26, 2005. All contacts were completed by Thursday February 10, 2005, except for two personal telephone contacts on Friday February 18, 2005 that were unsuccessful in initial attempts. Fifty-seven (57) contacts were made in the East Tennessee area codes (17 contacts in 865 and 40 contacts in 423). Fifty-eight (58) contacts were made in the Middle Tennessee area codes (32 contacts in 615 and 26 contacts in 931). Fifty-eight (58) contacts were made in the West Tennessee area codes (27 contacts in 731 and 31 contacts in 901). (See Table 3.2).

As of Saturday March 26, 2005, a total of one hundred and ninety-two (192) completed questionnaires had been returned for sixty-three and two tenths percent (63.2%) of the three hundred and four (304) principals who were mailed one or two

Table 3.2 Summary of Personal Contact Attempts

	Tennessee Telephone Area Codes						
	East		Middle		West		
Contacts	(865)	(423)	(615)	(931)	(731)	(901)	Totals
Total Schools	37	71	60	53	42	41	304
Total Contacts	17	40	32	26	27	31	173
E-Mail	2	0	1	1	0	0	4
Voice Mail	4	8	9	4	1	10	36
Message	3	9	11	7	11	16	57
Personal Contact	8	23	11	14	15	5	76
2nd Copy Mailed	2	15	8	10	10	4	49
Decline	2	2	2	2	2	1	11

copies of the questionnaire. Fifteen (15) of the three hundred and four (304) principals had chosen to decline participation for four and nine-tenths percent (4.9%). A summary shows the responses received separated by telephone area codes. (See Table 3.3).

Due to the lower response rate from West Tennessee (specifically the 901 area code region) a fourth and final contact strategy was made beginning on Monday February 28, 2005. If there had been no response from the initial mail-out, a follow-through postcard, and a voice mail message or message left with a student or an adult other than the principal to return the call, a fourth attempt to personally speak with the principal was made.

Twenty-two schools in the nine zero one (901) area code were contacted by personal telephone calls. The twenty-two schools were selected because there had been no personal contact with the principal on the previous call session. Either a voice-mail

Table 3.3 Summary of All Data Collected

	Tennessee Telephone Area Codes						
	East		Middle		West		Grand Totals
	(865)	(423)	(615)	(931)	(731)	(901)	
Total Schools	37 of 108	71 of 108	60 of 113	53 of 113	42 of 83	41 of 83	304
Percent of Total Schools in Region	34%	66%	53%	47%	51%	49%	100%
Completed Questionnaires	29 of 37	48 of 71	35 of 60	35 of 53	26 of 42	19 of 41	192 of 304
Percent of Completed Questionnaires	78%	68%	58%	66%	62%	46%	63%
Declined Participation	2 of 37	4 of 71	2 of 60	3 of 53	2 of 42	2 of 41	15 of 304
Percent of Declined Participation	5%	6%	3%	6%	5%	5%	5%
Grand Total Responses (Completions and Declined)	31 of 37 (84%)	52 of 71 (73%)	37 of 60 (62%)	38 of 53 (72%)	28 of 42 (67%)	21 of 41 (51%)	207 of 304 (68%)

message had been left or a message with an adult other than the principal had been left. Seven (7) of the twenty-two principals requested a second copy of the questionnaire and reported that the questionnaire would be completed and returned.

The final data set included one hundred and ninety-two (192) principals that participated in the study. This represented sixty-three and two tenths percent (63.2%) of the original number of three hundred and four principals.

Summary

In this chapter, the methods of conducting the study were presented. After a brief introduction, the population, the instrument design, and the procedures and data collection were given. Chapter four presents and analyzes the data regarding exclusion policies and public high school principals' policy implementation practices.

Chapter Four – Data Presentation and Analysis

Introduction

In this chapter, the data obtained are presented, analyzed, and discussed. The purposes of this study are to: (a) examine exclusion policies and practices in Tennessee's public high schools, (b) determine the degree of uniform agreement of exclusions by Tennessee's public high school principals, and (c) examine alternate actions taken by Tennessee's public high school principals in regard to exclusions.

Presentation of the Data

Data Collection by State Regions. Questionnaires were sent to the three hundred and four (304) high school principals taken from the TSSAA members. Of this number, one hundred and ninety-two (192) principals representing sixty-three and two tenths percent (63.2%) completed and returned the questionnaire. Fifteen (15) principals representing four and nine tenths percent (4.9%) requested to decline participation.

Dividing the state by its three regional divisions, data collected and reported did not equally represent the entire state. Of the 108 schools in the East Tennessee region of telephone area codes (865 and 423), seventy-seven (77) completed questionnaires were returned for seventy-one and three tenth percent (71.3%). Six of the 108 schools in East Tennessee declined to participate for five and six tenths percent (5.6%). (See Table 4.1).

In the Middle Tennessee telephone area codes (615 and 931), seventy (70) of the one hundred thirteen (113) schools completed the questionnaire for sixty-one and nine

Table 4.1 Summary of Principal Participation in the Study

East (865 & 423)	Middle (615 & 931)	West (901 & 731)	Totals
Total Principals (865) 37 schools (423) 71 schools 108 east schools	Total Principals (615) 60 schools (931) 53 schools 113 middle schools	Total Principals (901) 41 schools (731) 42 schools 83 west schools	Total Principals (all area codes) 304 schools
Completed Quest. (East Tennessee) (865) 29 of 37 (78%) (423) 48 of 71 (68%)	Completed Quest. (Middle Tennessee) (615) 35 of 60 (58%) (931) 35 of 53 (66%)	Completed Quest. (West Tennessee) (901) 19 of 41 (46%) (731) 26 of 42 (62%)	Completed Quest. (Total Tennessee) (all area codes) 192 of 304 (63%)
Total 77 of 108(71%)	Total 70 of 113(62%)	Total 45 of 83 (54%)	Total 192 of 304(63%)
Declines (East) (865) 2 of 37(5%) (423) 4 of 71(6%)	Declines (Middle) (615) 2 of 60(3%) (931) 3 of 53(6%)	Declines (West) (901) 2 of 41(5%) (731) 2 of 42(5%)	Declines (Total) (all area codes) 15 of 304(5%)
Quest. Still Out (East Tennessee) (865) 6 of 37(17%) (423) 19 of 71(26%)	Quest. Still Out (Middle Tennessee) (615) 23 of 60(38%) (931) 15 of 53(28%)	Quest. Still Out (West Tennessee) (901) 20 of 41(49%) (731) 14 of 42(33%)	Quest. Still Out (Total Tennessee) (all area codes) 97 of 304(32%)

tenths percent (61.9%). Five of the 113 schools in Middle Tennessee declined to participate for four and four tenths percent (4.4%). (See Table 4.1).

In the West Tennessee telephone area codes (731 and 901), forty-five (45) of the eighty-three (83) schools completed the questionnaire for fifty-four and two tenths percent (54.2%). Four of the 83 schools in West Tennessee declined to participate for four and eight tenths percent (4.8%). (See Table 4.1).

The principals in the nine zero one (901) telephone area code region in metropolitan Memphis were the fewest to respond at forty-six and three tenths percent (46.3%). This number and percentage represented nineteen (19) principals returning the questionnaire. Two principals (5%) declined to participate in the study. The Memphis area needed five to seven additional principals responding to attain fifty-eight percent and sixty-three percent respectively, and thus avoid under representation in the total data set and to give equal weight to the total data set.

The researcher recognized that the Memphis area responses might alter the data. Memphis is the largest city in the state of Tennessee and is the largest school district with over 118,000 K-12 students in 187 schools. Of the nearly 900,000 Tennessee public education students, this translates into one in eight students attending the Memphis City School district. A sub-analysis was run, and a comparison among all principals (192) responding, all principals except Memphis (173) responding, and only Memphis principals (19) responding was made. Although the percentage of students and principals are of similar ratios – twelve percent of Tennessee public school students attend Memphis City and ten percent of the responding principals were from the Memphis City telephone area code, there were differences found in the data results. When the Memphis

data was viewed as a stand-alone data set, nine of the nineteen disciplinary scenarios had a variance of more than ten percent in at least one of the three response categories of no suspension, short-term suspension, or long-term suspension. (See Appendix V).

The differences might be due to Memphis being the largest metropolitan city in the state, the largest school district, and an inner-city school district. The differences might be due to the nature of statistics in a small sample of nineteen principal responses being omitted from the complete data set of one hundred and ninety-two principals. (These differences may be found in Appendix V.) Data from all one hundred and ninety-two principals returning a questionnaire are included in this study. (See Table 4.1).

Data from Disciplinary Scenarios. The data regarding the exclusion of regular education students from Tennessee public high schools were obtained by questionnaire with nineteen disciplinary scenarios that one hundred and ninety-two (192) high school principals completed and returned. The disciplinary scenarios contained in the questionnaire represented various policies that warranted the exclusion of students from school. Principals were asked to select choices from a disposition column (column two) and an alternate/additional action column (column three).

The data analysis and presentation were separated into these response categories of discussion:

1. **No suspension** (No suspension/alternate action). Column two choice – “Disposition – at my school, I would . . . A. No suspension/alternate action” along with the column three choices – “Alternate/Additional Action.”
2. **Short-term suspension – ten days or less** (Suspension/additional action). Column two choices – “Disposition – at my school, I would . . . B.

Suspension of five days or less, C. Suspension of six to ten days, or some selecting E. Other (specify)” along with the column three choices – “Alternate/Additional Action.”

3. Long-term suspensions – more than ten days
(Suspension/Other/alternate/additional action). Column two choice – “Disposition – at my school, I would . . . D. Suspension of more than ten days or some selecting E. Other (specify)” along with column three choices – “Alternate/Additional Action.”
4. Alternate/Additional Action (Action in lieu of suspension/additional action with suspension). Column three choice(s) – Principal may select one or more responses from this column as action other than suspension, including no disciplinary action taken, or principal may select one or more responses as additional actions taken along with suspension.

A brief summary was then given identifying the policy citation, the type of offense, and the manner in which the principals dealt with the scenario. There was sometimes a statement unique to the scenario that was given.

Disciplinary Scenario 1. Fourth Tobacco Possession or Use. Joseph is a 15 year-old high school student found to be in possession of cigarettes and a lighter at school. It is just prior to spring break in March. It is his 4th incident of tobacco possession or use of tobacco this school year.

Responding Principals. One hundred and ninety-two (192) high school principals responded to the column two disposition choices in the tobacco disciplinary scenario.

One hundred and forty-five (145) principals selected one or more column three alternative/additional action choices. (See Table 4.2).

No Suspension. Forty-six principals (24.0%) selected “A. No suspension/alternate action.” All forty-six principals chose an alternate action from the column three choices. No principal selected “a. No disciplinary action taken.” Three principals selected “b. Student conference,” five principals selected “c. Student and parent conference,” two principals selected “d. Referral to school counselor or other school specialist,” seven principals selected “e. Detention,” ten principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” one principal selected “g.

Table 4.2 Fourth Tobacco Possession or Use – Summary

Disposition	Number	Percent	Disposition	Number
A. No Susp/Alt	N=46	24.0%	a. no disc. action	n=0
<u>Short-term total</u>	N=93	48.4%	b. std conf	n=9
B. Susp. < 6 days	N=61	31.8%	c. std/parent conf	n=31
C. Susp. 6-10 days	N=26	13.5%	d. counselor	n=4
E. Other/Shortterm	N=4	2.1%	e. detention	n=7
ISS	N=3	1.6%	f. referral prog.	n=33
Susp.pnd.crt.	N=1	0.5%	g. corporal punish	n=1
<u>Long-term total</u>	N=53	27.6%	h. citation juv.court	n=124
D. Susp. > 10 days	N=24	12.5%	i. other	n=0
E. Other/Longterm	N=29	15.1%		
Alt.School	N=22	11.8%		
DHA	N=7	3.6%		
Not responding	N=0		Not responding	n=47
Total Principals	N=192		Total Principals	n=145

Corporal punishment,” and forty-two principals selected “h. Citation to Juvenile Court.”

No principal selected “i. Other (specify).” (See Table 4.2).

Short-term suspension – ten days or less. Ninety-three principals (48.4%) selected a short-term suspension. Eighty-nine principals selected either “B. Suspension of five days or less” or “C. Suspension of six to ten days.” Four principals selected “E. Other (specify)” and indicated in-school suspension or suspension until court, which implied a short-term suspension and thus met the qualification as a short-term suspension.

Sixty-three principals (32.8%) selected “B. Suspension of five days or less.” Fifteen of the sixty-three principals selecting “B. Suspension of five days or less” did not select any additional action from the column three choices. Forty-eight (48) of the sixty-three (63) principals selected an additional action from the column three choices. No principal selected “a. No disciplinary action taken.” Three principals selected “b. Student conference.” Twelve principals selected “c. Student and parent conference,” and one principal selected “d. Referral to school counselor or other school specialist.” No principal selected “e. Detention.” Thirteen principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,” and thirty-nine principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

Twenty-six principals (13.5%) selected “C. Suspension of six to ten days.” Twelve of the principals selecting “C. Suspension of six to ten days” did not select any additional action from the column three choices. The other fourteen principals selecting “C. Suspension of six to ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and no

principal selected “ b. Student conference.” Three principals selected “c. Student and parent conference.” No principal selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” One principal selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Fourteen principals selected “h. Citation to Juvenile Court” as the other action taken. No principal selected “i. Other (specify).”

Four principals (2.1%) selected “E. Other (specify).” Three principals specified in-school suspension and one principal specified suspension until a court date as the other action taken. This met the qualification of a short-term suspension. No principal selected “a. No disciplinary action taken” and no principal selected “ b. Student conference.” No principal selected “c. Student and parent conference.” No principal selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” One principal selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Three principals selected “h. Citation to Juvenile Court” as the other action taken. No principal selected “i. Other (specify).” (See Table 4.2).

Long-term suspension – more than ten days. Fifty-three principals (27.6%) selected a long-term suspension. Twenty-four (24) principals selected “D. Suspension of more than ten days.” Twenty-nine (29) principals selecting “E. Other” specified either Alternative School placement or Disciplinary Hearing Authority referral, indicating a suspension of more than ten days. This met the qualification of a long-term suspension.

Twenty-four principals (12.5%) selected “D. Suspension of more than ten days.” Fourteen principals selecting “D. Suspension of more than ten days” did not select any

additional action from the column three choices. The other ten principals selecting “D. Suspension of more than ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and no principal selected “b. Student conference.” Four principals selected “c. Student and parent conference.” No principal selected “d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Three principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Five principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

Twenty-nine principals (15.1%) chose “E. Other (specify)” with an indication of a long-term suspension. Twenty-two principals selecting “E. Other” specified Alternative School placement, and seven principals selecting “E. Other” specified Disciplinary Hearing Authority referral, both implying a long-term suspension of more than ten days. Six principals choosing “E. Other (specify)” did not select any additional action from the column three choices. The other twenty-three principals choosing “E. Other (specify)” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken.” Three principals selected “b. Student conference.” Seven principals selected “c. Student and parent conference,” and one principal selected “d. Referral to school counselor or other school specialist.” No principal selected “e. Detention.” Five principals chose “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Twenty-one principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).” (See Table 4.2).

Alternate/Additional Action Taken. All one hundred and ninety-two principals took some type of disciplinary action. One hundred and forty-five of the one hundred and ninety-two principals (75.5%) responding to the tobacco disciplinary scenario selected one or more responses from the column three choices, noting some type of alternate or additional action taken. The most common alternate or additional actions taken were “h. Citation to Juvenile Court” (one hundred and twenty-four), “f. Referral to program, service, or agency designed to address specific behavior/infraction” (thirty-three), and “c. Student and parent conference” (thirty-one). One principal selected “g. Corporal punishment” as a part of the action taken.

Summary. The possession or use of tobacco products is against the law for any person under the age of eighteen (T.C.A. 39-17-1505). Tobacco possession or use is not specifically named as a suspendable offense, but can be cited under the “any other conduct prejudicial to good order or discipline in any public school” category (T.C.A. 49-6-3401). All principals took some kind of disciplinary action. Most principals (124 of 192 – 64.6%) cited the student to Juvenile Court. As a repeat offender, most principals (146 of 192 – 76%) utilized suspension as a consequence for tobacco possession or use, but only 53 of 192 (27.6%) referred the student for a long-term suspension of more than ten days. Short-term suspensions (93 of 192 – 48.4%) were the most common suspension length, usually accompanied by a citation to court. The most common additional actions were citing the student to Juvenile Court (one hundred and twenty-four), referral to a program to address the specific behavior/infraction (thirty-three), and student and parent conferences (thirty-one). One principal specified the use of corporal punishment as a part of the consequence for the offense.

Disciplinary Scenario 2. Third Fighting Incident. Mark is involved in his 3rd fighting incident this school year. He is a high school sophomore and has had in addition two other verbal altercations, each of which did not result in a fight. What action is taken against Mark?

Responding Principals. One hundred and ninety (190) high school principals responded to the column two disposition choices in the third fighting disciplinary scenario. One hundred and nine (109) principals selected one or more column three alternative/additional action choices. (See Table 4.3).

No Suspension. Six principals (3.2%) selected “A. No suspension/alternate action.” All six principals chose an alternate action from the column three choices. No principal selected “a. No disciplinary action taken” and no principal selected “b. Student

Table 4.3 Third Fighting Incident – Summary

Disposition	Number	Percent	Disposition	Number
A. No Susp/Alt	N=6	3.2%	a. no disc. Action	n=0
<u>Short-term total</u>	N=71	37.4%	b. std conf	n=8
B. Susp. < 6 days	N=39	20.3%	c. std/parent conf	n=50
C. Susp. 6-10 days	N=29	15.3%	d. counselor	n=20
E. Other/Shortterm	N=3	1.6%	e. detention	n=0
Suspension	N=2	1.1%	f. referral prog.	n=48
ISS	N=1	0.5%	g. corporal punish	n=1
<u>Long-term total</u>	N=113	59.5%	h. citation juv.court	n=44
D. Susp. > 10 days	N=50	26.3%	i. other	n=0
E. Other/Longterm	N=63	33.2%		
Alt.School	N=52	27.4%		
DHA	N=10	5.3%		
Expulsion	N=1	0.5%		
Not responding	N=2		Not responding	n=81
Total Principals	N=190		Total Principals	n=109

conference.” Two principals selected “c. Student and parent conference” and one principal selected “d. Referral to school counselor or other school specialist.” No principal selected “e. Detention.” Six principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,” and three principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).” (See Table 4.3).

Short-term suspension – ten days or less. Seventy-one principals (37.4%) selected a short-term suspension. Sixty-eight principals selected either “B. Suspension of five days or less” or “C. Suspension of six to ten days.” Three principals selected “E. Other (specify)” and indicated in-school suspension or suspension, which implied a short-term suspension and thus met the qualification as a short-term suspension.

Thirty-nine principals (20.5%) selected “B. Suspension of five days or less.” Sixteen of the thirty-nine principals selecting “B. Suspension of five days or less” did not select any additional action from the column three choices. Twenty-three (23) of the thirty-nine (39) principals selected an additional action from the column three choices. No principal selected “a. No disciplinary action taken.” Three principals selected “b. Student conference.” Eight principals selected “c. Student and parent conference,” and nine principals selected “d. Referral to school counselor or other school specialist.” No principal selected “e. Detention.” Ten principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,” and seven principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

Twenty-nine principals (15.3%) selected “C. Suspension of six to ten days.” Eleven of the principals selecting “C. Suspension of six to ten days” did not select any additional action from the column three choices. The other eighteen principals selecting “C. Suspension of six to ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and one principal selected “ b. Student conference.” Eight principals selected “c. Student and parent conference.” One principal selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Eleven principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Five principals selected “h. Citation to Juvenile Court” as the other action taken. No principal selected “i. Other (specify).”

Three principals (1.6%) selected “E. Other (specify).” One principal specified in-school suspension and two principals specified suspension as the other action taken. This met the qualification of a short-term suspension. No principal selected “a. No disciplinary action taken” and no principal selected “ b. Student conference.” One principal selected “c. Student and parent conference.” One principal selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” One principal selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” No principal selected “h. Citation to Juvenile Court” as the other action taken. No principal selected “i. Other (specify).” (See Table 4.3).

Long-term suspension – more than ten days. One hundred and thirteen principals (59.5%) selected a long-term suspension. Fifty (50) principals selected “D. Suspension

of more than ten days.” Sixty-three (63) principals selecting “E. Other” specified Alternative School placement, Disciplinary Hearing Authority referral, or expulsion, indicating a suspension of more than ten days. This met the qualification of a long-term suspension.

Fifty principals (26.3%) selected “D. Suspension of more than ten days.” Twenty-two principals selecting “D. Suspension of more than ten days” did not select any additional action from the column three choices. The other twenty-eight principals selecting “D. Suspension of more than ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and two principals selected “ b. Student conference.” Sixteen principals selected “c. Student and parent conference.” Four principals selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Ten principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” One principal selected “g. Corporal punishment.” Eleven principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

Sixty-three principals (33.2%) chose “E. Other (specify)” with an indication of a long-term suspension. Fifty-two principals selecting “E. Other” specified Alternative School placement, and ten principals selecting “E. Other” specified Disciplinary Hearing Authority referral. One principal selecting “E. Other” specified expulsion. All three consequences implied a long-term suspension of more than ten days. Thirty-one principals choosing “E. Other (specify)” did not select any additional action from the column three choices. The other thirty-two principals choosing “E. Other (specify)”

selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken.” Two principals selected “b. Student conference.” Fourteen principals selected “c. Student and parent conference,” and four principals selected “d. Referral to school counselor or other school specialist.” No principal selected “e. Detention.” Ten principals chose “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Eighteen principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).” (See Table 4.3).

Alternate/Additional Action. All one hundred and ninety principals took some type of disciplinary action. One hundred and nine of the one hundred and ninety principals (57.4%) responding to the fighting disciplinary scenario selected one or more responses from the column three choices, noting some type of alternate or additional action taken. The most common alternate or additional actions taken were “c. Student and parent conference” (fifty), “f. Referral to program, service, or agency designed to address specific behavior/infraction” (forty-eight), and “h. Citation to Juvenile Court” (forty-four). One principal selected “g. Corporal punishment” as a part of the action taken.

Summary. Fighting (violence or threatened violation) is listed as a suspendable offense in state law (T.C.A. 49-6-3401). All principals took some kind of disciplinary action. As a repeat offender, most principals (184 of 190 – 96.8%) utilized suspension as a consequence for a third fighting offense, and most principals (113 of 190 – 59.5%) referred the student for a long-term suspension of more than ten days. Some principals (44 of 190 – 23.2%) cited the student to Juvenile Court. Short-term suspensions (71 of 190 – 37.4%) were the second-most common suspension length. The most common

additional actions were student and parent conferences (fifty), referral to a program to address the specific behavior/infraction (forty-eight), and citing the student to Juvenile Court (forty-four). One principal specified the use of corporal punishment as a part of the consequence for the offense.

Disciplinary Scenario 3. Class Disruption, Vandalism, Profanity. Brandon is a ninth grade student who gets in trouble for disrupting class. When he is moved to another seat in the back of the class as an isolation reprimand, he takes a staple from his assignment and carves on the desk, “Mr. Jones sux big ones.” He then takes his black felt pen and colors in the carving. When Mr. Jones discovers the damage to school property with the inappropriate language, he escorts Brandon to the office and publicly announces to the principal and other students and staff in the office, “I do not want this young man back in my class ever again.” What action, if any, is taken against Brandon?

Responding Principals. One hundred and eighty-five (185) high school principals responded to the column two disposition choices in the class disruption, vandalism, and profanity disciplinary scenario. One hundred and thirty-eight (138) principals selected one or more column three alternative/additional action choices. (See Table 4.4).

No Suspension. Thirty-four principals (18.4%) selected “A. No suspension/alternate action.” All thirty-four principals chose an alternate action from the column three choices. No principal selected “a. No disciplinary action taken.” Six principals selected “b. Student conference,” nineteen principals selected “c. Student and parent conference,” seven principals selected “d. Referral to school counselor or other school specialist,”

Table 4.4 Class Disruption, Vandalism, Profanity – Summary

Disposition	Number	Percent	Disposition	Number
A. No Susp/Alt	N=34	18.4%	a. no disc. Action	n=0
<u>Short-term total</u>	N=133	71.9%	b. std conf.	n=14
B. Susp. < 6 days	N=92	49.7%	c. std/parent conf.	n=76
C. Susp. 6-10 days	N=32	17.3%	d. counselor	n=17
E. Other/Shortterm	N=9	4.9%	e. detention	n=19
ISS	N=9	4.9%	f. referral prog.	n=18
			g. corporal punish	n=7
<u>Long-term total</u>	N=18	9.7%	h. citation juv.court	n=12
D. Susp. > 10 days	N=5	2.7%	i. other	n=68
E. Other/Longterm	N=13	7.0%	Restitution	n=66
Alt.School	N=10	5.4%	Clean Desks	n=2
DHA	N=3	1.6%		
Not responding	N=7		Not responding	n=47
Total Principals	N=185		Total Principals	n=138

eighteen principals selected “e. Detention,” nine principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” five principals selected “g. Corporal punishment,” and three principals selected “h. Citation to Juvenile Court.” Sixteen principals selected “i. Other (specify).” All sixteen principals selecting “i. Other” specified restitution as the action taken. (See Table 4.4).

Short-term suspension – ten days or less. One hundred and thirty-three principals (71.9%) selected a short-term suspension. One hundred and twenty-four principals selected either “B. Suspension of five days or less” or “C. Suspension of six to ten days.” Nine principals selected “E. Other (specify)” and indicated in-school suspension, which implied a short-term suspension and thus met the qualification as a short-term suspension.

Ninety-two principals (49.7%) selected “B. Suspension of five days or less.” Twenty-eight (28) of the ninety-two (92) principals selecting “B. Suspension of five days or less” did not select any additional action from the column three choices. Sixty-four (64) of the ninety-two (92) principals selected an additional action from the column three choices. No principal selected “a. No disciplinary action taken.” Four principals selected “b. Student conference.” Thirty-six principals selected “c. Student and parent conference,” and six principals selected “d. Referral to school counselor or other school specialist.” One principal selected “e. Detention.” Three principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,” and six principals selected “h. Citation to Juvenile Court.” Thirty-three principals selected “i. Other (specify).” All thirty-three principals selecting “i. Other” specified restitution as the action taken.

Thirty-two principals (17.3%) selected “C. Suspension of six to ten days.” Eleven of the principals selecting “C. Suspension of six to ten days” did not select any additional action from the column three choices. The other twenty-one principals selecting “C. Suspension of six to ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and two principals selected “b. Student conference.” Ten principals selected “c. Student and parent conference.” One principal selected “d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Two principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” One principal selected “g. Corporal punishment.” Two principals selected “h. Citation to Juvenile Court” as the other action taken. Nine principals selected “i. Other (specify).”

Eight principals selecting “i. Other” specified restitution as the action taken. One principal selecting “i. Other” specified clean desks as the action taken.

Nine principals (4.9%) selected “E. Other (specify).” All nine principals specified in-school suspension as the other action taken. This met the qualification of a short-term suspension. Two of the nine principals selecting “E. Other (specify)” did not select any additional action from the column three choices. Seven of the nine principals selected an additional action from the column three choices. No principal selected “a. No disciplinary action taken” and one principal selected “b. Student conference.” Four principals selected “c. Student and parent conference.” No principal selected “d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” One principal selected “f. Referral to program, service, or agency designed to address specific behavior/infracton.” No principal selected “g. Corporal punishment.” No principal selected “h. Citation to Juvenile Court” as the other action taken. Six principals selected “i. Other (specify).” Five principals selecting “i. Other” specified restitution as the action taken. One principal selecting “i. Other” specified clean desks as the action taken. (See Table 4.4).

Long-term suspension – more than ten days. Eighteen principals (9.7%) selected a long-term suspension. Five (5) principals selected “D. Suspension of more than ten days.” Thirteen (13) principals selecting “E. Other” specified either Alternative School placement or Disciplinary Hearing Authority referral, indicating a suspension of more than ten days. This met the qualification of a long-term suspension.

Five principals (2.7%) selected “D. Suspension of more than ten days.” Three principals selecting “D. Suspension of more than ten days” did not select any additional

action from the column three choices. The other two principals selecting “D. Suspension of more than ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and no principal selected “ b. Student conference.” One principal selected “c. Student and parent conference.” No principal selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” One principal selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” No principal selected “h. Citation to Juvenile Court.” One principal selected “i. Other (specify).” The principal selecting “i. Other” specified restitution as the action taken.

Thirteen principals (7.0%) chose “E. Other (specify)” with an indication of a long-term suspension. Ten principals selecting “E. Other” specified Alternative School placement, and three principals selecting “E. Other” specified Disciplinary Hearing Authority referral, both implying a long-term suspension of more than ten days. Three principals choosing “E. Other (specify)” did not select any additional action from the column three choices. The other ten principals choosing “E. Other (specify)” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken.” One principal selected “b. Student conference.” Six principals selected “c. Student and parent conference,” and three principals selected “d. Referral to school counselor or other school specialist.” No principal selected “e. Detention.” Two principals chose “f. Referral to program, service, or agency designed to address specific behavior/infraction.” One principal selected “g. Corporal punishment.” One principal selected “h. Citation to Juvenile Court.” Three principals selected “i. Other

(specify).” All three principals selecting “i. Other” specified restitution as the action taken. (See Table 4.4).

Alternate/Additional Action. All one hundred and eighty-five principals took some type of disciplinary action. One hundred and thirty-eight of the one hundred and eighty-five principals (74.6%) responding to the class disruption, vandalism, profanity disciplinary scenario selected one or more responses from the column three choices, noting some type of alternate or additional action taken. The most common alternate or additional actions taken were “c. Student and parent conference” (seventy-six) and “i. Other (specify)” (sixty-eight). Sixty-six principals specified restitution as the action taken and two principals specified clean desks as the action taken. Seven principals selected “g. Corporal punishment” as a part of the action taken.

Summary. A classroom disruption is not specifically listed as a suspendable offense. A classroom disruption can be cited as a suspendable offense under “any other conduct prejudicial to good order or discipline in any public school” in state law (T.C.A. 49-6-3401). Vandalism (“willful or malicious damage to real property of the school” and “marking, defacing, or destroying school property”) is listed as a suspendable offense in state law (T.C.A. 49-6-3401). Profanity (“vulgar or profane language”) is listed as a suspendable offense in state law (T.C.A. 49-6-3401). All principals took some kind of disciplinary action. Most principals (151 of 185 – 81.6%) utilized suspension as a consequence for a classroom disruption, vandalism, and profanity. Most principals (133 of 185 – 71.9%) used a short-term suspension of less than ten days. Student and parent conferences (seventy-six) were the most commonly listed additional action taken. The second-most common additional actions (sixty-eight) were restitution or cleaning the

damaged desk. Seven principals specified the use of corporal punishment as a part of the consequence for the offense.

Disciplinary Scenario 4. Alcohol Possession, Consumption, Under the Influence.

Sally is a junior in high school. She brings a small bottle of Jim Beam whiskey to school. She purchases a soft drink from a school vending machine, opens it, and consumes some of the soft drink. Sally then empties the Jim Beam into the plastic soft drink bottle and reseals it. She consumes the mixture during lunch and appears to be under the influence of something to her friends. One of her friends advises the teacher on lunch duty, who takes Sally to the office and reports the activity to the principal. Sally admits to possessing, consuming, and being under the influence of alcohol at school. What action, if any, is taken against Sally?

Responding Principals. One hundred and ninety (190) high school principals responded to the column two disposition choices in the alcohol disciplinary scenario. One hundred and nine (109) principals selected one or more column three alternative/additional action choices. (See Table 4.5).

No Suspension. Five principals (2.6%) selected “A. No suspension/alternate action.” All five principals chose an alternate action from the column three choices. No principal selected “a. No disciplinary action taken.” No principal selected “b. Student conference,” one principal selected “c. Student and parent conference,” no principal selected “d. Referral to school counselor or other school specialist,” no principal selected “e. Detention,” five principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,”

Table 4.5 Alcohol Possession, Consumption, and Under the Influence – Summary

Disposition	Number	Percent	Disposition	Number
A. No Susp/Alt	N=5	2.6%	a. no disc. Action	n=0
Short-term total	N=51	26.8%	b. std conf.	n=3
B. Susp. < 6 days	N=22	11.6%	c. std/parent conf.	n=55
C. Susp. 6-10 days	N=29	15.3%	d. counselor	n=16
E. Other/Shortterm	N=0	0.0%	e. detention	n=2
			f. referral prog.	n=53
Long-term total	N=134	70.5%	g. corporal punish	n=1
D. Susp. > 10 days	N=55	28.9%	h. citation juv.court	n=57
E. Other/Longterm	N=79	41.6%	i. other	n=1
Alt.School	N=51	26.8%	S-team	n=1
DHA	N=14	7.4%		
Zero Tolerance	N=12	6.3%		
Expulsion	N=2	1.1%		
Not responding	N=2		Not responding	n=81
Total Principals	N=190		Total Principals	n=109

and no principal selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).” (See Table 4.5).

Short-term suspension – ten days or less. Fifty-one principals (26.8%) selected a short-term suspension. All fifty-one principals selected either “B. Suspension of five days or less” or “C. Suspension of six to ten days.” No principal selected “E. Other (specify)” that met the qualification as a short-term suspension.

Twenty-two principals (11.6%) selected “B. Suspension of five days or less.” Five (5) of the twenty-two (22) principals selecting “B. Suspension of five days or less” did not select any additional action from the column three choices. Seventeen (17) of the twenty-two (22) principals selected an additional action from the column three choices.

No principal selected “a. No disciplinary action taken.” No principal selected “b. Student conference.” Eleven principals selected “c. Student and parent conference,” and three principals selected “d. Referral to school counselor or other school specialist.” No principal selected “e. Detention.” Ten principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,” and five principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

Twenty-nine principals (15.3%) selected “C. Suspension of six to ten days.” Twelve of the principals selecting “C. Suspension of six to ten days” did not select any additional action from the column three choices. The other seventeen principals selecting “C. Suspension of six to ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and one principal selected “ b. Student conference.” Ten principals selected “c. Student and parent conference.” Five principals selected “ d. Referral to school counselor or other school specialist” and two principals selected “e. Detention.” Seven principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Six principals selected “h. Citation to Juvenile Court” as the other action taken. No principal selected “i. Other (specify).”

No principal selected “E. Other (specify)” that met the qualification of a short-term suspension. No principal selected “a. No disciplinary action taken” and no principal selected “ b. Student conference.” No principal selected “c. Student and parent conference.” No principal selected “ d. Referral to school counselor or other school

specialist” and no principal selected “e. Detention.” No principal selected “f. Referral to program, service, or agency designed to address specific behavior/infracton.” No principal selected “g. Corporal punishment.” No principal selected “h. Citation to Juvenile Court” as the other action taken. No principal selected “i. Other (specify).” (See Table 4.5).

Long-term suspension – more than ten days. One hundred and thirty-four principals (70.5%) selected a long-term suspension. Fifty-five (55) principals selected “D. Suspension of more than ten days.” Seventy-nine (79) principals selecting “E. Other” specified Alternative School placement, Disciplinary Hearing Authority referral, zero tolerance, or expulsion indicating a suspension of more than ten days. This met the qualification of a long-term suspension.

Fifty-five principals (28.9%) selected “D. Suspension of more than ten days.” Twenty-six principals selecting “D. Suspension of more than ten days” did not select any additional action from the column three choices. The other twenty-nine principals selecting “D. Suspension of more than ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and one principal selected “ b. Student conference.” Thirteen principals selected “c. Student and parent conference.” Four principals selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Fifteen principals selected “f. Referral to program, service, or agency designed to address specific behavior/infracton.” No principal selected “g. Corporal punishment.” Twenty-one principals selected “h. Citation to Juvenile Court.” One principal selected “i. Other (specify),” and specified referral to an S-team as the action taken.

Seventy-nine principals (41.6%) chose “E. Other (specify)” with an indication of a long-term suspension. Fifty-one principals selecting “E. Other” specified Alternative School placement, fourteen principals selecting “E. Other” specified Disciplinary Hearing Authority referral, twelve principals selecting “E. Other” specified Zero Tolerance offense, two principals selecting “E. Other” specified expulsion, all of these consequences implying a long-term suspension of more than ten days. Thirty-eight principals choosing “E. Other (specify)” did not select any additional action from the column three choices. The other forty-one principals choosing “E. Other (specify)” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken.” One principal selected “b. Student conference.” Twenty principals selected “c. Student and parent conference,” and four principals selected “d. Referral to school counselor or other school specialist.” No principal selected “e. Detention.” Sixteen principals chose “f. Referral to program, service, or agency designed to address specific behavior/infraction.” One principal selected “g. Corporal punishment.” Twenty-five principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).” (See Table 4.5).

Alternate/Additional Action. All one hundred and ninety principals took some type of disciplinary action. One hundred and nine of the one hundred and ninety principals (57.4%) responding to the alcohol disciplinary scenario selected one or more responses from the column three choices, noting some type of alternate or additional action taken. The most common alternate or additional actions taken were “h. Citation to Juvenile Court” (fifty-seven), “c. Student and parent conference” (fifty-five), and “f. Referral to

program, service, or agency designed to address specific behavior/infraction” (fifty-three). One principal selected “g. Corporal punishment” as a part of the action taken.

Summary. The possession, consumption, or transportation of any intoxicating liquor or beer for any purpose is against the law for any person under the age of twenty-one (T.C.A. 57-3-412). The possession, transmission, consumption, and being under the influence of alcohol is not specifically identified as a suspendable offense. Alcohol is included in the definition for drugs in the section of drug testing for students (T.C.A. 49-6-4213). Possession, consumption, and being under the influence of alcohol can be a reason for suspension under “any other conduct prejudicial to good order or discipline in any public school” in state law (T.C.A. 49-6-3401). All principals took some kind of disciplinary action. Most principals (185 of 190 – 97.4%) utilized suspension as a consequence for possession, consumption, and being under the influence of alcohol. Most principals (134 of 190 – 70.5%) used a long-term suspension of more than ten days. Additional actions taken were evenly distributed among citation to Juvenile Court (fifty-seven), student and parent conferences (fifty-five), and a referral to a program, service, or agency designed to address the specific behavior or infraction (fifty-three). Some principals (28 of 190 – 14.7%) specified a long-term suspension without identifying whether or not a student would be allowed to attend some type of alternative program. Fourteen principals referred the student to a Disciplinary Hearing Authority for disposition, twelve principals specified zero tolerance, and one specified expulsion. One principal specified the use of corporal punishment as a part of the consequence for the offense.

Disciplinary Scenario 5. Incomplete Immunization Records. Sue is a ninth grade student enrolling in high school in August. After attending for two weeks, the school nurse checks records and discovers she has an incomplete immunization record. Sue's mother is notified and advised of this omission and schedules the earliest appointment possible with their family physician. The appointment is three weeks away after Labor Day. What action, if any, is taken against Sue?

Responding Principals. One hundred and eighty-seven (187) high school principals responded to the column two disposition choices in the immunization disciplinary scenario. One hundred and forty-eight (148) principals selected one or more column three alternative/additional action choices. (See Table 4.6).

Table 4.6 Incomplete Immunization Records – Summary

Disposition	Number	Percent	Disposition	Number
A. No Susp/Alt	N=149	79.7%	a. no disc. Action	n=39
<u>Short-term total</u>	N=33	17.6%	b. std conf	n=4
B. Susp. < 6 days	N=1	0.5%	c. std/parent conf	n=71
C. Susp. 6-10 days	N=0	0.0%	d. counselor	n=20
E. Other/Shortterm	N=32	17.1%	e. detention	n=0
Enroll/deadline	N=14	7.5%	f. referral prog.	n=37
Homebound	N=3	1.6%	g. corporal punish	n=0
Consult Atty.	N=1	0.5%	h. citation juv.court	n=0
			i. other	n=19
<u>Long-term total</u>	N=5	2.7%	Enroll w/ deadline	n=15
D. Susp. > 10 days	N=5	2.7%	Homebound	n=3
E. Other/Longterm	N=0	0.0%	Consult attorney	n=1
Not responding	N=5		Not responding	n=39
Total Principals	N=187		Total Principals	n=148

No Suspension. One hundred and forty-nine principals (79.7%) selected “A. No suspension/alternate action.” Twelve principals selecting “A. No suspension/alternate action” did not select an alternate action from the column three choices. One hundred and thirty-seven principals chose an alternate action from the column three choices. Thirty-nine principals selected “a. No disciplinary action taken.” Four principals selected “b. Student conference,” sixty-three principals selected “c. Student and parent conference,” and nineteen principals selected “d. Referral to school counselor or other school specialist.” No principal selected “e. Detention,” thirty-five principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” and no principal selected “g. Corporal punishment.” No principal selected “h. Citation to Juvenile Court.” Nineteen principals selected “i. Other (specify).” Fifteen principals selecting “i. Other” specified enroll the student with a deadline as the action taken. Three principals selecting “i. Other” specified homebound and one principal selecting “i. Other” specified consult an attorney as the action taken. (See Table 4.6).

Short-term suspension – ten days or less. Thirty-three principals (17.6%) selected a short-term suspension. One principal selected “B. Suspension of five days or less.” No principal selected “C. Suspension of six to ten days.” Thirty-two principals selected “E. Other (specify)” and indicated the student be out of school until shot record is complete or suspension until shot record is complete, which implied a short-term suspension and thus met the qualification as a short-term suspension.

One principal (0.5%) selected “B. Suspension of five days or less.” The one principal selected an additional action from the column three choices. One principal selected “c. Student and parent conference.”

Thirty-two principals (17.1%) selected “E. Other (specify).” All thirty-two principals specified the student be out of school until shot record is complete or suspension until shot record is complete as the other action taken. This met the qualification of a short-term suspension. Twenty-three of the thirty-two principals selecting “E. Other (specify)” did not select any additional action from the column three choices. Nine of the thirty-two principals selected an additional action from the column three choices. No principal selected “a. No disciplinary action taken” and no principal selected “b. Student conference.” Six principals selected “c. Student and parent conference.” One principal selected “d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Two principals selected “f. Referral to program, service, or agency designed to address specific behavior/infracton.” No principal selected “g. Corporal punishment.” No principal selected “h. Citation to Juvenile Court” as the other action taken. No principal selected “i. Other (specify).” (See Table 4.6).

Long-term suspension – more than ten days. Five principals (2.7%) selected a long-term suspension. All five principals selected “D. Suspension of more than ten days.” No principal selected “E. Other,” indicating a suspension of more than ten days.

Five principals (2.7%) selected “D. Suspension of more than ten days.” Four principals selecting “D. Suspension of more than ten days” did not select any additional action from the column three choices. The principal selecting “D. Suspension of more than ten days” selected “c. Student and parent conference” as the additional action taken. (See Table 4.6).

Alternate/Additional Action. Fifty-one principals took no type of disciplinary action.

One hundred and forty-eight of the one hundred and eighty-seven principals (79.1%) responding to the incomplete immunization record disciplinary scenario selected one or more responses from the column three choices, noting some type of alternate or additional action taken. The most common alternate or additional actions taken were “c. Student and parent conference” (seventy-one), “a. No disciplinary action taken” (thirty-nine), and “f. Referral to program, service, or agency designed to address specific behavior/infraction” (thirty-seven). No principal selected “g. Corporal punishment” as a part of the action taken.

Summary. “No children shall be permitted to attend any public school until proof of immunization is given to the admissions officer of the school”(T.C.A. 49-6-5001). “It is the responsibility of the parents or guardians to have their children immunized, unless a signed written statement is filed with the school authorities that such immunization conflict with the parent’s or guardian’s religious tenets and practices” (T.C.A. 49-6-5001). A student having an incomplete immunization record is not specifically named as a suspendable offense, but can be cited under the “any other conduct prejudicial to good order or discipline in any public school” category (T.C.A. 49-6-3401). Most principals (149 of 187 – 79.7%) took no suspension action, but took some type of other action. Some of the principals (51 of 187 – 27.3%) took no disciplinary action. The other ninety-six principals choosing an alternate action had conferences with the student and/or the parent (seventy-five), referred the student to an agency designed to address the incomplete records (thirty-seven), or enrolled the student with a deadline or placed the student on homebound (eighteen).

State law specifies that students enrolled without furnishing proof of immunization shall not be counted in the average daily attendance of students for the distribution of state funds (T.C.A. 49-6-5001). Some principals (38 of 187 – 20.3%) utilized suspension as a consequence for incomplete immunization records, with thirty-two principals specifying the student be out of school until shot records are complete. Only five principals referred the student for a long-term suspension of more than ten days. Short-term suspensions (33 of 187 – 17.6%) were the most common suspension length. No principal specified the use of corporal punishment as a part of the consequence for the offense.

Disciplinary Scenario 6. Willful and Persistent Violation of School Rules. Gabe is brought to the office for a classroom disruption and for being disrespectful to the teacher in front of the class. Gabe is a tenth-grade student who has willfully and persistently violated school rules including excessive tardiness, being out of the assigned area, truancy, a lack of academic effort, public displays of affection, dress code violations, refusal to do as instructed, and verbal disrespect to adult staff members. It is February, and Gabe has two prior suspensions of one and three days respectively. What action, if any, is taken against Gabe?

Responding Principals. One hundred and ninety (190) high school principals responded to the column two disposition choices in the willful and persistent violation of school rules disciplinary scenario. Ninety-five (95) principals selected one or more column three alternative/additional action choices. (See Table 4.7).

No Suspension. Eleven principals (5.8%) selected “A. No suspension/alternate action.” All eleven principals chose an alternate action from the column three choices. No

Table 4.7 Willful and Persistent Violation of School Rules – Summary

Disposition	Number	Percent	Disposition	Number
A. No Susp/Alt	N=11	5.8%	a. no disc. Action	n=0
Short-term total	N=90	47.4%	b. std conf	n=11
B. Susp. < 6 days	N=44	23.2%	c. std/parent conf	n=62
C. Susp. 6-10 days	N=41	21.6%	d. counselor	n=20
E. Other/Shortterm	N=5	2.6%	e. detention	n=4
ISS	N=5	2.6%	f. referral prog.	n=42
			g. corporal punish	n=0
Long-term total	N=89	46.8%	h. citation juv.court	n=9
D. Susp. > 10 days	N=30	15.8%	i. other	n=2
E. Other/Longterm	N=59	31.1%	Behavior contract	n=1
Alt.School	N=50	26.3%	S-team referral	n=1
DHA	N=9	4.7%		
Not responding	N=2		Not responding	n=95
Total Principals	N=190		Total Principals	n=95

principal selected “a. No disciplinary action taken.” No principal selected “b. Student conference,” five principals selected “c. Student and parent conference,” and two principals selected “d. Referral to school counselor or other school specialist.” Four principals selected “e. Detention,” seven principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” and no principal selected “g. Corporal punishment.” One principal selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).” (See Table 4.7).

Short-term suspension – ten days or less. Ninety principals (47.4%) selected a short-term suspension. Eighty-five principals selected either “B. Suspension of five days or less” or “C. Suspension of six to ten days.” Five principals selected “E. Other (specify)” and indicated in-school suspension, which implied a short-term suspension and thus met the

qualification as a short-term suspension.

Forty-four principals (23.2%) selected “B. Suspension of five days or less.” Sixteen (16) of the forty-four (44) principals selecting “B. Suspension of five days or less” did not select any additional action from the column three choices. Twenty-eight (28) of the forty-four (44) principals selected an additional action from the column three choices. No principal selected “a. No disciplinary action taken.” Six principals selected “b. Student conference.” Fifteen principals selected “c. Student and parent conference” and eight principal selected “d. Referral to school counselor or other school specialist.” No principal selected “e. Detention.” Eleven principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,” and two principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

Forty-one principals (21.6%) selected “C. Suspension of six to ten days.” Twenty-five of the principals selecting “C. Suspension of six to ten days” did not select any additional action from the column three choices. The other sixteen principals selecting “C. Suspension of six to ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and one principal selected “ b. Student conference.” Fourteen principals selected “c. Student and parent conference.” Three principals selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Six principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” One principal selected “h. Citation to Juvenile Court” as the other action taken. Two principals selected “i. Other (specify).”

One principal selecting “i. Other” specified behavior contract with the student as the action taken and one principal selecting “i. Other” specified S-team referral as the action taken. (See Table 4.7).

Five principals (2.6%) selected “E. Other (specify).” All five principals specified in-school suspension as the other action taken. This met the qualification of a short-term suspension. Three of the five principals selecting “E. Other (specify)” did not select any additional action from the column three choices. Two of the five principals selected an additional action from the column three choices. No principal selected “a. No disciplinary action taken” and no principal selected “b. Student conference.” One principal selected “c. Student and parent conference.” Two principals selected “d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” No principal selected “f. Referral to program, service, or agency designed to address specific behavior/infracton.” No principal selected “g. Corporal punishment.” No principal selected “h. Citation to Juvenile Court” as the other action taken. No principal selected “i. Other (specify).” (See Table 4.7).

Long-term suspension – more than ten days. Eighty-nine principals (46.8%) selected a long-term suspension. Thirty (30) principals selected “D. Suspension of more than ten days.” Fifty-nine (59) principals selecting “E. Other” specified either Alternative School placement or Disciplinary Hearing Authority referral, indicating a suspension of more than ten days. This met the qualification of a long-term suspension.

Thirty principals (15.8%) selected “D. Suspension of more than ten days.” Sixteen principals selecting “D. Suspension of more than ten days” did not select any additional action from the column three choices. The other fourteen principals selecting

“D. Suspension of more than ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and two principals selected “ b. Student conference.” Ten principals selected “c. Student and parent conference.” Two principals selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Six principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Two principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

Fifty-nine principals (31.1%) chose “E. Other (specify)” with an indication of a long-term suspension. Fifty principals selecting “E. Other” specified Alternative School placement, and nine principals selecting “E. Other” specified Disciplinary Hearing Authority referral, both implying a long-term suspension of more than ten days. Thirty-five principals choosing “E. Other (specify)” did not select any additional action from the column three choices. The other twenty-four principals choosing “E. Other (specify)” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken.” Two principals selected “b. Student conference.” Seventeen principals selected “c. Student and parent conference,” and three principals selected “d. Referral to school counselor or other school specialist.” No principal selected “e. Detention.” Twelve principals chose “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Three principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).” (See Table 4.7).

Alternate/Additional Action. All one hundred and ninety principals took some type of disciplinary action. Ninety-five of the one hundred and ninety principals (50.0%) responding to the willful and persistent violation of school rules disciplinary scenario selected one or more responses from the column three choices, noting some type of alternate or additional action taken. The most common alternate or additional actions taken were “c. Student and parent conference” (sixty-two), “f. Referral to program, service, or agency designed to address specific behavior/infraction” (forty-two), and “d. Referral to school counselor or other school specialist” (twenty). No principal selected “g. Corporal punishment” as a part of the action taken.

Summary. “Willful and persistent violation of the rules of the school or truancy” is one of the reasons given to suspend students from school (T.C.A. 49-6-3401). All principals took some type of disciplinary action. As a repeat, multiple offender of school rules, most principals (179 of 190 – 94.2%) utilized suspension as a consequence. Long-term suspensions (89 of 190 – 46.8%) and short-term suspensions (90 of 190 – 47.4%) were evenly divided, and half of the principals (95 of 190 – 50%) identified additional actions taken. The most common additional actions were student and parent conferences (sixty-two), referral to a program to address the specific behavior/infraction (forty-two), and referral to school counselor or other school specialist (twenty). No principal specified the use of corporal punishment as a part of the consequence for the offenses.

Disciplinary Scenario 7. Drug Possession and Transmission (Hydrocodone). Justin is a 10th grader who is suspected of possessing and transmitting “Hydros” (Schedule II prescription Hydrocodone) at school. After an interview with Justin when he denies any participation of the alleged activities, Justin is searched. The administration discovers in

Justin’s jacket an empty bottle of Hydrocodone prescribed to his mother. Two other student witnesses each admit to purchasing three “Hydros” from Justin for ten dollars. This is Justin’s first offense of the drug policy. What action, if any, is taken against Justin?

Responding Principals. One hundred and ninety (190) high school principals responded to the column two disposition choices in the drug possession and transmission (Hydrocodone) disciplinary scenario. One hundred and twelve (112) principals selected one or more column three alternative/additional action choices. (See Table 4.8).

No Suspension. Five principals (2.6%) selected “A. No suspension/alternate action.” All five principals chose an alternate action from the column three choices. No principal selected “a. No disciplinary action taken.” One principal selected “b. Student

Table 4.8 Drug Possession and Transmission (Hydrocodone) – Summary

Disposition	Number	Percent	Disposition	Number
A. No Susp/Alt	N=5	2.6%	a. no disc. Action	n=0
Short-term total	N=17	8.9%	b. std conf	n=9
B. Susp. < 6 days	N=6	3.2%	c. std/parent conf	N=54
C. Susp. 6-10 days	N=11	5.8%	d. counselor	N=10
E. Other/Shortterm	N=0	0.0%	e. detention	n=1
Long-term total	N=168	88.4%	f. referral prog.	N=46
D. Susp. > 10 days	N=53	27.9%	g. corporal punish	n=1
E. Other/Longterm	N=115	60.5%	h. citation juv.court	n=72
Zero Tolerance	N=45	23.7%	i. other	n=1
Alt.School	N=39	19.5%	S-team	n=1
DHA	N=21	11.1%		
Expulsion	N=11	5.8%		
Not responding	N=2		Not responding	n=78
Total Principals	N=190		Total Principals	n=112

conference” and three principals selected “c. Student and parent conference.” One principal selected “d. Referral to school counselor or other school specialist,” no principal selected “e. Detention,” and three principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment” and one principal selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).” (See Table 4.8).

Short-term suspension – ten days or less. Seventeen principals (8.9%) selected a short-term suspension. All seventeen principals selected either “B. Suspension of five days or less” or “C. Suspension of six to ten days.” No principal selected “E. Other (specify),” which met the qualification as a short-term suspension.

Six principals (3.2%) selected “B. Suspension of five days or less.” One principal selecting “B. Suspension of five days or less” did not select any additional action from the column three choices. Four of the six principals selected an additional action from the column three choices. No principal selected “a. No disciplinary action taken” and no principal selected “b. Student conference.” Two principals selected “c. Student and parent conference,” and no principal selected “d. Referral to school counselor or other school specialist.” No principal selected “e. Detention.” Three principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,” and one principal selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

Eleven principals (5.8%) selected “C. Suspension of six to ten days.” Two of the principals selecting “C. Suspension of six to ten days” did not select any additional action from the column three choices. The other nine principals selecting “C. Suspension of six

to ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and no principal selected “ b. Student conference.” Five principals selected “c. Student and parent conference.” No principal selected “ d. Referral to school counselor or other school specialist” and one principal selected “e. Detention.” Five principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Five principals selected “h. Citation to Juvenile Court” as the other action taken. No principal selected “i. Other (specify).” (See Table 4.8).

Long-term suspension – more than ten days. One hundred and sixty-eight principals (88.4%) selected a long-term suspension. Fifty-three (53) principals selected “D. Suspension of more than ten days.” One hundred and fifteen (115) principals selecting “E. Other” specified Zero Tolerance, Alternative School placement, Disciplinary Hearing Authority referral, or expulsion, indicating a suspension of more than ten days. This met the qualification of a long-term suspension.

Fifty-three principals (27.9%) selected “D. Suspension of more than ten days.” Nineteen principals selecting “D. Suspension of more than ten days” did not select any additional action from the column three choices. The other thirty-four principals selecting “D. Suspension of more than ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and three principals selected “ b. Student conference.” Fifteen principals selected “c. Student and parent conference.” Three principals selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Eighteen principals selected “f. Referral to program, service, or agency designed to address

specific behavior/infraction.” No principal selected “g. Corporal punishment.” Twenty-four principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

One hundred and fifteen principals (60.5%) chose “E. Other (specify)” with an indication of a long-term suspension. Forty-five principals selecting “E. Other” specified Zero Tolerance, thirty-seven principals selecting “E. Other” specified Alternative School placement, twenty-one principals selecting “E. Other” specified Disciplinary Hearing Authority referral, and eleven principals selecting “E. Other” specified expulsion, all consequences implying a long-term suspension of more than ten days. Fifty-five principals choosing “E. Other (specify)” did not select any additional action from the column three choices. The other sixty principals choosing “E. Other (specify)” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken.” Five principals selected “b. Student conference.” Twenty-nine principals selected “c. Student and parent conference,” and six principals selected “d. Referral to school counselor or other school specialist.” No principal selected “e. Detention.” Seventeen principals chose “f. Referral to program, service, or agency designed to address specific behavior/infraction.” One principal selected “g. Corporal punishment.” Forty-one principals selected “h. Citation to Juvenile Court.” One principal selected “i. Other (specify).” The principal selecting “i. Other” specified S-team referral as the action taken. (See Table 4.8).

Alternate/Additional Action. All one hundred and ninety principals took some type of disciplinary action. One hundred and twelve of the one hundred and ninety principals (58.9%) responding to the drug possession and transmission (Hydrocodone) disciplinary

scenario selected one or more responses from the column three choices, noting some type of alternate or additional action taken. The most common alternate or additional actions taken were “h. Citation to Juvenile Court” (seventy-two), “c. Student and parent conference” (fifty-four), and “f. Referral to program, service, or agency designed to address specific behavior/infraction” (forty-six). One principal selected “g. Corporal punishment” as a part of the action taken.

Summary. Hydrocodone is listed as a Schedule II drug as a controlled substance (T.C.A. 39-17-408). “A student unlawfully possessing any drug including ‘controlled substance’ as defined in §§ 39-17-403 through 39-17-415 shall be expelled for a period of not less than one (1) calendar year, except that the director may modify this expulsion on a case-by-case basis” [T.C.A. 49-6-3401(g)]. Possession of Hydrocodone at school is a Zero Tolerance violation in the state of Tennessee (T.C.A. 49-6-4216) and mandates a minimum consequence of one (1) calendar year expulsion. Most principals (185 of 190 – 97.4%) utilized suspension as a consequence for the possession and transmission of Hydrocodone at school. Most principals (168 of 190 – 88.4%) specified a long-term suspension for more than ten days. Sixty-five of the principals utilizing a long-term suspension also cited the student to Juvenile Court. The most common alternate/additional actions taken by all principals were citation to Juvenile Court (seventy-two), student and parent conference (fifty-four), and referral to program, service, or agency designed to address specific behavior/infraction (forty-six). One principal specified the use of corporal punishment as a part of the consequence for the offense.

Disciplinary Scenario 8. Discharging Fireworks (Explosive Device). James is a tenth grade student who has math class in a portable classroom beside the gymnasium. Just prior to entering the classroom, James ignites a pack of firecrackers and throws the long-fused fireworks outside between the portable and the gym. Thirty seconds later, after James and his classmates are seated and the teacher is checking the roll, the fireworks explode. The sound is amplified between the buildings, causing a major disruption for the entire school. James is implicated and admits to bringing and igniting the firecrackers. What action, if any, is taken against James?

Responding Principals. One hundred and ninety (190) high school principals responded to the column two disposition choices in the explosive device fireworks disciplinary scenario. Ninety-four (94) principals selected one or more column three alternative/additional action choices. (See Table 4.9).

No Suspension. Three principals (1.6%) selected “A. No suspension/alternate action.” All three principals chose an alternate action from the column three choices. No principal selected “a. No disciplinary action taken” and no principal selected “b. Student conference.” No principal selected “c. Student and parent conference” and no principal selected “d. Referral to school counselor or other school specialist.” One principal selected “e. Detention.” No principal selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” two principals selected “g. Corporal punishment,” and no principal selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).” (See Table 4.9).

Short-term suspension – ten days or less. One hundred principals (52.6%) selected a short-term suspension. Ninety-six principals selected either “B. Suspension of five days

Table 4.9 Explosive Device (Fireworks) Incident – Summary

Disposition	Number	Percent	Disposition	Number
A. No Susp/Alt	N=3	1.6%	a. no disc. action	n=0
Short-term total	N=100	52.6%	b. std conf	n=11
B. Susp. < 6 days	N=53	27.9%	c. std/parent conf	n=61
C. Susp. 6-10 days	N=43	22.6%	d. counselor	n=12
E. Other/Shortterm	N=4	2.1%	e. detention	n=3
ISS	N=4	2.1%	f. referral prog.	n=20
Long-term total	N=87	45.8%	g. corporal punish	n=5
D. Susp. > 10 days	N=37	19.5%	h. citation juv.court	n=40
E. Other/Longterm	N=50	26.3%	i. other	n=1
Alt.School	N=28	14.7%	Fire Marshall	n=1
DHA	N=11	5.9%		
Zero Tol.	N=8	4.2%		
Expulsion	N=3	1.6%		
Not responding	N=2		Not responding	n=96
Total Principals	N=190		Total Principals	n=94

or less” or “C. Suspension of six to ten days.” Four principals selected “E. Other (specify)” and indicated in-school suspension, which implied a short-term suspension and thus met the qualification as a short-term suspension.

Fifty-three principals (27.9%) selected “B. Suspension of five days or less.” Twenty-six (26) of the fifty-three (53) principals selecting “B. Suspension of five days or less” did not select an additional action from the column three choices. Twenty-seven (27) of the fifty-three (53) principals selected an additional action from the column three choices. No principal selected “a. No disciplinary action taken.” Four principals selected “b. Student conference.” Nineteen principals selected “c. Student and parent conference,” and four principals selected “d. Referral to school counselor or other school specialist.” One principal selected “e. Detention.” Two principals selected “f. Referral to

program, service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,” and ten principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

Forty-three principals (22.6%) selected “C. Suspension of six to ten days.” Twenty-two of the principals selecting “C. Suspension of six to ten days” did not select any additional action from the column three choices. The other twenty-one principals selecting “C. Suspension of six to ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and two principals selected “ b. Student conference.” Fourteen principals selected “c. Student and parent conference.” Two principals selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Six principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” One principal selected “g. Corporal punishment.” Ten principals selected “h. Citation to Juvenile Court” as the other action taken. One principal selected “i. Other (specify).” The principal selecting “i. Other” specified contact the Fire Marshall as the action taken.

Four principals (2.1%) selected “E. Other (specify).” All four principals specified in-school suspension as the other action taken. This met the qualification of a short-term suspension. Two of the four principals selecting “E. Other (specify)” did not select any additional action from the column three choices. Two of the four principals selected an additional action from the column three choices. No principal selected “a. No disciplinary action taken” and no principal selected “ b. Student conference.” One principal selected “c. Student and parent conference.” One principal selected “ d.

Referral to school counselor or other school specialist” and no principal selected “e. Detention.” No principal selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” Two principals selected “g. Corporal punishment.” No principal selected “h. Citation to Juvenile Court” as the other action taken. No principal selected “i. Other (specify).” (See Table 4.9).

Long-term suspension – more than ten days. Eighty-seven principals (45.8%) selected a long-term suspension. Thirty-seven (37) principals selected “D. Suspension of more than ten days.” Fifty-nine (50) principals selecting “E. Other” specified Alternative School placement, Disciplinary Hearing Authority referral, Zero Tolerance offense, or expulsion, indicating a suspension of more than ten days. This met the qualification of a long-term suspension.

Thirty-seven principals (19.5%) selected “D. Suspension of more than ten days.” Eighteen principals selecting “D. Suspension of more than ten days” did not select any additional action from the column three choices. The other nineteen principals selecting “D. Suspension of more than ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and three principals selected “ b. Student conference.” Thirteen principals selected “c. Student and parent conference.” Four principals selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Eight principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Nine principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

Fifty principals (26.3%) chose “E. Other (specify)” with an indication of a long-term suspension. Twenty-eight principals selecting “E. Other” specified Alternative School placement, and eleven principals selecting “E. Other” specified Disciplinary Hearing Authority referral. Eight principals selecting “E. Other” specified Zero Tolerance offense. Three principals selecting “E. Other” specified expulsion. All four consequences implied a long-term suspension of more than ten days. Twenty-eight principals choosing “E. Other (specify)” did not select any additional action from the column three choices. The other twenty-two principals choosing “E. Other (specify)” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken.” Two principals selected “b. Student conference.” Fourteen principals selected “c. Student and parent conference,” and one principal selected “d. Referral to school counselor or other school specialist.” One principal selected “e. Detention.” Four principals chose “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Eleven principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).” (See Table 4.9).

Alternate/Additional Action. All one hundred and ninety principals took some type of disciplinary action. Ninety-four of the one hundred and ninety principals (49.5%) responding to the fireworks disciplinary scenario selected one or more responses from the column three choices, noting some type of alternate or additional action taken. The most common alternate or additional actions taken were “c. Student and parent conference” (sixty-one), “h. Citation to Juvenile Court” (forty), and “f. Referral to program, service,

or agency designed to address specific behavior/infraction” (twenty). Five principals selected “g. Corporal punishment” as a part of the action taken.

Summary. Possessing and igniting fireworks at school is not specifically listed as a suspendable offense. A student may be suspended under the category of “any other conduct prejudicial to good order or discipline in any public school” (T.C.A. 49-6-3401). Three principals chose detention and five principals chose corporal punishment as a part of the consequence for possessing and igniting fireworks at school. Almost all principals (98.4%) utilized a suspension of some length as a consequence for the offense. Almost half of the principals (87 of 190 – 45.8%) utilized a long-term suspension of more than ten days, and over half of the principals (100 of 190 – 52.6%) utilized a short-term suspension of ten days or less as a consequence for the fireworks offense. Some principals (40 of 190 – 21.0%) cited the student to Juvenile Court. The most common additional actions were student and parent conferences (sixty-one), citing the student to Juvenile Court (forty), and a referral to a program to address the specific behavior/infraction (twenty). Five principals specified the use of corporal punishment as a part of the consequence for the offense.

Disciplinary Scenario 9. Possession of a Knife. Clay is a high school freshman found to be in possession of a 5-inch lock-blade pocketknife. He says he has just started a job at a local business. He adds that he uses the knife at work only as a tool to complete his tasks at work. What action, if any, is taken against Clay?

Responding Principals. One hundred and ninety (190) high school principals responded to the column two disposition choices in the knife possession disciplinary scenario. One

hundred and twenty-one (121) principals selected one or more column three alternative/additional action choices. (See Table 4.10).

No Suspension. Forty-four principals (23.2%) selected “A. No suspension/alternate action.” All forty-four principals chose an alternate action from the column three choices. No principal selected “a. No disciplinary action taken” and six principals selected “b. Student conference.” Thirty-five principals selected “c. Student and parent conference” and one principal selected “d. Referral to school counselor or other school specialist.” Two principals selected “e. Detention.” One principal selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,” and one principal selected “h. Citation to Juvenile Court.” Fifteen principals selected “i. Other (specify).” Ten principals selecting

Table 4.10 Knife Possession Incident – Summary

Disposition	Number	Percent	Disposition	Number
A. No Susp/Alt	N=44	23.2%	a. no disc. Action	n=0
<u>Short-term total</u>	N=38	20.0%	b. std conf	n=10
B. Susp. < 6 days	N=28	14.7%	c. std/parent conf	n=82
C. Susp. 6-10 days	N=9	4.7%	d. counselor	n=6
E. Other/Shortterm	N=1	0.5%	e. detention	n=3
ISS	N=1	0.5%	f. referral prog.	n=22
<u>Long-term total</u>	N=108	56.8%	g. corporal punish	n=0
D. Susp. > 10 days	N=45	23.7%	h. citation juv.court	n=35
E. Other/Longterm	N=63	33.2%	i. other	n=19
Alt.School	N=20	10.5%	Confiscate knife	n=13
Zero Tol.	N=20	10.5%	Verify job	n=3
DHA	N=20	10.5%	Investigate	n=2
Expulsion	N=3	1.6%	S-team referral	n=1
Not responding	N=2		Not responding	n=69
Total Principals	N=190		Total Principals	n=121

“i. Other” specified confiscate the knife as the action taken. Three principals selecting “i. Other” specified verify the job as the action taken. Two principals selecting “i. Other” specified investigate further as the action taken. (See Table 4.10).

Short-term suspension – ten days or less. Thirty-eight principals (20.0%) selected a short-term suspension. Thirty-seven principals selected either “B. Suspension of five days or less” or “C. Suspension of six to ten days.” One principal selected “E. Other (specify)” and indicated in-school suspension, which implied a short-term suspension and thus met the qualification as a short-term suspension.

Twenty-eight principals (14.7%) selected “B. Suspension of five days or less.” Thirteen (13) of the twenty-eight (28) principals selecting “B. Suspension of five days or less” did not select an additional action from the column three choices. Fifteen (15) of the twenty-eight (28) principals selected an additional action from the column three choices. No principal selected “a. No disciplinary action taken.” One principal selected “b. Student conference.” Fourteen principals selected “c. Student and parent conference,” and two principals selected “d. Referral to school counselor or other school specialist.” One principal selected “e. Detention.” Three principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,” and one principal selected “h. Citation to Juvenile Court.” One principal selected “i. Other (specify).” The principal selecting “i. Other” specified confiscate the knife as the action taken.

Nine principals (4.7%) selected “C. Suspension of six to ten days.” Three of the principals selecting “C. Suspension of six to ten days” did not select any additional action from the column three choices. The other six principals selecting “C. Suspension of six

to ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and no principal selected “ b. Student conference.” Four principals selected “c. Student and parent conference.” No principal selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Two principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Two principals selected “h. Citation to Juvenile Court” as the other action taken. One principal selected “i. Other (specify).” The principal selecting “i. Other” specified confiscate the knife as the action taken.

One principal (0.5%) selected “E. Other (specify).” The principal specified in-school suspension as the other action taken. This met the qualification of a short-term suspension. The principal selecting “E. Other (specify)” did not select any alternate or additional action. (See Table 4.10).

Long-term suspension – more than ten days. One hundred and eight principals (56.8%) selected a long-term suspension. Forty-five (45) principals selected “D. Suspension of more than ten days.” Sixty-three (63) principals selecting “E. Other” specified Alternative School placement, Zero Tolerance offense, Disciplinary Hearing Authority referral, or expulsion, indicating a suspension of more than ten days as the other disposition. This met the qualification of a long-term suspension.

Forty-five principals (23.7%) selected “D. Suspension of more than ten days.” Nineteen principals selecting “D. Suspension of more than ten days” did not select any additional action from the column three choices. The other twenty-six principals selecting “D. Suspension of more than ten days” selected one or more additional actions

from the column three choices. No principal selected “a. No disciplinary action taken” and one principal selected “b. Student conference.” Twelve principals selected “c. Student and parent conference.” One principal selected “d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Eight principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Fifteen principals selected “h. Citation to Juvenile Court.” One principal selected “i. Other (specify).” The principal selecting “i. Other” specified S-team referral as the action taken.

Sixty-three principals (33.2%) chose “E. Other (specify)” with an indication of a long-term suspension. Twenty principals selecting “E. Other” specified Alternative School placement, and twenty principals selecting “E. Other” specified Zero Tolerance offense. Twenty principals selecting “E. Other” specified Disciplinary Hearing Authority referral. Three principals selecting “E. Other” specified expulsion. These consequences implied a long-term suspension of more than ten days. Thirty-three principals choosing “E. Other (specify)” did not select any additional action from the column three choices. The other thirty principals choosing “E. Other (specify)” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken.” Two principals selected “b. Student conference.” Seventeen principals selected “c. Student and parent conference,” and two principals selected “d. Referral to school counselor or other school specialist.” No principal selected “e. Detention.” Eight principals chose “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Sixteen principals selected “h. Citation to Juvenile Court.” One principal selected “i. Other (specify).” The

principal selecting “i. Other” specified confiscate the knife as the action taken. (See Table 4.10).

Alternate/Additional Action. All one hundred and ninety principals took some type of disciplinary action. One hundred and twenty-one of the one hundred and ninety principals (63.7%) responding to the knife disciplinary scenario selected one or more responses from the column three choices, noting some type of alternate or additional action taken. The most common alternate or additional actions taken were “c. Student and parent conference” (eighty-two), “h. Citation to Juvenile Court” (thirty-five), and “f. Referral to program, service, or agency designed to address specific behavior/infraction” (twenty-two). No principal selected “g. Corporal punishment” as a part of the action taken.

Summary. “Possession of a knife as defined in § 39-17-1301 on school property” is listed as a suspendable offense in state law (T.C.A. 49-6-3401). “‘Knife’ means any bladed hand instrument that is capable of inflicting serious bodily injury or death by cutting or stabbing a person with the instrument” (T.C.A. 39-17-1301). All principals took some kind of disciplinary action. Most principals (146 of 190 – 76.8%) utilized suspension as a consequence for possession of a knife on campus, and over one-half of the principals (108 of 190 – 56.8%) referred the student for a long-term suspension of more than ten days. Some principals (35 of 190 – 18.4%) cited the student to Juvenile Court. Eighty-two principals specified student and parent conferences as an additional action taken. Short-term suspensions (38 of 190 – 20.0%) were the second-most common suspension length. No principal specified the use of corporal punishment as a part of the consequence for the offense.

Disciplinary Scenario 10. Sexual Harassment Incident. Andy is a junior in high school who is repeating English 9 and is known as a class clown. During English class after lunch, Andy is joking with two freshman female students who sit behind him. He unzips his jeans and exposes his male private body parts to the two girls. The next day, one of the girls tells her school counselor about the incident. The counselor advises the principal, and after an investigation Andy admits the act but contends that he was just kidding with the two younger girls. What action, if any, is taken against Andy?

Responding Principals. One hundred and ninety (190) high school principals responded to the column two disposition choices in the Sexual Harassment disciplinary scenario. One hundred and sixteen (116) principals selected one or more column three alternative/additional action choices. (See Table 4.11).

No Suspension. Two principals (1.1%) selected “A. No suspension/alternate action.” Both principals chose an alternate action from the column three choices. No principal selected “a. No disciplinary action taken” and no principal selected “b. Student conference.” Two principals selected “c. Student and parent conference” and one principal selected “d. Referral to school counselor or other school specialist.” One principal selected “e. Detention.” Two principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,” and no principal selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).” (See Table 4.11).

Short-term suspension – ten days or less. Seventy-two principals (37.9%) selected a short-term suspension. Seventy principals selected either “B. Suspension of five days or less” or “C. Suspension of six to ten days.” Two principals selected “E. Other (specify)”

Table 4.11 Sexual Harassment Incident – Summary

Disposition	Number	Percent	Disposition	Number
A. No Susp/Alt	N=2	1.1%	a. no disc. action	n=0
Short-term total	N=72	37.9%	b. std conf	n=11
B. Susp. < 6 days	N=41	21.6%	c. std/parent conf	n=76
C. Susp. 6-10 days	N=29	15.3%	d. counselor	n=47
E. Other/Shortterm	N=2	1.1%	e. detention	n=4
ISS	N=2	1.1%	f. referral prog.	n=48
Long-term total	N=116	61.1%	g. corporal punish	n=0
D. Susp. > 10 days	N=43	22.6%	h. citation juv.court	n=35
E. Other/Longterm	N=73	38.4%	i. other	n=2
Alt.School	N=50	26.3%	Notify law enforce	n=1
DHA	N=15	7.9%	File Sex Harass	n=1
Zero Tol.	N=5	2.6%		
Expulsion	N=3	1.6%		
Not responding	N=2		Not responding	n=74
Total Principals	N=190		Total Principals	n=116

and indicated in-school suspension, which implied a short-term suspension and thus met the qualification as a short-term suspension.

Forty-one principals (21.6%) selected “B. Suspension of five days or less.” Ten (10) of the forty-one (41) principals selecting “B. Suspension of five days or less” did not select an additional action from the column three choices. Thirty-one (31) of the forty-one (41) principals selected an additional action from the column three choices. No principal selected “a. No disciplinary action taken.” Five principals selected “b. Student conference.” Twenty-four principals selected “c. Student and parent conference,” and sixteen principals selected “d. Referral to school counselor or other school specialist.” Two principals selected “e. Detention.” Ten principals selected “f. Referral to program,

service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,” and five principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

Twenty-nine principals (15.3%) selected “C. Suspension of six to ten days.” Eight of the principals selecting “C. Suspension of six to ten days” did not select any additional action from the column three choices. The other twenty-one principals selecting “C. Suspension of six to ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and three principals selected “ b. Student conference.” Thirteen principals selected “c. Student and parent conference.” Twelve principals selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Twelve principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Four principals selected “h. Citation to Juvenile Court” as the other action taken. One principal selected “i. Other (specify).” The principal selecting “i. Other” specified file Sexual Harassment as the action taken.

Two principals (1.1%) selected “E. Other (specify).” Both principals specified in-school suspension as the other action taken. This met the qualification of a short-term suspension. No principal selected “a. No disciplinary action taken” and one principal selected “ b. Student conference.” One principal selected “c. Student and parent conference.” One principal selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” No principal selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No

principal selected “g. Corporal punishment.” No principal selected “h. Citation to Juvenile Court” as the other action taken. One principal selected “i. Other (specify).” The principal selecting “i. Other” specified notify law enforcement as the action taken. (See Table 4.11).

Long-term suspension – more than ten days. One hundred and sixteen principals (61.1%) selected a long-term suspension. Forty-three (43) principals selected “D. Suspension of more than ten days.” Seventy-three (73) principals selecting “E. Other” specified Alternative School placement, Disciplinary Hearing Authority referral, Zero Tolerance offense, or expulsion, indicating a suspension of more than ten days. This met the qualification of a long-term suspension.

Forty-three principals (22.6%) selected “D. Suspension of more than ten days.” Eighteen principals selecting “D. Suspension of more than ten days” did not select any additional action from the column three choices. The other twenty-five principals selecting “D. Suspension of more than ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and no principal selected “ b. Student conference.” Thirteen principals selected “c. Student and parent conference.” Nine principals selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Eleven principals selected “f. Referral to program, service, or agency designed to address specific behavior/infracton.” No principal selected “g. Corporal punishment.” Ten principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

Seventy-three principals (38.4%) chose “E. Other (specify)” with an indication of a long-term suspension. Fifty principals selecting “E. Other” specified Alternative School placement, and fifteen principals selecting “E. Other” specified Disciplinary Hearing Authority referral. Five principals selecting “E. Other” specified Zero Tolerance offense and three principals selecting “E. Other” specified expulsion. All four consequences implied a long-term suspension of more than ten days. Thirty-eight principals choosing “E. Other (specify)” did not select any additional action from the column three choices. The other thirty-five principals choosing “E. Other (specify)” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken.” Two principals selected “b. Student conference.” Twenty-three principals selected “c. Student and parent conference,” and seven principals selected “d. Referral to school counselor or other school specialist.” One principal selected “e. Detention.” Thirteen principals chose “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Sixteen principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).” (See Table 4.11).

Alternate/Additional Action. All one hundred and ninety principals took some type of disciplinary action. One hundred and sixteen of the one hundred and ninety principals (61.1%) responding to the sexual harassment disciplinary scenario selected one or more responses from the column three choices, noting some type of alternate or additional action taken. The most common alternate or additional actions taken were “c. Student and parent conference” (seventy-six), “f. Referral to program, service, or agency designed to address specific behavior/infraction” (forty-eight), “d. Referral to school

counselor or other school specialist” (forty-seven), and “h. Citation to Juvenile Court” (thirty-five). No principal selected “g. Corporal punishment” as a part of the action taken.

Summary. Sexual Harassment is not specifically listed as a suspendable offense. A student may be suspended under the category of “any other conduct prejudicial to good order or discipline in any public school” (T.C.A. 49-6-3401). “Immoral or disreputable conduct” is listed as a suspendable offense in state law (T.C.A. 49-6-3401). All principals took some kind of disciplinary action. Most principals (188 of 190 – 98.9%) utilized suspension as a consequence for immoral or disreputable conduct or Sexual Harassment, and most principals (116 of 190 – 61.1%) referred the student for a long-term suspension of more than ten days. Some principals (35 of 190 – 18.4%) cited the student to Juvenile Court. Short-term suspensions (72 of 190 – 37.9%) were the second-most common suspension length. The most common additional actions were student and parent conferences (seventy-six), referral to a program to address the specific behavior/infraction (forty-eight), and referral to school counselor or other school specialist (forty-seven). No principal specified the use of corporal punishment as a part of the consequence for the offense.

Disciplinary Scenario 11. Possessing and Smoking Marijuana at School. William is caught smoking marijuana outside the cafeteria during lunch. He is a ninth grade student. It is William’s first drug policy violation. What action is taken with William?

Responding Principals. One hundred and eighty-nine (189) high school principals responded to the column two disposition choices in the possession and smoking

Table 4.12 Possessing and Smoking Marijuana Incident – Summary

Disposition	Number	Percent	Disposition	Number
A. No Susp/Alt	N=0	0.0%	a. no disc. action	n=0
Short-term total	N=12	6.3%	b. std conf	n=7
B. Susp. < 6 days	N=6	3.2%	c. std/parent conf	n=50
C. Susp. 6-10 days	N=6	3.2%	d. counselor	n=13
E. Other/Shortterm	N=0	0.0%	e. detention	n=2
			f. referral prog.	n=45
Long-term total	N=177	93.7%	g. corporal punish	n=1
D. Susp. > 10 days	N=57	30.2%	h. citation juv.court	n=62
E. Other/Longterm	N=120	63.5%	i. other	n=0
Zero Tol.	N=52	27.5%		
Alt.School	N=40	21.2%		
DHA	N=19	10.1%		
Expulsion	N=9	4.8%		
Not responding	N=3		Not responding	n=95
Total Principals	N=189		Total Principals	n=94

marijuana at school disciplinary scenario. Ninety-four (94) principals selected one or more column three alternative/additional action choices. (See Table 4.12).

No Suspension. No principal (0.0%) selected “A. No suspension/alternate action.” No principal chose an alternate action from the column three choices. (See Table 4.12).

Short-term suspension – ten days or less. Twelve principals (6.3%) selected a short-term suspension. All twelve principals selected either “B. Suspension of five days or less” or “C. Suspension of six to ten days.” No principal selected “E. Other (specify)” which implied a short-term suspension and thus met the qualification as a short-term suspension.

Six principals (3.2%) selected “B. Suspension of five days or less.” One of the six principals selecting “B. Suspension of five days or less” did not select an additional

action from the column three choices. Five (5) of the six (6) principals selected an additional action from the column three choices. No principal selected “a. No disciplinary action taken.” No principal selected “b. Student conference.” Three principals selected “c. Student and parent conference,” and one principal selected “d. Referral to school counselor or other school specialist.” No principal selected “e. Detention.” Four principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,” and two principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

Six principals (3.2%) selected “C. Suspension of six to ten days.” One of the principals selecting “C. Suspension of six to ten days” did not select any additional action from the column three choices. The other five principals selecting “C. Suspension of six to ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and no principal selected “b. Student conference.” Three principals selected “c. Student and parent conference.” No principal selected “d. Referral to school counselor or other school specialist” and one principal selected “e. Detention.” Four principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Three principals selected “h. Citation to Juvenile Court” as the other action taken. No principal selected “i. Other (specify).” (See Table 4.12).

Long-term suspension – more than ten days. One hundred and seventy-seven principals (93.7%) selected a long-term suspension. Fifty-seven (57) principals selected “D. Suspension of more than ten days.” One hundred and twenty (120) principals selecting

“E. Other” specified Zero Tolerance offense, Alternative School placement, Disciplinary Hearing Authority referral, or expulsion, indicating a suspension of more than ten days. This met the qualification of a long-term suspension.

Fifty-seven principals (30.2%) selected “D. Suspension of more than ten days.” Twenty-six principals selecting “D. Suspension of more than ten days” did not select any additional action from the column three choices. The other thirty-one principals selecting “D. Suspension of more than ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and three principals selected “ b. Student conference.” Thirteen principals selected “c. Student and parent conference.” Six principals selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Eighteen principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” One principal selected “g. Corporal punishment.” Twenty-three principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

One hundred and twenty principals (63.5%) chose “E. Other (specify)” with an indication of a long-term suspension. Fifty-two principals selecting “E. Other” specified Zero Tolerance offense, forty principals selecting “E. Other” specified Alternative School placement, and nineteen principals selecting “E. Other” specified Disciplinary Hearing Authority referral. Nine principals selecting “E. Other” specified expulsion. All four consequences implied a long-term suspension of more than ten days. Sixty-seven principals choosing “E. Other (specify)” did not select any additional action from the column three choices. The other fifty-three principals choosing “E. Other (specify)”

selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken.” Four principals selected “b. Student conference.” Thirty-one principals selected “c. Student and parent conference,” and six principals selected “d. Referral to school counselor or other school specialist.” One principal selected “e. Detention.” Nineteen principals chose “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Thirty-four principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).” (See Table 4.12).

Alternate/Additional Action. All one hundred and eighty-nine principals took some type of disciplinary action. Ninety-four of the one hundred and eighty-nine principals (49.7%) responding to the marijuana disciplinary scenario selected one or more responses from the column three choices, noting some type of alternate or additional action taken. The most common alternate or additional actions taken were “h. Citation to Juvenile Court” (sixty-two), “c. Student and parent conference” (fifty), and “f. Referral to program, service, or agency designed to address specific behavior/infraction” (forty-five). One principal selected “g. Corporal punishment” as a part of the action taken.

Summary. Marijuana is listed as a Schedule VI drug as a controlled substance (T.C.A. 39-17-415). “A student unlawfully possessing any drug including ‘controlled substance’ as defined in §§ 39-17-403 through 39-17-415 shall be expelled for a period of not less than one (1) calendar year, except that the director may modify this expulsion on a case-by-case basis” [T.C.A. 49-6-3401(g)]. Possession and consumption (smoking) of marijuana at school is a Zero Tolerance violation in the state of Tennessee (T.C.A. 49-6-4216) and mandates a minimum consequence of one (1) calendar year expulsion. All

principals (189 of 189 – 100%) utilized suspension as a consequence for the possession and consumption of marijuana at school. Most principals (177 of 189 – 93.7%) specified a long-term suspension for more than ten days. Fifty-six of the principals utilizing a long-term suspension also cited the student to Juvenile Court. The most common alternate/additional actions taken by all principals were citation to Juvenile Court (sixty-two), student and parent conference (fifty), and referral to program, service, or agency designed to address specific behavior/infracton (forty-five). One principal specified the use of corporal punishment as a part of the consequence for the offense.

Disciplinary Scenario 12. Battery Upon School Resource Officer. Keith is a tenth grade student causing a disruption on the athletic field during physical education class. He engages in a dispute with another boy, and they get into a fight. The teacher separates the two boys and calls the office. The principal is conducting an observation as part of a teacher evaluation, so the SRO (school resource officer) is sent to assist the teacher. Keith becomes combative with the SRO, kicking, hitting, and biting the officer. The SRO physically restrains Keith and handcuffs him before he calms down. The SRO is an employee of the sheriff's department but via contract is an agent of the school district. Keith is cited to court and released to his father at the juvenile detention center. What action, if any, is taken against Keith?

Responding Principals. One hundred and eighty-nine (189) high school principals responded to the column two disposition choices in the battery upon school resource officer disciplinary scenario. Ninety-three (93) principals selected one or more column three alternative/additional action choices. (See Table 4.13).

Table 4.13 Battery Upon School Resource Officer Incident – Summary

Disposition	Number	Percent	Disposition	Number
A. No Susp/Alt	N=4	2.1%	a. no disc. action	n=0
Short-term total	N=53	28.0%	b. std conf	n=6
B. Susp. < 6 days	N=31	16.4%	c. std/parent conf	n=46
C. Susp. 6-10 days	N=21	11.1%	d. counselor	n=12
E. Other/Shortterm	N=1	0.5%	e. detention	n=3
ISS	N=1	0.5%	f. referral prog.	n=31
Long-term total	N=132	69.8%	g. corporal punish	n=0
D. Susp. > 10 days	N=49	28.9%	h. citation juv.court	n=52
E. Other/Longterm	N=83	43.9%	i. other	n=0
Alt.School	N=31	16.4%		
Zero Tol.	N=24	12.7%		
DHA	N=17	9.0%		
Expulsion	N=8	4.2%		
Susp. Pnd. Crt.	N=2	1.1%		
Not responding	N=3		Not responding	n=96
Total Principals	N=189		Total Principals	n=93

No Suspension. Four principals (2.1%) selected “A. No suspension/alternate action.” All four principals chose an alternate action from the column three choices. No principal selected “a. No disciplinary action taken” and one principal selected “b. Student conference.” One principal selected “c. Student and parent conference” and no principal selected “d. Referral to school counselor or other school specialist.” One principal selected “e. Detention.” One principal selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,” and one principal selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).” (See Table 4.13).

Short-term suspension – ten days or less. Fifty-three principals (28.0%) selected a short-term suspension. Fifty-two principals selected either “B. Suspension of five days or less” or “C. Suspension of six to ten days.” One principal selected “E. Other (specify)” and indicated in-school suspension, which implied a short-term suspension and thus met the qualification as a short-term suspension.

Thirty-one principals (16.4%) selected “B. Suspension of five days or less.” Thirteen (13) of the thirty-one (31) principals selecting “B. Suspension of five days or less” did not select an additional action from the column three choices. Eighteen (18) of the thirty-one (31) principals selected an additional action from the column three choices. No principal selected “a. No disciplinary action taken.” One principal selected “b. Student conference.” Ten principals selected “c. Student and parent conference,” and three principals selected “d. Referral to school counselor or other school specialist.” One principal selected “e. Detention.” Three principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,” and ten principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

Twenty-one principals (11.1%) selected “C. Suspension of six to ten days.” Ten of the principals selecting “C. Suspension of six to ten days” did not select any additional action from the column three choices. The other eleven principals selecting “C. Suspension of six to ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and no principal selected “b. Student conference.” Four principals selected “c. Student and parent conference.” No principal selected “d. Referral to school counselor or other school

specialist” and no principal selected “e. Detention.” Six principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Six principals selected “h. Citation to Juvenile Court” as the other action taken. No principal selected “i. Other (specify).”

One principal (0.5%) selected “E. Other (specify).” The principal specified in-school suspension as the other action taken. This met the qualification of a short-term suspension. No principal selected “a. No disciplinary action taken” and no principal selected “b. Student conference.” No principal selected “c. Student and parent conference.” No principal selected “d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” No principal selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” One principal selected “h. Citation to Juvenile Court” as the other action taken. No principal selected “i. Other (specify).” (See Table 4.13).

Long-term suspension – more than ten days. One hundred and thirty-two principals (69.8%) selected a long-term suspension. Forty-nine (49) principals selected “D. Suspension of more than ten days.” Eighty-three (83) principals selecting “E. Other” specified Alternative School placement, Zero Tolerance offense, Disciplinary Hearing Authority referral, expulsion, or suspension pending court, indicating a suspension of more than ten days. This met the qualification of a long-term suspension.

Forty-nine principals (25.9%) selected “D. Suspension of more than ten days.” Twenty-eight principals selecting “D. Suspension of more than ten days” did not select any additional action from the column three choices. The other twenty-one principals

selecting “D. Suspension of more than ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and two principals selected “ b. Student conference.” Seven principals selected “c. Student and parent conference.” Three principals selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Eleven principals selected “f. Referral to program, service, or agency designed to address specific behavior/infracton.” No principal selected “g. Corporal punishment.” Twelve principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

Eighty-three principals (43.9%) chose “E. Other (specify)” with an indication of a long-term suspension. Thirty-one principals selecting “E. Other” specified Alternative School placement, twenty-four principals selecting “E. Other” specified Zero Tolerance offense, and seventeen principals selecting “E. Other” specified Disciplinary Hearing Authority referral. Eight principals selecting “E. Other” specified expulsion and two principals selecting “E. Other” specified suspension pending court. All five disciplinary consequences implied a long-term suspension of more than ten days. Forty-four principals choosing “E. Other (specify)” did not select any additional action from the column three choices. The other thirty-nine principals choosing “E. Other (specify)” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken.” Two principals selected “b. Student conference.” Twenty-four principals selected “c. Student and parent conference,” and six principals selected “d. Referral to school counselor or other school specialist.” One principal selected “e. Detention.” Ten principals selected “f. Referral to program,

service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Twenty-two principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).” (See Table 4.13).

Alternate/Additional Action. All one hundred and eighty-nine principals took some type of disciplinary action. Ninety-three of the one hundred and eighty-nine principals (49.2%) responding to the battery upon School Resource Officer disciplinary scenario selected one or more responses from the column three choices, noting some type of alternate or additional action taken. The most common alternate or additional actions taken were “h. Citation to Juvenile Court” (fifty-two), “c. Student and parent conference” (forty-six), and “f. Referral to program, service, or agency designed to address specific behavior/infraction” (thirty-one). No principal selected “g. Corporal punishment” as a part of the action taken.

Summary. Battery upon a School Resource Officer is a suspendable offense listed as “violence or threatened violence against the person of any personnel attending or assigned to any public school” (T.C.A. 49-6-3401). It is also specifically listed, stating “a student committing battery upon any teacher, principal, administrator, any other employee of an LEA, or school resource officer shall be expelled for a period of not less than one (1) calendar year, except that the director may modify this expulsion on a case-by-case basis” [T.C.A. 49-6-3401(g)]. Most principals (185 of 189 – 97.9%) utilized suspension as a consequence for battery upon a school resource officer. Most principals (132 of 189 – 69.8%) specified a long-term suspension for more than ten days. Thirty-four of the principals utilizing a long-term suspension also cited the student to Juvenile Court. The most common alternate/additional actions taken by all principals were

citation to Juvenile Court (fifty-two), student and parent conference (forty-six), and referral to program, service, or agency designed to address specific behavior/infraction (thirty-one). All principals took some kind of disciplinary action. Short-term suspensions (53 of 189 – 28.0%) were the second-most common suspension length. No principal specified the use of corporal punishment as a part of the consequence for the offense.

Disciplinary Scenario 13. Attendance Violation Incident. Cynthia has just moved to Tennessee in October. She is a 16-year-old tenth-grade student, but she has not been in school anywhere this year. She moved from a state where students may withdraw from school at age 16. If she enrolls and enters high school now, she will not be able to earn any credits this term due to block scheduling. Compulsory attendance laws in Tennessee require her to be in school until she is 18 years old. What action, if any, does the school district take in Cynthia's case?

Responding Principals. One hundred and ninety-one (191) high school principals responded to the column two disposition choices in the attendance violation disciplinary scenario. One hundred and seventy-six (176) principals selected one or more column three alternative/additional action choices. (See Table 4.14).

No Suspension. One hundred and seventy-nine principals (93.7%) selected "A. No suspension/alternate action." One hundred and seventy-one principals chose an alternate action from the column three choices. Thirty-nine principals selected "a. No disciplinary action taken" and nine principals selected "b. Student conference." Seventy-six principals selected "c. Student and parent conference" and fifty-eight principals selected "d. Referral to school counselor or other school specialist." One principal selected "e.

Table 4.14 Attendance Violation Incident – Summary

Disposition	Number	Percent	Disposition	Number
A. No Susp/Alt	N=179	93.7%	a. no disc. Action	n=39
Short-term total	N=1	0.5%	b. std conf	n=9
B. Susp. < 6 days	N=0	0.0%	c. std/parent conf	n=79
C. Susp. 6-10 days	N=1	0.5%	d. counselor	n=62
E. Other/Shortterm	N=0	0.0%	e. detention	n=2
			f. referral prog.	n=36
			g. corporal punish	n=0
Long-term total	N=11	5.8%	h. citation juv.court	n=19
D. Susp. > 10 days	N=0	0.0%	i. other	n=56
E. Other/Longterm	N=11	5.8%	Enroll	n=36
Alt.School	N=9	4.7%	Credit recovery	n=10
DHA	N=1	0.5%	GED	n=5
Out until next term	N=1	0.5%	Other referral	n=5
Not responding	N=1		Not responding	n=15
Total Principals	N=191		Total Principals	n=176

Detention.” Thirty-six principals selected “f. Referral to program, service, or agency designed to address specific behavior/infracton,” no principal selected “g. Corporal punishment,” and nineteen principals selected “h. Citation to Juvenile Court.” Fifty-six principals selected “i. Other (specify).” Thirty-six principals selecting “i. Other” specified enroll the student as the action taken. Ten principals selecting “i. Other” specified credit recovery as the action taken. Five principals selecting “i. Other” specified referral to GED program as the action taken. Two principals selecting “i. Other” specified referral to truancy board as the action taken. One principal selecting “i. Other” specified homebound as the action taken. One principal selecting “i. Other”

specified offer transfer as the action taken. One principal selecting “i. Other” specified check with central office as the action taken. (See Table 4.14).

Short-term suspension – ten days or less. One principal (0.5%) selected a short-term suspension. No principal selected “B. Suspension of five days or less” and one principal selected “C. Suspension of six to ten days.” No principal selected “E. Other (specify),” which implied a short-term suspension and thus met the qualification as a short-term suspension.

One principal (0.5%) selected “C. Suspension of six to ten days.” The principal selecting “C. Suspension of six to ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and no principal selected “ b. Student conference.” One principal selected “c. Student and parent conference.” No principal selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” No principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” No principal selected “h. Citation to Juvenile Court” as the other action taken. No principal selected “i. Other (specify).” (See Table 4.14).

Long-term suspension – more than ten days. Eleven principals (5.8%) selected a long-term suspension. No principal selected “D. Suspension of more than ten days.” All eleven (11) principals selecting “E. Other” specified Alternative School placement, Disciplinary Hearing Authority referral, or out until the next term, indicating a suspension of more than ten days. This met the qualification of a long-term suspension.

Eleven principals (5.8%) chose “E. Other (specify)” with an indication of a long-term suspension. Nine principals selecting “E. Other” specified Alternative School placement, and one principal selecting “E. Other” specified Disciplinary Hearing Authority referral. One principal selecting “E. Other” specified out until the next term. All three implied a long-term suspension of more than ten days. Seven principals choosing “E. Other (specify)” did not select any additional action from the column three choices. The other four principals choosing “E. Other (specify)” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken.” No principal selected “b. Student conference.” Two principals selected “c. Student and parent conference,” and four principals selected “d. Referral to school counselor or other school specialist.” One principal selected “e. Detention.” No principal chose “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” No principal selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).” (See Table 4.14).

Alternate/Additional Action. Forty-seven principals took no type of disciplinary action. One hundred and seventy-six of the one hundred and ninety-one principals (92.1%) responding to the attendance violation disciplinary scenario selected one or more responses from the column three choices, noting some type of alternate or additional action taken. The most common alternate or additional actions taken were “c. Student and parent conference” (seventy-nine), “d. Referral to school counselor or other school specialist” (sixty-two), “i. Other (specify)” (fifty-six), “a. No disciplinary action taken” (thirty-nine), and “f. Referral to program, service, or agency designed to address specific

behavior/infraction” (thirty-six). Thirty-six of the fifty-six principals selecting “i. Other” specified enroll the student as the other action taken. No principal selected “g. Corporal punishment” as a part of the action taken.

Summary. “Every parent, guardian or other legal custodian residing within this state having control or charge of any child or children between six (6) years of age and seventeen (17) years of age, both inclusive, shall cause such child or children to attend public or non-public school, and in the event of failure to do so, shall be subject to the penalties hereinafter provided” (T.C.A. 49-6-3001). Truancy is listed as a suspendable offense in state law (T.C.A. 49-6-3401). Some principals (47 of 191 – 24.6%) did not take any kind of disciplinary action. Most principals (179 of 191 – 93.7%) did not utilize suspension as a consequence for this attendance violation. Only twelve principals used a suspension as a part of the consequence, and eleven of those principals (11 of 191 – 5.8%) referred the student for a long-term suspension of more than ten days. Some principals (19 of 191 – 9.9%) cited the student to Juvenile Court. Only one principal utilized a short-term suspension as a part of the consequence. Most principals (179 of 191 – 93.7%) specified an alternate or additional action as a part of the consequence for the attendance violation. The most common additional actions were student and parent conferences (seventy-nine), referral to school counselor or other school specialist (sixty-two), other (specify) (fifty-six), referral to a program to address the specific behavior/infraction (thirty-six), and citing the student to Juvenile Court (nineteen). Some principals (thirty-six) chose to enroll the student, and some principals (eighteen) referred the student to a program specifically designed to assist the student to earn credit or GED.

No principal specified the use of corporal punishment as a part of the consequence for the offense.

Disciplinary Scenario 14. Off-Campus Behavior. Jack and Doug are in Mrs. Evans' 4th period, 9th grade physical science class. They are both borderline, passing-grade students for the school year. On Friday prior to spring break, Jack and Doug are both sent to the office for continual class disruptions by acting out and being disrespectful to Mrs. Evans. Mrs. Evans sends a note with both students with the comment "They feed off each other." The principal assigns both Jack and Doug two hours of after school detention to be served after spring break. During spring break Jack and Doug plan to "roll" Mrs. Evans' yard. While rolling the front yard with toilet paper, Jack suggests that they go to the back of the house. Jack picks up a decorative river rock from a flowerbed and throws it through a back window. Doug picks up a baseball bat left outside and breaks another window with the bat. Both boys are apprehended and are charged with vandalism and taken to the juvenile detention center. They are released separately to their custodial guardians and advised of a court date in late May. Monday after spring break, Mrs. Evans reports the incident to the principal. What school consequences, if any, are given to Jack and Doug for this off-campus behavior?

Responding Principals. One hundred and ninety (190) high school principals responded to the column two disposition choices in the off-campus behavior disciplinary scenario. One hundred and twenty-nine (129) principals selected one or more column three alternative/additional action choices. (See Table 4.15).

Table 4.15 Off-Campus Behavior Incident – Summary

Disposition	Number	Percent	Disposition	Number
A. No Susp/Alt	N=96	50.5%	a. no disc. action	n=29
Short-term total	N=28	14.7%	b. std conf	n=9
B. Susp. < 6 days	N=10	5.3%	c. std/parent conf	n=54
C. Susp. 6-10 days	N=17	8.9%	d. counselor	n=17
E. Other/Shortterm	N=1	0.5%	e. detention	n=5
ISS	N=1	0.5%	f. referral prog.	n=29
Long-term total	N=66	34.7%	g. corporal punish	n=0
D. Susp. > 10 days	N=33	17.4%	h. citation juv.court	n=29
E. Other/Longterm	N=33	17.4%	i. other	n=25
Alt.School	N=20	10.5%	Class change	n=22
DHA	N=7	3.8%	restitution	n=2
Expulsion	N=5	2.6%	s-team	n=1
Zero Tol.	N=1	0.5%		
Not responding	N=2		Not responding	n=61
Total Principals	N=190		Total Principals	n=129

No Suspension. Ninety-six principals (50.5%) selected “A. No suspension/alternate action.” Seventeen (17) of the ninety-six (96) principals selecting “A. No suspension/alternate action” did not select an additional action from the column three choices. Seventy-nine (79) of the ninety-six (96) principals selected an alternate action from the column three choices. Twenty-nine principals selected “a. No disciplinary action taken” and six principals selected “b. Student conference.” Twenty-seven principals selected “c. Student and parent conference” and fourteen principals selected “d. Referral to school counselor or other school specialist.” Four principals selected “e. Detention.” Eleven principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,” and ten principals selected “h. Citation to Juvenile Court.” Nineteen

principals selected “i. Other (specify).” All nineteen principals selecting “i. Other” specified a class change for the students as the action taken. (See Table 4.15).

Short-term suspension – ten days or less. Twenty-eight principals (14.7%) selected a short-term suspension. Twenty-seven principals selected either “B. Suspension of five days or less” or “C. Suspension of six to ten days.” One principal selected “E. Other (specify)” and indicated in-school suspension, which implied a short-term suspension and thus met the qualification as a short-term suspension.

Ten principals (5.3%) selected “B. Suspension of five days or less.” Five (5) of the ten (10) principals selecting “B. Suspension of five days or less” did not select an additional action from the column three choices. Five (5) of the ten (10) principals selected an additional action from the column three choices. No principal selected “a. No disciplinary action taken.” No principal selected “b. Student conference.” Four principals selected “c. Student and parent conference,” and one principal selected “d. Referral to school counselor or other school specialist.” No principal selected “e. Detention.” No principal selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,” and one principal selected “h. Citation to Juvenile Court.” One principal selected “i. Other (specify).” The principal selecting “i. Other” specified a class change for the students as the action taken.

Seventeen principals (8.9%) selected “C. Suspension of six to ten days.” Seven of the principals selecting “C. Suspension of six to ten days” did not select any additional action from the column three choices. The other ten principals selecting “C. Suspension of six to ten days” selected one or more additional actions from the column three choices.

No principal selected “a. No disciplinary action taken” and one principal selected “ b. Student conference.” Four principals selected “c. Student and parent conference.” No principal selected “ d. Referral to school counselor or other school specialist” and one principal selected “e. Detention.” Two principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Four principals selected “h. Citation to Juvenile Court” as the other action taken. Three principals selected “i. Other (specify).” Two principals selecting “i. Other” specified a class change for the students as the action taken. One principal selecting “i. Other” specified restitution as the action taken.

One principal (0.5%) selected “E. Other (specify).” One principal specified in-school suspension as the other action taken. This met the qualification of a short-term suspension. No principal selected “a. No disciplinary action taken” and no principal selected “ b. Student conference.” One principal selected “c. Student and parent conference.” No principal selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” No principal selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” No principal selected “h. Citation to Juvenile Court” as the other action taken. No principal selected “i. Other (specify).” (See Table 4.15).

Long-term suspension – more than ten days. Sixty-six principals (34.7%) selected a long-term suspension. Thirty-three (33) principals selected “D. Suspension of more than ten days.” Thirty-three (33) principals selecting “E. Other” specified Alternative School placement, Disciplinary Hearing Authority referral, expulsion, or Zero Tolerance offense,

indicating a suspension of more than ten days. This met the qualification of a long-term suspension.

Thirty-three principals (17.4%) selected “D. Suspension of more than ten days.” Thirteen principals selecting “D. Suspension of more than ten days” did not select any additional action from the column three choices. The other twenty principals selecting “D. Suspension of more than ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and two principals selected “ b. Student conference.” Ten principals selected “c. Student and parent conference.” One principal selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Twelve principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Nine principals selected “h. Citation to Juvenile Court.” One principal selected “i. Other (specify).” The principal selecting “i. Other” specified referral to the S-team as the action taken.

Thirty-three principals (17.4%) chose “E. Other (specify)” with an indication of a long-term suspension. Twenty principals selecting “E. Other” specified Alternative School placement, and seven principals selecting “E. Other” specified Disciplinary Hearing Authority referral. Five principals selecting “E. Other” specified expulsion. One principal selecting “E. Other” specified Zero Tolerance offense as the action taken. All four implied a long-term suspension of more than ten days. Nineteen principals choosing “E. Other (specify)” did not select any additional action from the column three choices. The other fourteen principals choosing “E. Other (specify)” selected one or more additional actions from the column three choices. No principal selected “a. No

disciplinary action taken.” No principals selected “b. Student conference.” Eight principals selected “c. Student and parent conference,” and one principal selected “d. Referral to school counselor or other school specialist.” No principal selected “e. Detention.” Four responders chose “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Five principals selected “h. Citation to Juvenile Court.” One principal selected “i. Other (specify).” The principal selecting “i. Other” specified restitution as the action taken. (See Table 4.15).

Alternate/Additional Action. Forty-six principals took no type of disciplinary action. One hundred and twenty-nine of the one hundred and ninety principals (67.9%) responding to the off-campus behavior disciplinary scenario selected one or more responses from the column three choices, noting some type of alternate or additional action taken. The most common alternate or additional actions taken were “c. Student and parent conference” (fifty-four), “h. Citation to Juvenile Court” (twenty-nine), “f. Referral to program, service, or agency designed to address specific behavior/infraction” (twenty-nine), “a. No disciplinary action taken” (twenty-nine), and “i. Other (specify)” (twenty-five). Twenty-two of the twenty-five principals selecting “i. Other” specified class change as the other action taken. No principal selected “g. Corporal punishment” as a part of the action taken.

Summary. “Off-campus criminal behavior which results in the student being legally charged with a felony and the student’s continued presence in school poses a danger to persons or property or disrupts the educational process” is listed as a suspendable offense in state law (T.C.A. 49-6-3401). The off-campus behavior may also be connected to a

school consequence and listed as a suspendable offense under “any other conduct prejudicial to good order or discipline in any public school” (T.C.A. 49-6-3401). Some principals (46 of 190 – 24.2%) did not take any disciplinary action. Most principals (144 of 190 – 75.8%) took some kind of disciplinary action. Almost half of the principals (94 of 190 – 49.5%) utilized suspension as a consequence for the off-campus behavior incident. Some principals (66 of 190 – 34.7%) referred the student for a long-term suspension of more than ten days. Some principals (29 of 190 – 15.3%) cited the student to Juvenile Court. Short-term suspensions (27 of 190 – 14.2%) were the second-most common suspension length. The most common additional actions were student and parent conferences (fifty-four), referral to a program to address the specific behavior/infraction (twenty-nine), and citing the student to Juvenile Court (twenty-nine). No principal specified the use of corporal punishment as a part of the consequence for the offense.

Disciplinary Scenario 15. Theft Incident. Mary is a freshman who is dating Jonathan who is a junior. They are at lunch together, and Jonathan influences Mary to steal a sweatshirt from the school store, which is open before school and during lunch. Mary gets caught on a surveillance camera and is turned over to the administration. What action, if any, is taken against Mary?

Responding Principals. One hundred and ninety-one (191) high school principals responded to the column two disposition choices in the theft disciplinary scenario. One hundred and thirty-one (131) principals selected one or more column three alternative/additional action choices. (See Table 4.16).

Table 4.16 Theft Incident – Summary

Disposition	Number	Percent	Disposition	Number
A. No Susp/Alt	N=24	12.6%	a. no disc. Action	n=0
Short-term total	N=150	78.5%	b. std conf	n=12
B. Susp. < 6 days	N=110	58.6%	c. std/parent conf	n=77
C. Susp. 6-10 days	N=34	17.8%	d. counselor	n=33
E. Other/Shortterm	N=4	2.1%	e. detention	n=15
ISS	N=4	2.1%	f. referral prog.	n=15
			g. corporal punish	n=1
Long-term total	N=17	8.9%	h. citation juv.court	n=36
D. Susp. > 10 days	N=5	2.6%	i. other	n=39
E. Other/Longterm	N=12	6.3%	Restitution	n=37
Alt.School	N=9	4.7%	Community service	n=1
DHA	N=3	1.6%	S-team referral	n=1
Not responding	N=1		Not responding	n=60
Total Principals	N=191		Total Principals	n=131

No Suspension. Twenty-four principals (12.6%) selected “A. No suspension/alternate action.” Twenty-three of the principals chose an alternate action from the column three choices. No principal selected “a. No disciplinary action taken” and no principal selected “b. Student conference.” Twelve principals selected “c. Student and parent conference” and five principals selected “d. Referral to school counselor or other school specialist.” Twelve principals selected “e. Detention.” Four principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,” and seven principals selected “h. Citation to Juvenile Court.” Seven principals selected “i. Other (specify).” All seven principals selecting “i. Other” specified restitution as the action taken. (See Table 4.16).

Short-term suspension – ten days or less. One hundred and forty-seven principals (79.0%) selected a short-term suspension. One hundred and forty-three principals selected either “B. Suspension of five days or less” or “C. Suspension of six to ten days.” Four principals selected “E. Other (specify)” and indicated in-school suspension, which implied a short-term suspension and thus met the qualification as a short-term suspension.

One hundred and twelve principals (58.6%) selected “B. Suspension of five days or less.” Thirty-five (35) of the one hundred and twelve (112) principals selecting “B. Suspension of five days or less” did not select an additional action from the column three choices. Seventy-seven (77) of the one hundred and twelve (112) principals selected an additional action from the column three choices. No principal selected “a. No disciplinary action taken.” Eight principals selected “b. Student conference.” Forty-two principals selected “c. Student and parent conference,” and twenty principals selected “d. Referral to school counselor or other school specialist.” Two principals selected “e. Detention.” Seven principals selected “f. Referral to program, service, or agency designed to address specific behavior/infracton,” no principal selected “g. Corporal punishment,” and twenty principals selected “h. Citation to Juvenile Court.” Twenty-five principals selected “i. Other (specify).” Twenty-four principals selecting “i. Other” specified restitution as the action taken. One principal selecting “i. Other” specified community service for the student as the action taken.

Thirty-four principals (17.8%) selected “C. Suspension of six to ten days.” Fourteen of the principals selecting “C. Suspension of six to ten days” did not select any additional action from the column three choices. The other twenty principals selecting

“C. Suspension of six to ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and two principals selected “ b. Student conference.” Fourteen principals selected “c. Student and parent conference.” Five principals selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Three principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” One principal selected “g. Corporal punishment.” Seven principals selected “h. Citation to Juvenile Court” as the other action taken. Five principals selected “i. Other (specify).” Four principals selecting “i. Other” specified restitution as the action taken. One principal selecting “i. Other” specified referral to the S-team as the action taken.

Four principals (2.1%) selected “E. Other (specify).” All four principals specified in-school suspension as the other action taken. This met the qualification of a short-term suspension. No principal selected “a. No disciplinary action taken” and one principal selected “ b. Student conference.” Three principals selected “c. Student and parent conference.” One principal selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” One principal selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” No principal selected “h. Citation to Juvenile Court” as the other action taken. One principal selected “i. Other (specify).” The principal selecting “i. Other” specified restitution as the action taken. (See Table 4.16).

Long-term suspension – more than ten days. Seventeen principals (8.9%) selected a long-term suspension. Five (5) principals selected “D. Suspension of more than ten

days.” Twelve (12) principals selecting “E. Other” specified either Alternative School placement or Disciplinary Hearing Authority referral, indicating a suspension of more than ten days. This met the qualification of a long-term suspension.

Five principals (2.7%) selected “D. Suspension of more than ten days.” Three principals selecting “D. Suspension of more than ten days” did not select any additional action from the column three choices. The other two principals selecting “D. Suspension of more than ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and no principal selected “ b. Student conference.” Two principals selected “c. Student and parent conference.” No principals selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” No principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” No principal selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

Twelve principals (6.3%) chose “E. Other (specify)” with an indication of a long-term suspension. Nine principals selecting “E. Other” specified Alternative School placement, and three principals selecting “E. Other” specified Disciplinary Hearing Authority referral. Both consequences implied a long-term suspension of more than ten days. Seven principals choosing “E. Other (specify)” did not select any additional action from the column three choices. The other five principals choosing “E. Other (specify)” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken.” One principal selected “b. Student conference.” Four principals selected “c. Student and parent conference,” and two

principals selected “d. Referral to school counselor or other school specialist.” One principal selected “e. Detention.” No principal selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Two principals selected “h. Citation to Juvenile Court.” One principal selected “i. Other (specify).” The principal selecting “i. Other” specified restitution as the action taken. (See Table 4.16).

Alternate/Additional Action. All one hundred and ninety-one principals took some type of disciplinary action. One hundred and thirty-one of the one hundred and ninety-one principals (68.6%) responding to the theft disciplinary scenario selected one or more responses from the column three choices, noting some type of alternate or additional action taken. The most common alternate or additional actions taken were “c. Student and parent conference” (seventy-seven), “i. Other (specify)” (thirty-nine), “h. Citation to Juvenile Court” (thirty-six), and “d. Referral to school counselor or other school specialist” (thirty-three). Thirty-seven of the thirty-nine principals selecting “i. Other” specified restitution as the action taken. One principal selected “g. Corporal punishment” as a part of the action taken.

Summary. Theft is not specifically listed as a suspendable offense. A student may be suspended under the category of “any other conduct prejudicial to good order or discipline in any public school” (T.C.A. 49-6-3401). All principals took some kind of disciplinary action. Most principals (167 of 191 – 87.4%) utilized suspension as a consequence for a theft offense, and most principals (150 of 191 – 78.5%) referred the student for a short-term suspension of five days or less. Some principals (36 of 191 – 18.8%) cited the student to Juvenile Court. Long-term suspensions (17 of 191 – 8.9%)

were the second-most common suspension length. The most common additional actions were student and parent conferences (seventy-seven), other specifying restitution (thirty-seven), citing the student to Juvenile Court (thirty-six), and referral to a school counselor or other school specialist (thirty-three). One principal specified the use of corporal punishment as a part of the consequence for the offense.

Disciplinary Scenario 16. Racial Harassment Incident. Travis is a Caucasian freshman who threatens to fight a minority student in the cafeteria. Travis uses profanity and racially harassing slurs as he postures to fight, although no physical action occurs. Travis is determined to be guilty of his 2nd racial harassment violation. What action, if any, is taken with Travis?

Responding Principals. One hundred and ninety-one (191) high school principals responded to the column two disposition choices in the racial harassment disciplinary scenario. One hundred and twenty-two (122) principals selected one or more column three alternative/additional action choices. (See Table 4.17).

No Suspension. Sixteen principals (8.4%) selected “A. No suspension/alternate action.” All sixteen principals chose an alternate action from the column three choices. No principal selected “a. No disciplinary action taken” and two principals selected “b. Student conference.” Nine principals selected “c. Student and parent conference” and eight principals selected “d. Referral to school counselor or other school specialist.” Five principals selected “e. Detention.” Seven principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” one principal selected “g. Corporal punishment,” and no principal selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).” (See Table 4.17).

Table 4.17 Racial Harassment Incident – Summary

Disposition	Number	Percent	Disposition	Number
A. No Susp/Alt	N=16	8.4%	a. no disc. action	n=0
Short-term total	N=139	72.8%	b. std conf	n=17
B. Susp. < 6 days	N=89	46.6%	c. std/parent conf	n=83
C. Susp. 6-10 days	N=43	22.5%	d. counselor	n=64
E. Other/Shortterm	N=7	3.7%	e. detention	n=8
ISS	N=7	3.7%	f. referral prog.	n=41
			g. corporal punish	n=3
Long-term total	N=36	18.8%	h. citation juv.court	n=7
D. Susp. > 10 days	N=14	7.3%	i. other	n=4
E. Other/Longterm	N=22	11.5%	Investigate further	n=1
Alt.School	N=17	8.9%	Cultural Diversity	n=1
DHA	N=5	2.6%	S-team referral	n=1
			Peer mediation	n=1
Not responding	N=1		Not responding	n=69
Total Principals	N=191		Total Principals	n=122

Short-term suspension – ten days or less. One hundred and thirty-nine principals (72.8%) selected a short-term suspension. One hundred and thirty-two principals selected either “B. Suspension of five days or less” or “C. Suspension of six to ten days.” Seven principals selected “E. Other (specify)” and indicated in-school suspension, which implied a short-term suspension and thus met the qualification as a short-term suspension.

Eighty-nine principals (46.6%) selected “B. Suspension of five days or less.” Thirty-one (31) of the eighty-nine (89) principals selecting “B. Suspension of five days or less” did not select an additional action from the column three choices. Fifty-eight (58) of the eighty-nine (89) principals selected an additional action from the column three

choices. No principal selected “a. No disciplinary action taken.” Five principals selected “b. Student conference.” Forty-two principals selected “c. Student and parent conference,” and thirty-four principals selected “d. Referral to school counselor or other school specialist.” Two principals selected “e. Detention.” Fourteen principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” one principal selected “g. Corporal punishment,” and two principals selected “h. Citation to Juvenile Court.” Two principals selected “i. Other (specify).” One principal selecting “i. Other” specified investigate further as the action taken. One principal selecting “i. Other” specified peer mediation as the action taken.

Forty-three principals (22.5%) selected “C. Suspension of six to ten days.” Twenty of the principals selecting “C. Suspension of six to ten days” did not select any additional action from the column three choices. The other twenty-three principals selecting “C. Suspension of six to ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and six principals selected “b. Student conference.” Thirteen principals selected “c. Student and parent conference.” Nine principals selected “d. Referral to school counselor or other school specialist” and one principal selected “e. Detention.” Eleven principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” One principal selected “g. Corporal punishment.” One principal selected “h. Citation to Juvenile Court” as the other action taken. Two principals selected “i. Other (specify).” One principal selecting “i. Other” specified Cultural Diversity training as the action taken. One principal selecting “i. Other” specified S-team referral as the action taken.

Seven principals (3.7%) selected “E. Other (specify).” All seven principals specified in-school suspension as the other action taken. This met the qualification of a short-term suspension. No principal selected “a. No disciplinary action taken” and one principal selected “ b. Student conference.” Four principals selected “c. Student and parent conference.” Six principals selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” One principal selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” No principal selected “h. Citation to Juvenile Court” as the other action taken. No principal selected “i. Other (specify).” (See Table 4.17).

Long-term suspension – more than ten days. Thirty-six principals (18.8%) selected a long-term suspension. Fourteen (14) principals selected “D. Suspension of more than ten days.” Twenty-two (22) principals selecting “E. Other” specified either Alternative School placement or Disciplinary Hearing Authority referral, indicating a suspension of more than ten days. This met the qualification of a long-term suspension.

Fourteen principals (7.3%) selected “D. Suspension of more than ten days.” Nine principals selecting “D. Suspension of more than ten days” did not select any additional action from the column three choices. The other five principals selecting “D. Suspension of more than ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and two principals selected “ b. Student conference.” Four principals selected “c. Student and parent conference.” Two principals selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Two principals selected “f. Referral

to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” One principal selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

Twenty-two principals (11.5%) chose “E. Other (specify)” with an indication of a long-term suspension. Seventeen principals selecting “E. Other” specified Alternative School placement, and five principals selecting “E. Other” specified Disciplinary Hearing Authority referral. Both consequence decisions implied a long-term suspension of more than ten days. Eight principals choosing “E. Other (specify)” did not select any additional action from the column three choices. The other fourteen principals choosing “E. Other (specify)” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken.” One principal selected “b. Student conference.” Eleven principals selected “c. Student and parent conference,” and five principals selected “d. Referral to school counselor or other school specialist.” No principal selected “e. Detention.” Six principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Three principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).” (See Table 4.17).

Alternate/Additional Action. All one hundred and ninety-one principals took some type of disciplinary action. One hundred and twenty-two of the one hundred and ninety-one principals (63.9%) responding to the racial harassment disciplinary scenario selected one or more responses from the column three choices, noting some type of alternate or additional action taken. The most common alternate or additional actions taken were “c. Student and parent conference” (eighty-three), “d. Referral to school counselor or other

school specialist” (sixty-four), and “f. Referral to program, service, or agency designed to address specific behavior/infraction” (forty-one). Three principals selected “g. Corporal punishment” as a part of the action taken.

Summary. Racial harassment is not specifically listed as a suspendable offense in state law. A student may be suspended under the category of “any other conduct prejudicial to good order or discipline in any public school” (T.C.A. 49-6-3401). Violence or threatened violation is listed as a suspendable offense in state law (T.C.A. 49-6-3401).

All principals took some kind of disciplinary action. As a repeat offender, most principals (175 of 191 – 91.6%) utilized suspension as a consequence for a second racial harassment offense, and most principals (139 of 191 – 72.8%) referred the student for a short-term suspension of five days or less. Some principals (36 of 191 – 18.8%) referred the student for a long-term suspension of more than ten days. The most common additional actions were student and parent conferences (eighty-three), referral to a school counselor or other school specialist (sixty-four), and referral to a program to address the specific behavior/infraction (forty-one). Three principals specified the use of corporal punishment as a part of the consequence for the offense.

Disciplinary Scenario 17. Inciting Others to Fight. Jeremy is a high school junior who wants to see a fight at school. During lunch, Jeremy approaches Wayne and says, “A boy over there says he is going to beat you up.” Wayne turns to look for the other boy and says, “Where is he?” Jeremy says, “I’ll go get him.” Jeremy goes over to Phil and tells him, “That boy over there says he is going to beat you up.” Phil jumps up and says, “Where is he?” Jeremy points to Wayne and says, “Right over there. He is looking for you.” Wayne and Phil meet in the middle of the cafeteria and with little talk begin to

fight. Wayne and Phil are separated and taken to the office. When the principal interviews the two boys, he discovers that they do not even know each other; they really don't know why they fought but that Jeremy had told each of them that the other boy wanted to fight. Both Wayne and Phil are suspended from school for fighting. What action, if any, is taken against Jeremy?

Responding Principals. One hundred and ninety-one (191) high school principals responded to the column two disposition choices in the inciting others to fight disciplinary scenario. Eighty (80) principals selected one or more column three alternative/additional action choices. (See Table 4.18).

No Suspension. Fifteen principals (7.9%) selected "A. No suspension/alternate action." Two (2) of the fifteen (15) principals selecting "A. No suspension/alternate action" did

Table 4.18 Inciting Others to Fight Incident – Summary

Disposition	Number	Percent	Disposition	Number
A. No Susp/Alt	N=15	7.9%	a. no disc. action	n=0
Short-term total	N=167	87.4%	b. std conf	n=18
B. Susp. < 6 days	N=132	69.1%	c. std/parent conf	n=60
C. Susp. 6-10 days	N=24	12.6%	d. counselor	n=17
E. Other/Shortterm	N=11	5.8%	e. detention	n=9
ISS	N=11	5.8%	f. referral prog.	n=6
			g. corporal punish	n=4
Long-term total	N=9	4.7%	h. citation juv.court	n=4
D. Susp. > 10 days	N=4	2.1%	i. other	n=0
E. Other/Longterm	N=5	2.6%		
Alt.School	N=4	2.1%		
DHA	N=1	0.5%		
Not responding	N=1		Not responding	n=111
Total Principals	N=191		Total Principals	n=80

not select an additional action from the column three choices. The other thirteen principals chose an alternate action from the column three choices. No principal selected “a. No disciplinary action taken” and five principals selected “b. Student conference.” Five principals selected “c. Student and parent conference” and two principals selected “d. Referral to school counselor or other school specialist.” Seven principals selected “e. Detention.” No principal selected “f. Referral to program, service, or agency designed to address specific behavior/infracton,” two principals selected “g. Corporal punishment,” and no principal selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).” (See Table 4.18).

Short-term suspension – ten days or less. One hundred and sixty-seven principals (87.4%) selected a short-term suspension. One hundred and fifty-six principals selected either “B. Suspension of five days or less” or “C. Suspension of six to ten days.” Eleven principals selected “E. Other (specify)” and indicated in-school suspension, which implied a short-term suspension and thus met the qualification as a short-term suspension.

One hundred and thirty-two principals (69.1%) selected “B. Suspension of five days or less.” Eighty-seven (87) of the one hundred and thirty-two (132) principals selecting “B. Suspension of five days or less” did not select an additional action from the column three choices. Forty-five (45) of the one hundred and thirty-two (132) principals selected an additional action from the column three choices. No principal selected “a. No disciplinary action taken.” Ten principals selected “b. Student conference.” Thirty-eight principals selected “c. Student and parent conference,” and eleven principals selected “d. Referral to school counselor or other school specialist.” Two principals selected “e.

Detention.” Two principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” one principal selected “g. Corporal punishment,” and two principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

Twenty-four principals (12.6%) selected “C. Suspension of six to ten days.” Twelve of the principals selecting “C. Suspension of six to ten days” did not select any additional action from the column three choices. The other twelve principals selecting “C. Suspension of six to ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and one principal selected “ b. Student conference.” Eleven principals selected “c. Student and parent conference.” Two principals selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Two principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” One principal selected “g. Corporal punishment.” One principal selected “h. Citation to Juvenile Court” as the other action taken. No principal selected “i. Other (specify).”

Eleven principals (5.8%) selected “E. Other (specify).” All eleven principals specified in-school suspension as the other action taken. This met the qualification of a short-term suspension. No principal selected “a. No disciplinary action taken” and one principal selected “ b. Student conference.” Four principals selected “c. Student and parent conference.” Two principals selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” One principal selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” One principal selected “h. Citation to

Juvenile Court” as the other action taken. No principal selected “i. Other (specify).”

(See Table 4.18).

Long-term suspension – more than ten days. Nine principals (4.7%) selected a long-term suspension. Four (4) principals selected “D. Suspension of more than ten days.” Five (5) principals selecting “E. Other” specified either Alternative School placement or Disciplinary Hearing Authority referral, indicating a suspension of more than ten days. This met the qualification of a long-term suspension.

Four principals (2.1%) selected “D. Suspension of more than ten days.” Three principals selecting “D. Suspension of more than ten days” did not select any additional action from the column three choices. The other principal selecting “D. Suspension of more than ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and no principal selected “ b. Student conference.” No principal selected “c. Student and parent conference.” No principals selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” One principal selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” No principal selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

Five principals (2.6%) chose “E. Other (specify)” with an indication of a long-term suspension. Four principals selecting “E. Other” specified Alternative School placement, and one principal selecting “E. Other” specified Disciplinary Hearing Authority referral. Both consequence decisions implied a long-term suspension of more than ten days. Two principals choosing “E. Other (specify)” did not select any additional

action from the column three choices. The other three principals choosing “E. Other (specify)” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken.” One principal selected “b. Student conference.” Two principals selected “c. Student and parent conference,” and no principal selected “d. Referral to school counselor or other school specialist.” No principal selected “e. Detention.” No principal selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” No principal selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).” (See Table 4.18).

Alternate/Additional Action. All one hundred and ninety-one principals took some type of disciplinary action. Eighty of the one hundred and ninety-one principals (41.9%) responding to the inciting others to fight disciplinary scenario selected one or more responses from the column three choices, noting some type of alternate or additional action taken. The most common alternate or additional actions taken were “c. Student and parent conference” (sixty), “b. Student conference” (eighteen), and “d. Referral to school counselor or other school specialist” (seventeen). Four principals selected “g. Corporal punishment” as a part of the action taken.

Summary. Inciting other students to fight (violence or threatened violation) is listed as a suspendable offense in state law (T.C.A. 49-6-3401). All principals took some kind of disciplinary action. Most principals (176 of 191 – 92.1%) utilized suspension as a consequence for inciting other students to fight, and most principals (167 of 191 – 87.4%) referred the student for a short-term suspension of five days or less. Only four principals (2.1%) cited the student to Juvenile Court. Long-term suspensions (9 of 186 – 4.7%)

were the second-most common suspension length. The most common additional action was student and parent conferences (sixty). Four principals specified the use of corporal punishment as a part of the consequence for the offense.

Disciplinary Scenario 18. Setting a Fire at a School Activity. Michael is a tenth-grade-student who plays the tuba in the school pep band. He is playing with the pep band at his high school at a basketball game with a cross-town rival. At intermission between the girls' and boys' game, he obtains a lighter from another student. Other students dare Michael to ignite a cardboard box that has been left in the stairwell leading to the balcony area where the pep band members sit while playing pep music. Michael yields to the pressure, ignites the box, and all of the students vacate the stairwell to go to the concession stand. A few minutes later, the fire is sounded, and the gym is evacuated. Order is soon restored, and everyone is allowed to return to the gym. The result of the investigation finds Michael to be the guilty party, and he admits to igniting the cardboard box. What action, if any, is taken against Michael?

Responding Principals. One hundred and eighty-seven (187) high school principals responded to the column two disposition choices in the setting a fire at a school activity disciplinary scenario. One hundred and thirty (130) principals selected one or more column three alternative/additional action choices. (See Table 4.19).

No Suspension. Seven principals (3.7%) selected "A. No suspension/alternate action." All seven principals chose an alternate action from the column three choices. No principal selected "a. No disciplinary action taken" and no principal selected "b. Student

Table 4.19 Setting a Fire at a School Activity Incident – Summary

Disposition	Number	Percent	Disposition	Number
A. No Susp/Alt	N=7	3.7%	a. no disc. action	n=0
Short-term total	N=62	33.2%	b. std conf	n=9
B. Susp. < 6 days	N=31	16.6%	c. std/parent conf	n=67
C. Susp. 6-10 days	N=30	16.0%	d. counselor	n=21
E. Other/Shortterm	N=1	0.5%	e. detention	n=3
ISS	N=1	0.5%	f. referral prog.	n=44
Long-term total	N=118	63.1%	g. corporal punish	n=0
D. Susp. > 10 days	N=52	27.8%	h. citation juv.court	n=93
E. Other/Longterm	N=66	35.3%	i. other	n=7
Alt.School	N=40	21.4%	Susp. Extra-cir.	n=2
DHA	N=19	10.2%	Restitution	n=2
Expulsion	N=6	3.2%	Fire Marshall	n=2
Zero Tol.	N=1	0.5%	S-team referral	n=1
Not responding	N=5		Not responding	n=57
Total Principals	N=187		Total Principals	n=130

conference.” Three principals selected “c. Student and parent conference” and one principal selected “d. Referral to school counselor or other school specialist.” One principal selected “e. Detention.” One principal selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,” and three principals selected “h. Citation to Juvenile Court.” One principal selected “i. Other (specify).” The principal selecting “i. Other” specified suspension from extracurricular activities as the action taken. (See Table 4.19).

Short-term suspension – ten days or less. Sixty-two principals (33.2%) selected a short-term suspension. Sixty-one principals selected either “B. Suspension of five days or less” or “C. Suspension of six to ten days.” One principal selected “E. Other (specify)” and

indicated in-school suspension, which implied a short-term suspension and thus met the qualification as a short-term suspension.

Thirty-one principals (16.6%) selected “B. Suspension of five days or less.” Six (6) of the thirty-one (31) principals selecting “B. Suspension of five days or less” did not select an additional action from the column three choices. Twenty-five (25) of the thirty-one (31) principals selected an additional action from the column three choices. No principal selected “a. No disciplinary action taken.” One principal selected “b. Student conference.” Fourteen principals selected “c. Student and parent conference,” and seven principals selected “d. Referral to school counselor or other school specialist.” No principal selected “e. Detention.” Three principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,” and sixteen principals selected “h. Citation to Juvenile Court.” One principal selected “i. Other (specify).” The principal selecting “i. Other” specified suspension from extracurricular activities as the action taken.

Thirty principals (16.0%) selected “C. Suspension of six to ten days.” Five of the principals selecting “C. Suspension of six to ten days” did not select any additional action from the column three choices. The other twenty-five principals selecting “C. Suspension of six to ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and three principals selected “b. Student conference.” Fourteen principals selected “c. Student and parent conference.” Three principal selected “d. Referral to school counselor or other school specialist” and two principals selected “e. Detention.” Twelve principals selected “f. Referral to program, service, or agency designed to address specific

behavior/infraction.” No principal selected “g. Corporal punishment.” Nineteen principals selected “h. Citation to Juvenile Court” as the other action taken. One principal selected “i. Other (specify).” The principal selecting “i. Other” specified restitution as the action taken.

One principal (0.5%) selected “E. Other (specify).” One principal specified in-school suspension as the other action taken. This met the qualification of a short-term suspension. No principal selected “a. No disciplinary action taken” and no principal selected “ b. Student conference.” One principal selected “c. Student and parent conference.” No principal selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” One principal selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” No principal selected “h. Citation to Juvenile Court” as the other action taken. No principal selected “i. Other (specify).” (See Table 4.19).

Long-term suspension – more than ten days. One hundred and eighteen principals (63.1%) selected a long-term suspension. Fifty-two (52) principals selected “D. Suspension of more than ten days.” Sixty-six (66) principals selecting “E. Other” specified Alternative School placement, Disciplinary Hearing Authority referral, expulsion, or Zero Tolerance offense, indicating a suspension of more than ten days. This met the qualification of a long-term suspension.

Fifty-two principals (27.8%) selected “D. Suspension of more than ten days.” Sixteen principals selecting “D. Suspension of more than ten days” did not select any additional action from the column three choices. The other thirty-six principals selecting

“D. Suspension of more than ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and three principals selected “b. Student conference.” Sixteen principals selected “c. Student and parent conference.” Six principals selected “d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Sixteen principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Thirty principals selected “h. Citation to Juvenile Court.” Four principals selected “i. Other (specify).” Two principals selecting “i. Other” specified contact the Fire Marshall as the action taken. One principal selecting “i. Other” specified restitution as the action taken. One principal selecting “i. Other” specified referral to the S-team as the action taken.

Sixty-six principals (35.3%) chose “E. Other (specify)” with an indication of a long-term suspension. Forty principals selecting “E. Other” specified Alternative School placement, and nineteen principals selecting “E. Other” specified Disciplinary Hearing Authority referral. Six principals selecting “E. Other” specified expulsion. One principal selecting “E. Other” specified Zero Tolerance offense. All four consequences implied a long-term suspension of more than ten days. Thirty principals choosing “E. Other (specify)” did not select any additional action from the column three choices. The other thirty-six principals choosing “E. Other (specify)” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken.” Two principals selected “b. Student conference.” Nineteen principals selected “c. Student and parent conference,” and four principals selected “d. Referral to school counselor or other school specialist.” No principal selected “e. Detention.” Eleven

principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Twenty-five principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).” (See Table 4.19).

Alternate/Additional Action. All one hundred and eighty-seven principals took some type of disciplinary action. One hundred and thirty of the one hundred and eighty-seven principals (69.5%) responding to the setting a fire at school disciplinary scenario selected one or more responses from the column three choices, noting some type of alternate or additional action taken. The most common alternate or additional actions taken were “h. Citation to Juvenile Court” (ninety-three), “c. Student and parent conference” (sixty-seven), and “f. Referral to program, service, or agency designed to address specific behavior/infraction” (forty-four). No principal selected “g. Corporal punishment” as a part of the action taken.

Summary. Igniting a fire at a school activity is not specifically listed as a suspendable offense in state law (T.C.A. 49-6-3401). A student may be suspended under the category of “any other conduct prejudicial to good order or discipline in any public school” (T.C.A. 49-6-3401). All principals took some kind of disciplinary action. Most principals (180 of 187 – 96.3%) utilized suspension as a consequence for igniting a fire at a school activity, and most principals (118 of 187 – 63.1%) referred the student for a long-term suspension of more than ten days. Almost one half of the principals (93 of 187 – 49.7%) cited the student to Juvenile Court. Short-term suspensions (62 of 187 – 33.2%) were the second-most common suspension length. The most common additional actions were citing the student to Juvenile Court (ninety-three), student and parent

conferences (sixty-seven), and referral to a program to address the specific behavior/infraction (forty-four). Only seven principals did not utilize suspension as a part of the consequence for setting a fire at a school activity. No principal specified the use of corporal punishment as a part of the consequence for the offense.

Disciplinary Scenario 19. Bringing a Firearm to School. Thomas is a ninth grade student who purchases a handgun and brings it to school. He shows it to a friend who tells another student who informs the principal. Thomas becomes frightened and hides the gun in the boys' restroom in a ceiling tile above one of the toilets. After a lengthy investigation, Thomas tells an adult where the gun is located. He admits to bringing the gun but relates he had no intention of using it. What action, if any, is taken against Thomas?

Responding Principals. One hundred and ninety-two (192) high school principals responded to the column two disposition choices in the bringing a firearm to school disciplinary scenario. One hundred and twelve (112) principals selected one or more column three alternative/additional action choices. (See Table 4.20).

No Suspension. One principal (0.5%) selected "A. No suspension/alternate action." The principal chose an alternate action from the column three choices. The principal selected "f. Referral to program, service, or agency designed to address specific behavior/infraction." (See Table 4.20).

Short-term suspension – ten days or less. Seven principals (3.6%) selected a short-term suspension. All seven principals selected either "B. Suspension of five days or less" or "C. Suspension of six to ten days." No principal selected "E. Other (specify)" and

Table 4.20 Bringing a Firearm to School Incident – Summary

Disposition	Number	Percent	Disposition	Number
A. No Susp/Alt	N=1	0.5%	a. no disc. Action	n=0
Short-term total	N=7	3.6%	b. std conf	n=10
B. Susp. < 6 days	N=1	0.5%	c. std/parent conf	n=53
C. Susp. 6-10 days	N=6	3.1%	d. counselor	n=14
E. Other/Short-term	N=0	0.0%	e. detention	n=2
			f. referral prog.	n=39
Long-term total	N=184	95.8%	g. corporal punish	n=0
D. Susp. > 10 days	N=64	33.3%	h. citation juv.court	n=89
E. Other/Long-term	N=120	62.5%	i. other	n=1
Zero Tol.	N=58	30.2%	S-team referral	n=1
Alt.School	N=32	16.7%		
Expulsion	N=18	9.4%		
DHA	N=12	6.3%		
Not responding	N=0		Not responding	n=80
Total Principals	N=192		Total Principals	n=112

indicated a consequence which implied a short-term suspension and thus met the qualification as a short-term suspension.

One principal (0.5%) selected “B. Suspension of five days or less.” The principal selected an additional action from the column three choices. No principal selected “a. No disciplinary action taken.” No principal selected “b. Student conference.” One principal selected “c. Student and parent conference,” and no principal selected “d. Referral to school counselor or other school specialist.” One principal selected “e. Detention.” No principal selected “f. Referral to program, service, or agency designed to address specific behavior/infraction,” no principal selected “g. Corporal punishment,” and one principal selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

Six principals (3.1%) selected “C. Suspension of six to ten days.” One of the principals selecting “C. Suspension of six to ten days” did not select any additional action from the column three choices. The other five principals selecting “C. Suspension of six to ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and no principal selected “ b. Student conference.” Three principals selected “c. Student and parent conference.” No principal selected “ d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” All five principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Three principals selected “h. Citation to Juvenile Court” as the other action taken. No principal selected “i. Other (specify).” (See Table 4.20).

Long-term suspension – more than ten days. One hundred and eighty-four principals (95.8%) selected a long-term suspension. Sixty-four (64) principals selected “D. Suspension of more than ten days.” One hundred and twenty (120) principals selecting “E. Other” specified Zero Tolerance offense, Alternative School placement, expulsion, or Disciplinary Hearing Authority referral, indicating a suspension of more than ten days. This met the qualification of a long-term suspension.

Sixty-four principals (33.3%) selected “D. Suspension of more than ten days.” Nineteen principals selecting “D. Suspension of more than ten days” did not select any additional action from the column three choices. The other forty-five principals selecting “D. Suspension of more than ten days” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken” and three principals selected “ b. Student conference.” Eighteen principals selected “c. Student and

parent conference.” Five principals selected “d. Referral to school counselor or other school specialist” and no principal selected “e. Detention.” Sixteen principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Forty principals selected “h. Citation to Juvenile Court.” No principal selected “i. Other (specify).”

One hundred and twenty principals (62.5%) chose “E. Other (specify)” with an indication of a long-term suspension. Fifty-eight principals selecting “E. Other” specified Zero Tolerance offense, Thirty-two principals selecting “E. Other” specified Alternative School placement, and eighteen principals selecting “E. Other” specified expulsion. Twelve principals selecting “E. Other” specified Disciplinary Hearing Authority referral. All four consequences implied a long-term suspension of more than ten days. Sixty principals choosing “E. Other (specify)” did not select any additional action from the column three choices. The other sixty principals choosing “E. Other (specify)” selected one or more additional actions from the column three choices. No principal selected “a. No disciplinary action taken.” Seven principals selected “b. Student conference.” Thirty-one principals selected “c. Student and parent conference,” and nine principals selected “d. Referral to school counselor or other school specialist.” One principal selected “e. Detention.” Seventeen principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction.” No principal selected “g. Corporal punishment.” Forty-five principals selected “h. Citation to Juvenile Court.” One principal selected “i. Other (specify).” The principal selecting “i. Other” specified referral to the S-team as the action taken. (See Table 4.20).

Alternate/Additional Action. All one hundred and ninety-two principals took some type of disciplinary action. One hundred and twelve of the one hundred and ninety-two principals (58.3%) responding to the firearm disciplinary scenario selected one or more responses from the column three choices, noting some type of alternate or additional action taken. The most common alternate or additional actions taken were “h. Citation to Juvenile Court” (eighty-nine), “c. Student and parent conference” (fifty-three), and “f. Referral to program, service, or agency designed to address specific behavior/infraction” (thirty-nine). No principal selected “g. Corporal punishment” as a part of the action taken.

Summary. Bringing a firearm to school is a suspendable offense listed as “possession of a pistol, gun or firearm on school property” (T.C.A. 49-6-3401). It is also specifically listed, stating “a pupil determined to have brought to school or to be in unauthorized possession on school property of a ‘firearm,’ as defined in 18 U.S.C. § 921, shall be expelled for a period of not less than one (1) calendar year, except that the director may modify this expulsion on a case-by-case basis” [T.C.A. 49-6-3401(g)]. It is a Class E felony “for any person to possess or carry, whether openly or concealed, with the intent to go armed, any firearm in any public school building” (T.C.A. 39-17-1309). All but one principal (191 of 192 – 99.5%) utilized suspension as a consequence for bringing a firearm to school. Most principals (184 of 192 – 95.8%) specified a long-term suspension for more than ten days. Eighty-nine of the principals utilizing a long-term suspension also cited the student to Juvenile Court. The most common alternate/additional actions taken by all principals were citation to Juvenile Court (eighty-nine), student and parent conference (fifty-three), and referral to program, service, or

agency designed to address specific behavior/infraction (thirty-nine). All principals took some kind of disciplinary action. Short-term suspensions (7 of 192 – 3.6%) were the second-most common suspension length. No principal specified the use of corporal punishment as a part of the consequence for the offense.

Analysis of the Data of All Nineteen Disciplinary Scenarios

A master summary for all nineteen disciplinary scenarios from all data received was constructed to display the percentage of the three response categories of discussion – no suspension, short-term suspensions, and long-term suspensions (see Table 4.21).

Research Question One. Is there uniform application of the exclusion policies for regular education students across Tennessee among high school principals? If not, how great is the variation on each of the individual Tennessee policies relative to the exclusion of regular education students from school?

The researcher first identified the exclusion policies from the nineteen disciplinary scenarios that indicated a high level of agreement by displaying a percentage of seventy (70%) (rounded) or greater in the no suspension, short-term suspension, or long-term suspension response categories. (See Table 4.21).

The researcher then identified the disciplinary scenarios that indicated a higher level of agreement by displaying a percentage of eighty-five (85%) or greater in the no suspension, short-term suspension, or long-term suspension response categories. (See Table 4.21). Finally, the researcher identified the disciplinary scenarios that indicated a high level of variance by displaying a percentage of fifteen (15%) or greater in each of the three response categories of no suspension, short-term suspension, and long-term suspension. (See Table 4.21). The master summary included all data received from the

Table 4.21 Master Summary of All Nineteen Disciplinary Scenarios

No.	Disciplinary Scenario	No Susp	Short	Long
1	Tobacco (4th offense)	24.0%	48.4%	27.6%
2	Fighting (3rd offense)	3.2%	37.4%	59.5%
3	Class Disruption, Vandalism	18.4%	71.9%	9.7%
4	Alcohol (possess, consume)	2.6%	26.8%	70.5%
5	Immunization (incomplete)	79.7%	17.6%	2.7%
6	Willful and Persistent Violation	5.8%	47.4%	46.8%
7	Drugs (Hydrocodone)	2.6%	8.9%	88.4%
8	Fireworks (possess, ignite)	1.6%	52.6%	45.8%
9	Knife (possession)	23.2%	20.0%	56.8%
10	Sexual Harassment	1.1%	37.9%	61.1%
11	Marijuana (possess, smoking)	0.0%	6.3%	93.7%
12	Battery upon SRO	2.1%	28.0%	69.8%
13	Attendance Violation	93.7%	0.5%	5.8%
14	Off-Campus Behavior	50.5%	14.7%	34.7%
15	Theft	12.6%	78.5%	8.9%
16	Racial Harassment (2nd off)	8.4%	72.8%	18.8%
17	Inciting Others to Fight	7.9%	87.4%	4.7%
18	Setting a Fire at School	3.7%	33.2%	63.1%
19	Bringing a Firearm to School	0.5%	3.6%	95.8%

one hundred and ninety-two principals who returned a completed questionnaire.

No Suspension – High Level of Agreement (70%) or Greater. Two of the nineteen disciplinary scenarios had a response rate of seventy percent or greater in the no suspension response category. Disciplinary scenario 5 (Incomplete Immunization Records) displayed seventy-nine and seven tenths percent (79.7%) in the no suspension response category. (See Table 4.21). Disciplinary scenario 13 (Attendance Violation Incident) displayed ninety-three and seven tenths percent (93.7%) in the no suspension response category. (See Table 4.21).

Short-term Suspension – High Level of Agreement (70%) or Greater. Four of the nineteen disciplinary scenarios had a response rate of seventy percent or greater in the short-term suspension response category. Disciplinary scenario 3 (Class Disruption, Vandalism, Profanity) displayed seventy-one and nine tenths percent (71.9%) in the short-term suspension response category. (See Table 4.21). Disciplinary scenario 15 (Theft Incident) displayed seventy-eight and five tenths percent (78.5%) in the short-term suspension response category. (See Table 4.21). Disciplinary scenario 16 (Racial Harassment Incident) displayed seventy-two and eight tenths percent (72.8%) in the short-term suspension response category. (See Table 4.21). Disciplinary scenario 17 (Inciting Others to Fight) displayed eighty-seven and four tenths percent (87.4%) in the short-term suspension response category. (See Table 4.21).

Long-term Suspension – High Level of Agreement (70%) or Greater. Five of the nineteen disciplinary scenarios had a response rate of seventy percent or greater in the long-term suspension response category. Disciplinary scenario 4 (Alcohol Possession, Consumption, Under the Influence) displayed seventy and five tenths percent (70.5%) in

the long-term suspension response category. (See Table 4.21). Disciplinary scenario 7 (Drug Possession and Transmission – Hydrocodone) displayed eighty-eight and four tenths percent (88.4%) in the long-term suspension response category. (See Table 4.21). Disciplinary scenario 11 (Possessing and Smoking Marijuana at School) displayed ninety-three and seven tenths percent (93.7%) in the long-term suspension response category. (See Table 4.21). Disciplinary scenario 12 (Battery Upon School Resource Officer) displayed sixty-nine and eight tenths percent (69.8%) in the long-term suspension response category. (See Table 4.21). Disciplinary scenario 19 (Bringing a Firearm to School) displayed ninety-five and eight tenths percent (95.8%) in the long-term suspension response category. (See Table 4.21).

No Suspension – Higher Level of Agreement (85%) or Greater. One of the nineteen disciplinary scenarios had a response rate of eighty-five percent or greater in the no suspension response category. Disciplinary scenario 13 (Attendance Violation Incident) displayed ninety-three and seven tenths percent (93.7%) in the no suspension response category. (See Table 4.21).

Short-term Suspension – Higher Level of Agreement (85%) or Greater. One of the nineteen disciplinary scenarios had a response rate of eighty-five percent or greater in the short-term suspension response category. Disciplinary scenario 17 (Inciting Others to Fight) displayed eighty-seven and four tenths percent (87.4%) in the short-term suspension response category. (See Table 4.21).

Long-term Suspension – Higher Level of Agreement (85%) or Greater. Three of the nineteen disciplinary scenarios had a response rate of eighty-five percent or greater in the long-term suspension response category. Disciplinary scenario 7 (Drug Possession and

Transmission – Hydrocodone) displayed eighty-eight and four tenths percent (88.4%) in the long-term suspension response category. (See Table 4.21). Disciplinary scenario 11 (Possessing and Smoking Marijuana at School) displayed ninety-three and seven tenths percent (93.7%) in the long-term suspension response category. (See Table 4.21).

Disciplinary scenario 19 (Bringing a Firearm to School) displayed ninety-five and eight tenths percent (95.8%) in the long-term suspension response category. (See Table 4.21).

High Level of Variance – (15%) or Greater in No Suspension, Short-term Suspension,

and Long-term Suspension. Three of the nineteen disciplinary scenarios had a response rate of fifteen percent or greater in all three of the response categories of no suspension, short-term suspension, and long-term suspension. Disciplinary scenario 1 (Fourth Tobacco Possession or Use) displayed twenty-four percent (24.0%) in the no suspension response category, forty-eight and four tenths percent (48.4%) in the short-term suspension response category, and twenty-seven and six tenths percent (27.6%) in the long-term suspension response category. (See Table 4.21). Disciplinary scenario 9 (Possession of a Knife) displayed twenty-three and two tenths percent (23.2%) in the no suspension response category, twenty percent (20.0%) in the short-term suspension response category, and fifty-six and eight tenths percent (56.8%) in the long-term suspension response category. (See Table 4.21). Disciplinary scenario 14 (Off-Campus Behavior) displayed fifty and five tenths percent (50.5%) in the no suspension response category, fourteen and seven tenths percent (14.7%) in the short-term suspension response category, and thirty-four and seven tenths percent (34.7%) in the long-term suspension response category. (See Table 4.21).

Research Question Two. What are the alternate actions taken by high school principals?

Is there agreement among principals in the alternate actions taken in regard to exclusion?

The researcher first identified the number of principals selecting one or more responses from the column three choices from the nineteen disciplinary scenarios that indicated at least fifty percent participation. (See Table 4.22).

The researcher then identified the disciplinary scenarios that indicated a high level of agreement by displaying the three most common alternate or additional actions taken by principals. (See Table 4.22). Finally, the researcher reviewed the data by each of the nine response choices (a-i), identified the disciplinary scenarios that indicated a high level or low level of use frequency, and made general statements of agreement or variance by principals. (See Table 4.22). The master summary included all data received from the one hundred and ninety-two principals who returned a completed questionnaire.

Percentage of Principals Selecting Column Three Responses. Greater than fifty percent of principals selected a response from the column three choices (a-i) in seventeen of the nineteen disciplinary scenarios. Ninety-two and one tenth percent (92.1%) of principals (176 of 191) selected a response from the column three choices (a-i) in the attendance violation disciplinary scenario. (See Table 4.22). There were four disciplinary scenarios in which the use frequency by principals was seventy percent (70%) or greater.

Disciplinary scenario 5 (incomplete immunization records – 148 of 187 for 79.1%) and disciplinary scenario 1 (tobacco – 145 of 192 for 75.5%) displayed a use frequency of seventy percent or greater. Disciplinary scenario 3 (class disruption, vandalism, profanity – 138 of 185 for 74.6%), and disciplinary scenario 18 (setting a fire at school – 130 of

Table 4.22 Column 3 Responses for Nineteen Disciplinary Scenarios

No	Disciplinary Scenario	a	b	c	d	e	f	g	h	i	Response (rsp.)	#no rsp.	#rsp.	%rsp.
1	Tobacco (4 th offense)	0	9	31	4	7	33	1	124	0		47	145	75.5
2	Fighting (3 rd offense)	0	8	50	20	0	48	1	44	0		81	109	57.4
3	Class Disrupt., Vand.	0	14	76	17	19	18	7	12	68	66-restitution	47	138	74.6
4	Alcohol (poss., cons.)	0	3	55	16	2	53	1	57	1	1-steam	81	109	57.4
5	Immunization (inc.)	39	4	71	20	0	37	0	0	19	15-enroll	39	148	79.1
6	Willful and Pers.Viol.	0	11	62	20	4	42	0	9	2	1-steam	95	95	50.0
7	Drugs (Hydorcodone)	0	9	54	10	1	46	1	72	1	1-steam	78	112	58.9
8	Fireworks (poss.,ignt.)	0	11	61	12	3	20	5	40	1	1-fire marshal	96	94	49.5
9	Knife (possession)	0	10	82	6	3	22	0	35	19	13- conf. knife	69	121	63.7
10	Sexual Harassment	0	11	76	47	4	48	0	35	2	1-sexual harass	74	116	61.1
11	Marijuana (poss.,smk)	0	7	50	13	2	45	1	62	0		95	94	49.7
12	Battery upon SRO	0	6	46	12	3	31	0	52	0		96	93	49.2
13	Attendance Violation	39	9	79	62	2	36	0	19	56	36-enroll	15	176	92.1
14	Off-Campus Behavior	29	9	54	17	5	29	0	29	25	22-class chng.	61	129	67.9
15	Theft	0	12	77	33	15	15	1	36	39	37-restitution	60	131	68.9
16	Racial Harassment	0	17	83	64	8	41	3	7	4	1-cult. divers.	69	122	63.9
17	Incite Others to Fight	0	18	60	17	9	6	4	4	0		111	80	41.9
18	Setting a Fire at sch.	0	9	67	21	3	44	0	93	7	2-fire marshal	57	130	69.5
19	Bringing a Firearm	0	10	53	14	2	39	0	89	1	1-steam	80	112	58.3

187 for 69.5%) displayed a frequency use of seventy percent or greater. (See Table 4.22).

There were five disciplinary scenarios in which the use frequency by principals was at least sixty percent (60%) or greater, but less than seventy percent (70%) frequency of use. Disciplinary scenario 15 (theft – 131 of 191 for 68.9%) and disciplinary scenario 14 (off-campus behavior – 129 of 190 for 67.9%) displayed a use frequency of at least sixty percent, but less than seventy percent. Disciplinary scenario 16 (racial harassment – 122 of 191 for 63.9%), and disciplinary scenario 9 (possession of knife – 121 of 190 for 63.7%) displayed a frequency use of at least sixty percent, but less than seventy percent. Disciplinary scenario 10 (sexual harassment – 116 of 190 for 61.1%) displayed a frequency use of at least sixty percent, but less than seventy percent. (See Table 4.22).

There were seven disciplinary scenarios in which the use frequency by principals was at least fifty percent (50%) or greater, but less than sixty percent (60%) frequency of use. Disciplinary scenario 7 (drug possession and transmission/Hydrocodone – 112 of 190 for 58.9%) and disciplinary scenario 19 (firearm – 112 of 192 for 58.3%) displayed a use frequency of at least fifty percent, but less than sixty percent. Disciplinary scenario 2 (fighting – 109 of 190 for 57.4%), and disciplinary scenario 4 (alcohol – 109 of 190 for 57.4%) displayed a frequency use of at least fifty percent, but less than sixty percent. Disciplinary scenario 6 (willful and persistent violation of school rules – 95 of 190 for 50.0%) and disciplinary scenario 11 (marijuana – 94 of 189 for 49.7%) displayed a use frequency of at least fifty percent, but less than sixty percent. Disciplinary scenario 8 (fireworks – 94 of 190 for 49.5%) displayed a frequency use of at least fifty percent, but less than sixty percent. (See Table 4.22).

There were only two disciplinary scenarios in which the use frequency by principals was less than fifty percent (50%) frequency of use. Disciplinary scenario 12 (battery upon School Resource Officer – 93 of 189 for 49.2%) and disciplinary scenario 17 (inciting others to fight – 80 of 191 for 41.9%) displayed a use frequency of less than fifty percent. (See Table 4.22).

The Three Most Common Responses in Each Disciplinary Scenario. The most common response choice in each of the nineteen disciplinary scenarios was either “c. Student and parent conference” (most common response choice in 12 of 19 disciplinary scenarios) or “h. Citation to Juvenile Court” (most common response choice in 7 of 19 disciplinary scenarios). The response choice “c. Student and parent conference” was in the three most common responses in all nineteen disciplinary scenarios. The response choice “f. Referral to program, service, or agency designed to address specific behavior/infraction” was in the three most common responses in fifteen of the nineteen disciplinary scenarios. The response choice “h. Citation to Juvenile Court” was in the three most common responses in twelve of the nineteen disciplinary scenarios. (See Table 4.22).

The three most common response choices in disciplinary scenario 1 (tobacco) were “h. Citation to Juvenile Court” (124), “f. Referral to program, service, or agency designed to address specific behavior/infraction” (33), and “c. Student and parent conference” (31). The three most common response choices in disciplinary scenario 2 (fighting) were “c. Student and parent conference” (50), “f. Referral to program, service, or agency designed to address specific behavior/infraction” (48), and “h. Citation to Juvenile Court” (44). The three most common response choices in disciplinary scenario 3 (class disruption, vandalism, profanity) were “c. Student and parent conference” (76),

“i. Other (specify)” (68), and “e. Detention” (19). The sixty-eight principals selecting “i. Other” specified restitution (sixty-six) and clean the desk (two) as the other action taken. (See Table 4.22).

The three most common response choices in disciplinary scenario 4 (alcohol) were “h. Citation to Juvenile Court” (57), “c. Student and parent conference” (55), and “f. Referral to program, service, or agency designed to address specific behavior/infraction” (53). The three most common response choices in disciplinary scenario 5 (incomplete immunization record) were “c. Student and parent conference” (71), “a. No disciplinary action taken” (39), and “f. Referral to program, service, or agency designed to address specific behavior/infraction” (37). The three most common response choices in disciplinary scenario 6 (willful and persistent violation of school rules) were “c. Student and parent conference” (62), “f. Referral to program, service, or agency designed to address specific behavior/infraction” (42), and “d. Referral to school counselor or other school specialist” (20). (See Table 4.22).

The three most common response choices in disciplinary scenario 7 (drug possession and transmission/Hydrocodone) were “h. Citation to Juvenile Court” (72), “c. Student and parent conference” (54), and “f. Referral to program, service, or agency designed to address specific behavior/infraction” (46). The three most common response choices in disciplinary scenario 8 (fireworks) were “c. Student and parent conference” (61), “h. Citation to Juvenile Court” (40), and “f. Referral to program, service, or agency designed to address specific behavior/infraction” (20). The three most common response choices in disciplinary scenario 9 (possession of knife) were “c. Student and parent conference” (82), “h. Citation to Juvenile Court” (35), and “f. Referral to program,

service, or agency designed to address specific behavior/infraction” (22). (See Table 4.22).

The three most common response choices in disciplinary scenario 10 (sexual harassment) were “c. Student and parent conference” (76), “f. Referral to program, service, or agency designed to address specific behavior/infraction” (48), and “d. Referral to school counselor or other school specialist” (47). The three most common response choices in disciplinary scenario 11 (marijuana) were “h. Citation to Juvenile Court” (62), “c. Student and parent conference” (50), and “f. Referral to program, service, or agency designed to address specific behavior/infraction” (45). The three most common response choices in disciplinary scenario 12 (battery upon School Resource Officer) were “h. Citation to Juvenile Court” (52), “c. Student and parent conference” (46), and “f. Referral to program, service, or agency designed to address specific behavior/infraction” (31). (See Table 4.22).

The three most common response choices in disciplinary scenario 13 (attendance violation) were “c. Student and parent conference” (79), “d. Referral to school counselor or other school specialist” (62), and “i. Other (specify)” (56). The fifty-six principals selecting “i. Other” specified enroll the student (thirty-six), refer to credit recovery or GED class (fifteen), and other referral (five) as the other action taken. The three most common response choices in disciplinary scenario 14 (off-campus behavior) were “c. Student and parent conference” (54), “a. No disciplinary action taken” (29), “h. Citation to Juvenile Court” (29), and “f. Referral to program, service, or agency designed to address specific behavior/infraction” (29). The three most common response choices in disciplinary scenario 15 (theft) were “c. Student and parent conference” (77), “i. Other

(specify)” (39), and “h. Citation to Juvenile Court” (36). The thirty-nine principals selecting “i. Other” specified restitution (thirty-seven), community service (one), and s-team referral (one) as the other action taken. (See Table 4.22).

The three most common response choices in disciplinary scenario 16 (racial harassment) were “c. Student and parent conference” (83), “d. Referral to school counselor or other school specialist” (64), and “f. Referral to program, service, or agency designed to address specific behavior/infraction” (41). The three most common response choices in disciplinary scenario 17 (inciting others to fight) were “c. Student and parent conference” (60), “b. Student conference” (18), and “d. Referral to school counselor or other school specialist” (17). The three most common response choices in disciplinary scenario 18 (setting a fire at school) were “h. Citation to Juvenile Court” (93), “c. Student and parent conference” (67), and “f. Referral to program, service, or agency designed to address specific behavior/infraction” (44). The three most common response choices in disciplinary scenario 19 (firearm) were “h. Citation to Juvenile Court” (89), “c. Student and parent conference” (53), and “f. Referral to program, service, or agency designed to address specific behavior/infraction” (39). (See Table 4.22).

Use Frequency in the Nine Response Choices (a-i) in Column Three.

a. No disciplinary action taken. There were one hundred and ninety-two principals returning a completed questionnaire. Principals selected “a. No disciplinary action taken” in only three disciplinary scenarios. Disciplinary scenario 5 (incomplete immunization record) had thirty-nine principals to select “a. No disciplinary action taken.” Disciplinary scenario 13 (attendance violation) had thirty-nine principals to select “a. No disciplinary action taken.” Disciplinary scenario 14 (off-campus behavior)

had twenty-nine principals to select “a. No disciplinary action taken.” The response choice “a. No disciplinary action taken” was the second most common column three response selected in disciplinary scenario 5 (incomplete immunization record) and disciplinary scenario 14 (off-campus behavior). (See Table 4.22).

b. Student conference. Principals selected “b. Student conference” in all nineteen disciplinary scenarios. Disciplinary scenario 17 (inciting others to fight) had eighteen principals to select “b. Student conference,” which was the second most common response selected. Disciplinary scenario 1 through 16, 18 and 19 had at least three principals to select “b. Student conference,” but had no more than seventeen principals to select “b. Student conference.” (See Table 4.22).

c. Student and parent conference. Principals selected “c. Student and parent conference” in all nineteen disciplinary scenarios. It was the most common response in twelve of the nineteen disciplinary scenarios. Disciplinary scenario 16 (racial harassment) had eighty-three principals to select “c. Student and parent conference” for the highest number of principals selecting this column three response. Column three response choice “c. Student and parent conference” was among the three most common response choices in all nineteen disciplinary scenarios. Disciplinary scenario 1 (tobacco) had the fewest number of principals (thirty-one) selecting “c. Student and parent conference.” (See Table 4.22).

d. Referral to school counselor or other school specialist. Principals selected “d. Referral to school counselor or other school specialist” in all nineteen disciplinary scenarios. It was the second most common response in two of the nineteen disciplinary scenarios. Disciplinary scenario 16 (racial harassment) had sixty-four principals to select “d.

Referral to school counselor or other school specialist” for the highest number of principals selecting this column three response. Disciplinary scenario 13 (attendance violation) had sixty-two principals to select “d. Referral to school counselor or other school specialist” for the next highest number of principals selecting this column three response. Column three response choice “d. Referral to school counselor or other school specialist” was among the three most common response choices in five of the nineteen disciplinary scenarios (6 – willful and persistent violation of school rules, 10 – sexual harassment, 13 – attendance violation, 16 – racial harassment, and 17 – inciting others to fight). Disciplinary scenario 1 (tobacco) had the fewest number of principals (four) selecting “d. Referral to school counselor or other school specialist.” (See Table 4.22).

e. Detention. Principals selected “e. Detention” in all but two of the nineteen disciplinary scenarios (scenario 2 – fighting and scenario 5 – incomplete immunization record).

Disciplinary scenario 3 (class disruption, vandalism, profanity) had nineteen principals to select “e. Detention,” which was the highest number of principals selecting this column three response and the third most common response choice in this scenario. Disciplinary scenario 1, 4, and 6 through 19 had at least one principal select “e. Detention,” but had no more than fifteen principals select this column three response choice. (See Table 4.22).

f. Referral to program, service, or agency designed to address specific

behavior/infraction. Principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction” in all nineteen disciplinary scenarios. It was the second or third most common response in fifteen of the nineteen disciplinary scenarios. Disciplinary scenarios 2 (fighting) and 10 (sexual harassment) had forty-eight principals to select “f. Referral to program, service, or agency designed to address

specific behavior/infraction” for the two highest number of principals selecting this column three response. Disciplinary scenario 17 (inciting others to fight) had the fewest number of principals (six) selecting “f. Referral to program, service, or agency designed to address specific behavior/infraction.” (See Table 4.22).

g. Corporal punishment. Principals selected “g. Corporal punishment” in ten of the nineteen disciplinary scenarios. Disciplinary scenario 3 (classroom disruption, vandalism, profanity) had seven principals to select “g. Corporal punishment” for the highest number of principals selecting this column three response. Disciplinary scenario 8 (fireworks) had five principals to select “g. Corporal punishment.” Disciplinary scenario 17 (inciting others to fight) had four principals to select “g. Corporal punishment.” Disciplinary scenario 16 (racial harassment) had four principals to select “g. Corporal punishment.” Disciplinary scenarios 1 (tobacco), 2 (fighting), 4 (alcohol), 7 (drug possession and transmission/Hydrocodone), 11 (marijuana), and 15 (theft) had one principal in each disciplinary scenario to select “g. Corporal punishment.” No principal selected “g. Corporal punishment” from the column three response choices in disciplinary scenarios 5 (incomplete immunization record), 6 (willful and persistent violation of school rules), 9 (possession of knife), 10 (sexual harassment), 12 (battery upon School Resource Officer), 13 (attendance violation), 14 (off-campus behavior), 18 (setting a fire at school), and 19 (firearm). (See Table 4.22).

h. Citation to Juvenile Court. Principals selected “h. Citation to Juvenile Court” in eighteen of the nineteen disciplinary scenarios. It was the most common response in seven of the nineteen disciplinary scenarios. It was the first, second, or third most common response in twelve of the nineteen disciplinary scenarios. Disciplinary scenario

1 (tobacco) had one hundred and twenty-four principals to select “h. Citation to Juvenile Court” for the highest number of principals selecting this column three response. The column three response of “h. Citation to Juvenile Court” was also the most common response choice in disciplinary scenario 18 (setting a fire at school – 93), disciplinary scenario 19 (firearm – 89), disciplinary scenario 7 (drug possession and transmission/Hydrocodone – 72), disciplinary scenario 11 (marijuana – 62), disciplinary scenario 4 (alcohol – 57), and disciplinary scenario 12 (battery upon School Resource Officer – 52). The column three response of “h. Citation to Juvenile Court” was also the second most common response choice in disciplinary scenario 8 (fireworks – 40), disciplinary scenario 9 (knife – 35), and disciplinary scenario 14 (off-campus behavior – 29). The column three response of “h. Citation to Juvenile Court” was also the third most common response choice in disciplinary scenario 2 (fighting – 44) and disciplinary scenario 15 (theft – 36). Disciplinary scenario 5 (incomplete immunization record) was the only scenario with no principal (zero) selecting “h. Citation to Juvenile Court.” (See Table 4.22).

i. Other (specify). Principals selected “i. Other (specify)” in fourteen of the nineteen disciplinary scenarios. It was the second most common response in two of the nineteen disciplinary scenarios. Disciplinary scenario 3 (class disruption, vandalism, profanity) had sixty-eight principals to select “i. Other (specify)” and specified restitution (sixty-six) or clean desk (two) as the action taken. Disciplinary scenario 15 (theft) had thirty-nine principals to select “i. Other (specify)” and specified restitution (thirty-seven), community service (one), or s-team referral (one) as the action taken. (See Table 4.22).

It was the third most common response in one of the nineteen disciplinary scenarios. Disciplinary scenario 13 (attendance violation) had fifty-six principals to select “i. Other (specify)” and specified enroll the student (thirty-six), credit recovery (ten), referral to GED class (five), or other referral (five) as the action taken. Disciplinary scenario 3 (class disruption, vandalism, profanity) had sixty-eight principals to select “i. Other (specify)” for the highest number of principals selecting this column three response. Column three response choice “i. Other (specify)” was not selected by any principals in five of the nineteen disciplinary scenarios (1 – tobacco, 2 – fighting, 11 – marijuana, 12 – battery upon School Resource Officer, and 17 – inciting others to fight). (See Table 4.22).

Summary

In this chapter, the data regarding exclusion policies and public high school principal policy implementation practice were presented and analyzed. These data were collected through the research process using a questionnaire with a double set of response choices for nineteen disciplinary scenarios. Chapter five reviews the findings, conclusions, and recommendations of the study.

Chapter Five – Findings, Conclusions, and Recommendations

In this chapter, a brief overview, the findings, discussion, and conclusions of the study are given. Recommendations as a result of the study are then given.

Overview of the Study

The exclusion of students from school has been a last-resort response that principals have chosen in an effort to correct inappropriate student behaviors. Since the safety of students and staff is of utmost importance, efforts to establish and maintain a violent-free and drug-free school environment have subsequently made necessary the formulation of laws and policies to address these and other issues of student conduct (Hickok, 2002; U.S. Department of Education and the U.S. Department of Justice, 2000; Dwyer, Osher, & Warger, 1998). As a result of the growing number of student exclusions from Tennessee's public schools and the high priority of establishing and maintaining a safe school environment in Tennessee's public schools, there was a need to examine exclusion policies and the implementation of those policies by school administrators. The No Child Left Behind legislation target of one hundred percent high school graduation rate by the end of the 2013-2014 school year compounds the policy implementation decision to exclude students from school (Hickok, 2002).

Over the past decade, there has been increased emphasis and scrutiny of student exclusions as a response to inappropriate student behaviors in a school setting (Skiba & Peterson, 2000). The use of exclusion of students has been viewed by some as idiosyncratic toward the student being suspended (Morgan-D'Atrio, Northup, LaFleur, & Spera, 1996; Costenbader & Markson, 1994). Others have opined that exclusions aid in

maintaining a safe learning environment for the majority of students who meet the behavioral expectations reflected in the vision, mission statement, and goals of the school and school district (Skiba & Peterson, 1999; Dwyer, Osher, & Warger, 1998). Zero tolerance, harassment, and cultural diversity have further heightened the awareness of society to address inappropriate behaviors in the school setting (Breunlin, Cimmarusti, Bryant-Edwards, & Hetherington, 2002; Skiba & Peterson, 2000; U.S. Department of Education and the U.S. Department of Justice, 2000).

The purpose of this study was to examine student exclusion policies and principal policy implementation practices in Tennessee's public high schools and to report and describe the state of exclusion of students from school. The study also reviewed principals' policy implementation practices through a multi-step decision process.

Research Questions. *1. Is there uniform application of the exclusion policies for regular education students across Tennessee among high school principals? If not, how great is the variation on each of the individual Tennessee policies relative to the exclusion of regular education students from school? 2. What are the alternate actions taken by high school principals? Is there agreement among principals in the alternate actions taken in regard to exclusion?*

Three hundred and four Tennessee public high school principals were asked to complete a questionnaire containing nineteen disciplinary scenarios of inappropriate student behaviors. The disciplinary scenarios represented exclusion policies that would warrant the student being suspended from school.

The instrument used in the study was a nineteen-item questionnaire of disciplinary scenarios (column one) (see Appendix IV for the nineteen-item

questionnaire) that contained a double set of response choices from which principals could select. The column two response choices included no suspension, a short-term suspension, a long-term suspension, or other specified disposition pertaining to the disciplinary scenario. The column three response choices were of alternate or additional disciplinary actions from which principals could select one or more items for the same disciplinary scenario. The response choices included no disciplinary action taken, student conference, parent conference, referral to other school personnel, referral to school or other agency program, detention, corporal punishment, citation to Juvenile Court, and other specified action taken. Questionnaires were completed and returned by one hundred and ninety-two public high school principals. The data were compiled and organized for presentation and analysis.

Findings

Research Question One. Is there uniform application of the exclusion policies for regular education students across Tennessee among high school principals? If not, how great is the variation on each of the individual Tennessee policies relative to the exclusion of regular education students from school?

The researcher examined the exclusion policies from the nineteen disciplinary scenarios and separated them by length of suspension (no suspension, short-term suspension, or long-term suspension) and a high level of agreement in exclusion decisions. The nineteen disciplinary scenarios were also separated based on a high level of variance in exclusion decisions. All data received from the one hundred and ninety-two principals were included in the findings.

No Suspension. *Two of the nineteen disciplinary scenarios had a response rate of seventy percent or greater in the no suspension response category.* Disciplinary scenario 5 (Incomplete Immunization Records) displayed seventy-nine and seven tenths percent (79.7%) in the no suspension response category. Disciplinary scenario 13 (Attendance Violation Incident) displayed ninety-three and seven tenths percent (93.7%) in the no suspension response category.

Short-term Suspension. *Four of the nineteen disciplinary scenarios had a response rate of seventy percent or greater in the short-term suspension response category.*

Disciplinary scenario 3 (Class Disruption, Vandalism, Profanity) displayed seventy-one and nine tenths percent (71.9%) in the short-term suspension response category.

Disciplinary scenario 15 (Theft Incident) displayed seventy-eight and five tenths percent (78.5%) in the short-term suspension response category. Disciplinary scenario 16 (Racial Harassment Incident) displayed seventy-two and eight tenths percent (72.8%) in the short-term suspension response category. Disciplinary scenario 17 (Inciting Others to Fight) displayed eighty-seven and four tenths percent (87.4%) in the short-term suspension response category.

Long-term Suspension. *Five of the nineteen disciplinary scenarios had a response rate of seventy percent or greater in the long-term suspension response category.*

Disciplinary scenario 4 (Alcohol Possession, Consumption, Under the Influence) displayed seventy and five tenths percent (70.5%) in the long-term suspension response category. Disciplinary scenario 7 (Drug Possession and Transmission – Hydrocodone) displayed eighty-eight and four tenths percent (88.4%) in the long-term suspension response category. Disciplinary scenario 11 (Possessing and Smoking Marijuana at

School) displayed ninety-three and seven tenths percent (93.7%) in the long-term suspension response category. Disciplinary scenario 12 (Battery Upon School Resource Officer) displayed sixty-nine and eight tenths percent (69.8%) in the long-term suspension response category. Disciplinary scenario 19 (Bringing a Firearm to School) displayed ninety-five and eight tenths percent (95.8%) in the long-term suspension response category.

High Level of Variance. *Three of the nineteen disciplinary scenarios had a response rate of fifteen percent or greater in all three of the response categories of no suspension, short-term suspension, and long-term suspension, thus indicating a high level of variance.* Disciplinary scenario 1 (Fourth Tobacco Possession or Use) displayed twenty-four percent (24.0%) in the no suspension response category, forty-eight and four tenths percent (48.4%) in the short-term suspension response category, and twenty-seven and six tenths percent (27.6%) in the long-term suspension response category. Disciplinary scenario 9 (Possession of a Knife) displayed twenty-three and two tenths percent (23.2%) in the no suspension response category, twenty percent (20.0%) in the short-term suspension response category, and fifty-six and eight tenths percent (56.8%) in the long-term suspension response category. Disciplinary scenario 14 (Off-Campus Behavior) displayed fifty and five tenths percent (50.5%) in the no suspension response category, fourteen and seven tenths percent (14.7%) in the short-term suspension response category, and thirty-four and seven tenths percent (34.7%) in the long-term suspension response category.

Research Question Two. What are the alternate actions taken by high school principals? Is there agreement among principals in the alternate actions taken in regard to exclusion?

The researcher examined the alternate or additional actions taken from the column three response choices in the nineteen disciplinary scenarios. The researcher identified the number of principals selecting one or more responses from the column three choices from the nineteen disciplinary scenarios that indicated at least fifty percent participation.

The researcher then identified the disciplinary scenarios that indicated a high level of agreement by displaying the three most common alternate or additional actions taken by principals. Finally, the researcher reviewed the data by each of the nine response choices (a-i), identified the disciplinary scenarios that indicated a high level or low level of use frequency, and made general statements of agreement or variance by principals. All data received from the one hundred and ninety-two principals who returned a completed questionnaire were included in the findings.

Percentage of Principals Selecting Column Three Responses. *Greater than fifty percent of principals selected a response from the column three choices (a-i) in seventeen of the nineteen disciplinary scenarios. One or more responses were selected from the column three choices (a-i) in disciplinary scenario 13 (attendance violation), thus displaying a use frequency of greater than ninety percent. Disciplinary scenario 5 (incomplete immunization records), disciplinary scenario 1 (tobacco), disciplinary scenario 3 (class disruption, vandalism, profanity), and disciplinary scenario 18 (setting a fire at school) displayed a frequency use of seventy percent or greater.*

There were five disciplinary scenarios in which the use frequency by principals was at least sixty percent (60%) or greater, but less than seventy percent (70%) frequency of use. Disciplinary scenario 15 (theft) and disciplinary scenario 14 (off-campus behavior) displayed a use frequency of at least sixty percent, but less than seventy

percent. Disciplinary scenario 16 (racial harassment) disciplinary scenario 9 (possession of knife), and disciplinary scenario 10 (sexual harassment) displayed a frequency use of at least sixty percent, but less than seventy percent.

There were seven disciplinary scenarios in which the use frequency by principals was at least fifty percent (50%) or greater, but less than sixty percent (60%) frequency of use. Disciplinary scenario 7 (drug possession and transmission/Hydrocodone), disciplinary scenario 19 (firearm), disciplinary scenario 2 (fighting), and disciplinary scenario 4 (alcohol) displayed a frequency use of at least fifty percent, but less than sixty percent. Disciplinary scenario 6 (willful and persistent violation of school rules), disciplinary scenario 11 (marijuana), and disciplinary scenario 8 (fireworks) displayed a frequency use of at least fifty percent, but less than sixty percent.

There were only two disciplinary scenarios in which the use frequency by principals was less than fifty percent (50%) frequency of use. Disciplinary scenario 12 (battery upon School Resource Officer) and disciplinary scenario 17 (inciting others to fight) displayed a use frequency of less than fifty percent.

The Three Most Common Responses in Each Disciplinary Scenario. *The most common response choice in each of the nineteen disciplinary scenarios was either “c. Student and parent conference” (most common response choice in 12 of 19 disciplinary scenarios) or “h. Citation to Juvenile Court” (most common response choice in 7 of 19 disciplinary scenarios).* The response choice “c. Student and parent conference” was included in the three most common responses in all nineteen disciplinary scenarios. The response choice “f. Referral to program, service, or agency designed to address specific behavior/infraction” was included in the three most common responses in fifteen of the

nineteen disciplinary scenarios. The response choice “h. Citation to Juvenile Court” was included in the three most common responses in twelve of the nineteen disciplinary scenarios.

Use Frequency in the Nine Response Choices (a-i) in Column Three.

a. No disciplinary action taken. *Principals selected “a. No disciplinary action taken” in only three of the nineteen disciplinary scenarios.* Disciplinary scenario 5 (incomplete immunization record) and disciplinary scenario 13 (attendance violation) each had thirty-nine principals to select “a. No disciplinary action taken.” Disciplinary scenario 14 (off-campus behavior) had twenty-nine principals to select “a. No disciplinary action taken.” There were no principals that selected “a. No disciplinary action taken” in sixteen of the nineteen disciplinary scenarios.

b. Student conference. *Principals selected “b. Student conference” in all nineteen disciplinary scenarios.* Disciplinary scenario 17 (inciting others to fight) had eighteen principals to select “b. Student conference,” which was the second most common response selected. Disciplinary scenario 1 through 16, 18 and 19 had at least three principals to select “b. Student conference,” but had no more than seventeen principals to select “b. Student conference.”

c. Student and parent conference. *Principals selected “c. Student and parent conference” in all nineteen disciplinary scenarios. It was the most common response in twelve of the nineteen disciplinary scenarios.* Disciplinary scenario 16 (racial harassment) had eighty-three principals to select “c. Student and parent conference” for the highest number of principals selecting this column three response. Column three response choice “c. Student and parent conference” was among the three most common

response choices in all nineteen disciplinary scenarios. Disciplinary scenario 1 (tobacco) had the fewest number of principals (thirty-one) selecting “c. Student and parent conference.”

d. Referral to school counselor or other school specialist. *Principals selected “d.*

Referral to school counselor or other school specialist” in all nineteen disciplinary scenarios. It was the second most common response in two of the nineteen disciplinary scenarios. Disciplinary scenario 16 (racial harassment) had sixty-four principals and disciplinary scenario 13 (attendance violation) had sixty-two principals to select “d. Referral to school counselor or other school specialist” for the two highest number of principals selecting this column three response. Column three response choice “d. Referral to school counselor or other school specialist” was among the three most common response choices in five of the nineteen disciplinary scenarios (6 – willful and persistent violation of school rules, 10 – sexual harassment, 13 – attendance violation, 16 – racial harassment, and 17 – inciting others to fight).

e. Detention. *Principals selected “e. Detention” in all but two of the nineteen disciplinary scenarios (scenario 2 – fighting and scenario 5 – incomplete immunization record). Disciplinary scenario 3 (class disruption, vandalism, profanity) had nineteen principals to select “e. Detention,” which was the highest number of principals selecting this column three response choice.*

f. Referral to program, service, or agency designed to address specific behavior/infraction. *Principals selected “f. Referral to program, service, or agency designed to address specific behavior/infraction” in all nineteen disciplinary scenarios. It was the second or third most common response in fifteen of the nineteen disciplinary*

scenarios. Disciplinary scenarios 2 (fighting) and 10 (sexual harassment) had forty-eight principals to select “f. Referral to program, service, or agency designed to address specific behavior/infraction” for the two highest number of principals selecting this column three response.

“g. Corporal punishment. *Principals selected “g. Corporal punishment” in ten of the nineteen disciplinary scenarios.* Disciplinary scenario 3 (classroom disruption, vandalism, profanity) had seven principals to select “g. Corporal punishment” for the highest number of principals selecting this column three response. Disciplinary scenario 8 (fireworks), disciplinary scenario 17 (inciting others to fight), and disciplinary scenario 16 (racial harassment) had five principals, four principals, and four principals, respectively, to select “g. Corporal punishment.” Disciplinary scenarios 1 (tobacco), 2 (fighting), 4 (alcohol), 7 (drug possession and transmission/Hydrocodone), 11 (marijuana), and 15 (theft) had one principal in each disciplinary scenario to select “g. Corporal punishment.” No principal selected “g. Corporal punishment” from the column three response choices in disciplinary scenarios 5 (incomplete immunization record), 6 (willful and persistent violation of school rules), 9 (possession of knife), 10 (sexual harassment), 12 (battery upon School Resource Officer), 13 (attendance violation), 14 (off-campus behavior), 18 (setting a fire at school), and 19 (firearm).

h. Citation to Juvenile Court. *Principals selected “h. Citation to Juvenile Court” in eighteen of the nineteen disciplinary scenarios. It was the most common response in seven of the nineteen disciplinary scenarios. It was the first, second, or third most common response in twelve of the nineteen disciplinary scenarios.* Disciplinary scenario 1 (tobacco) had one hundred and twenty-four principals to select “h. Citation to Juvenile

Court” for the highest number of principals selecting this column three response. The column three response of “h. Citation to Juvenile Court” was also the most common response choice in disciplinary scenario 18 (setting a fire at school – 93), disciplinary scenario 19 (firearm – 89), disciplinary scenario 7 (drug possession and transmission/Hydrocodone – 72), disciplinary scenario 11 (marijuana – 62), disciplinary scenario 4 (alcohol – 57), and disciplinary scenario 12 (battery upon School Resource Officer – 52). Disciplinary scenario 5 (incomplete immunization record) was the only scenario with no principal (zero) selecting “h. Citation to Juvenile Court.”

i. Other (specify). Principals selected “i. Other (specify)” in fourteen of the nineteen disciplinary scenarios. It was the second or third most common response in three of the nineteen disciplinary scenarios. Disciplinary scenario 3 (class disruption, vandalism, profanity) and disciplinary scenario 15 (theft) had sixty-eight and thirty-nine principals, respectively, to select “i. Other (specify)” and specified restitution (sixty-six and thirty-seven, respectively) as the most common other or additional action taken. Disciplinary scenario 13 (attendance violation) had fifty-six principals to select “i. Other (specify)” and specified enroll the student (thirty-six), credit recovery (ten), referral to GED class (five), or other referral (five) as the action taken.

Summary of Findings

Leaders making decisions in any career field can be perplexing and time-consuming, especially when it impacts people and relationships (Adams, 1991; Vroom & Jago, 1988; citation). Principals’ implementation decisions regarding exclusion policy of regular education students from school can be influenced by multiple sources and

multiple phenomena (Ubben, Hughes, & Norris, 2001; U.S. Department of Education and the U.S. Department of Justice, 2000; Dwyer, Osher, & Warger, 1998).

The findings of this study reveal that there is agreement among Tennessee public high school principals of seventy percent or greater in eleven of the nineteen disciplinary scenarios. In the no suspension category, there is agreement of seventy percent or greater among principals in the incomplete immunization record and the attendance disciplinary scenarios.

In the short-term suspension category, there is agreement of seventy percent or greater among principals in the theft, racial harassment, inciting others to fight, and the class disruption, vandalism, profanity disciplinary scenarios. In the long-term suspension category, there is agreement of seventy percent or greater among principals in the alcohol, marijuana, Hydrocodone pills, firearm, and battery upon School Resource Officer disciplinary scenarios. There is agreement of less than sixty-five percent among principals in the fighting, fireworks, sexual harassment, willful and persistent violation of school rules, and setting a fire disciplinary scenarios.

There is an indication of a high level of variance of fifteen percent or greater among principals in each of the suspension categories (no suspension, short-term suspension, and long-term suspension) in the tobacco, knife, and off-campus behavior disciplinary scenarios. Greater than fifty percent of principals took alternate or additional actions in seventeen of the nineteen disciplinary scenarios. The only two disciplinary scenarios that principals displayed a use frequency of less than fifty percent in taking alternate or additional actions were the battery upon School Resource Officer and the inciting others to fight disciplinary scenarios. The three most common alternate or

additional actions taken in the disciplinary scenarios were student and parent conferences, a referral to a program, service, or agency designed to address the specific behavior or infraction, and a citation to Juvenile Court.

Discussion

The researcher offers several possible explanations for consideration for the degree of uniformity or variance among Tennessee's public high school principals in the implementation of policies regarding the exclusion of regular education students from school. The explanations have been divided into three areas of discussion – 1) policy considerations, 2) policy differences within the disciplinary scenario, and 3) principal decision making. These three areas of discussion may have contributed to some gray-area results or perhaps overlap areas during the principal implementation decision.

1. Policy Considerations. When the principals' responses to a policy varies greatly from one to another, the question arises as to why? Several explanations are possible in regards to the policy considerations.

- The policy may not be well written.
- The policy intent may be unclear.
- The policy may allow for a wide range of latitude in the principal's discretion in the implementation decision. Is it best to write a policy that allows for elasticity or flexibility the principal can exercise in the implementation of the policy? Or is it best to write a policy so restrictive or tight as to attempt to mandate principal judgment in the implementation of the policy?
- The policy may be out of tune with the current societal culture.

Some of these explanations may encourage or cause the principal to try to adjust to the policy or circumvent the policy during the principal's implementation decision.

2. Policy Differences within the Disciplinary Scenario. Not only are there considerations of the policy itself, but policy differences within the disciplinary scenario from school district to school district. These policy differences may have contributed to varying results during the principal's implementation decision.

- The student behavior issue may cause uniformity or variance among principal responses due to either the simplicity or complexity of the student offense.
- A lack of clarity within the disciplinary scenario may have caused some confusion for the principal. Possession of a knife at school may necessitate further investigation, determination of the intent of the student, length or definition of the knife considerations, or the factual consideration of the time and place surrounding the incident.
- The disciplinary scenario may have addressed only a part of the policy, may have contained a lack of detail, or may have contained a lack of information due to time and space limitations.
- State law may be cited in multiple titles or sections within the law that may be overlooked by the principal or in some way not user-friendly for the principal.
- The legal language may be misinterpreted or allow for multiple interpretations in the principal's implementation decision.

3. Principal Decision Making. Every principal brings his/her own base of experience, his/her own philosophy of education regarding discipline, his/her own set of values, and

his/her own decision-making judgment when implementing the student exclusion policies. Several explanations are possible in regards to the principal considerations.

- The lack of administrative experience or knowledge regarding the exclusion policy may result in differences in the principal implementation decision.
- The infrequency of dealing with the exclusion policy by the principal may contribute to differences in the principal implementation decision.
- The lack of skill in the investigation process of the exclusion policy violation may have a different effect with the ultimate principal implementation decision.
- The principal has practices that reflect an ethic of justice versus an ethic of care, which may contribute to the uniformity or variance in the policy implementation decision, and not necessarily indicate whether or not a policy is a good or bad policy.
- The principal's judgment regarding the student's intent, prior offenses, pattern of behavior, or facts of the case may result in a harsher or more lenient principal implementation decision.

Each set of disciplinary matters are unique to each set of circumstances and facts of the case when principals implement student exclusion policies. Although some policies may be enacted uniformly, there are many factors and phenomena to consider, which may contribute to greater variance. Students are not textbooks, desks, or other school-related furniture. There are the human element and relationship issues as well, to consider when implementing student exclusion policies. This discussion has enumerated just some of the possible explanations for consideration for the degree of uniformity or variance among Tennessee's public high school principals in the implementation of policies regarding student exclusions from school.

Conclusions

1. *There is no need to make major changes in the policies.* Although there was a lack of agreement or wide range of variation among principals regarding some policies, the policies did not appear to be out of synchronization with school philosophy when compared to Loy's study of the ethic of justice versus the ethic of care among principals (Loy, 2002). All of the policies in the study seemed to provide adequate flexibility in administering both justice and care.
2. *There is a high degree of agreement on some exclusion policies.* Principals tended to agree to long-term exclusions of students with respect to zero tolerance policies – firearm, drugs (Hydrocodone and marijuana), and battery upon School Resource Officer. Principals also tended to agree to no exclusion of students with respect to non-violent attendance-related policies – attendance violation and – incomplete immunization record. Principals also tended to agree to short-term exclusions of students with respect to unruly behavior policies – inciting others to fight, theft, racial harassment, and class disruption, vandalism, and profanity.
3. *There is a lack of agreement or wide range of variance on some policies.* Principals may have utilized interpretive judgment and discretionary judgment, resulting in variance on the length of suspension, if any. There may have been a policy difference unique to the principal based upon the preference of the local education agency.

Principals tended to differ in exclusion decisions when there was interpretive judgment exercised in considering the factual information of the disciplinary scenario. For example, off-campus behavior violation resulted in variance from no suspension (50.5%) to short-term suspension (14.7%) to long-term suspension (34.7%). Some principals took no action since the offense occurred off campus during spring break. The facts of the case and the jurisdiction of the school were considered in the exclusion decision. Some principals were probably interpreting the intent or meaning of the policy. For example, the fifty and five tenths percent of principals who responded with no suspension may have determined that they had no jurisdiction in this disciplinary scenario, and thus did not suspend the student. The thirty-four and seven tenths percent of principals who responded with a long-term suspension may have determined that the offense was a school matter within the principal's jurisdiction, and thus enacted the suspension.

Principals may have utilized discretionary judgment within the policy, resulting in variance on the length of the suspension, if any. For example, the possession of a knife resulted in variance from no suspension (23.2%) to short-term suspension (20.0%) to long-term suspension (56.8%). Possession of a knife may be considered a zero tolerance offense, depending upon the facts and investigation findings on a case-by-case basis. Some principals may have determined the offense to be zero tolerance, while other principals did not. Some principals may have exercised discretionary judgment based upon the facts of the case, including the determined intent of the student, the definition of a knife, and the investigation of the employment or other considerations. For example, the

twenty-three and two tenths percent of principals who responded with no suspension may have determined no foul intent by the student, the knife was a tool for work, and the employer verified the required use of the knife at work. The fifty-six and eight tenths percent of principals who responded with a long-term suspension may have determined the offense to be a zero tolerance violation because of the length of the knife blade.

Some principals may have differed due to the policy language or preference of the school district. For example, a fourth tobacco violation resulted in variance from no suspension (24.0%) to short-term suspension (48.4%) to long-term suspension (27.6%). There were one hundred and forty-five principals (145) exercising alternative or additional actions taken with respect to possession or use of tobacco. Some principals may have responded in accordance with the language of their own school district policy. The twenty-four percent of principals who responded with no suspension may have cited the student to Juvenile Court without including a suspension. The other seventy-six percent of principals opting for some length of suspension may have been implementing the policy for a fourth tobacco violation.

4. *Policies regarding the exclusion of students from school sometimes allows for the student being excluded to benefit by becoming eligible for alternative programs.*

The exclusionary policies no longer allow students to be out of sight and out of mind (Tennessee Education Laws Annotated, 2003, TCA 49-6-3402). A long-term suspension sometimes allows the student to be eligible for positive alternative treatment (Tennessee Education Laws Annotated, 2003, TCA 49-6-

3402; Raywid, 1998; Fuller & Sabatino, 1996). When a suspension is accompanied with alternative treatment, the student is able to benefit from the action (Raywid, 1998; Fuller & Sabatino, 1996; Raywid, 1990). Principals often included an alternative program specifically designed to meet the needs of the at-risk student (Raywid, 1998; Fuller & Sabatino, 1996; Raywid, 1990). A referral to a specific specialist, program, or agency was cited in every disciplinary scenario.

Recommendations

1. The state department of education should develop a manual documenting the rules and regulations for the exclusion of students from school to be provided with professional development activities.
2. School administrators should participate in professional development activities regarding exclusion policies, administrator policy implementation practices, exclusion prevention strategies, exclusion intervention strategies, and transitional strategies for students excluded from school.
3. State legislators should recodify exclusion laws and place them in one location to enable principals to locate the exclusion laws in a more timely manner, thus leading to expedited decisions by principals.
4. This study should be replicated using other school populations in the state of Tennessee. The further collection of exclusion policy and practice data are needed for special education students in all K-12 grade levels, regular education students in grades K-8, and private school populations in all K-12 grade levels.

The No Child Left Behind legislation necessitates the closer scrutiny of exclusion policies and administrator policy implementation practices (Hickok, 2002).

5. This study should be replicated for Tennessee's public high school students who have been identified or suspected of a disability that would require consideration under IDEA or Section 504. This study considered only regular education students. The nineteen disciplinary scenarios should be modified to indicate the disability being considered, and whether or not the identified disability related to the student's behavior.
6. Additional research should be conducted in order to determine the long-term impact for students excluded from school under exclusion policies.

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APPENDICES

Appendix I

PART 34 SUSPENSION OF STUDENTS

49-6-3401. Suspension of students - Expulsion of students.

(a) Any principal, principal-teacher or assistant principal of any public school in this state is authorized to suspend a pupil from attendance at such school, including its sponsored activities, or from riding a school bus, for good and sufficient reasons. Good and sufficient reasons for such suspension include, but are not limited to:

- (1) Willful and persistent violation of the rules of the school or truancy
- (2) Immoral or disreputable conduct or vulgar or profane language;
- (3) Violence or threatened violence against the person of any personnel attending or assigned to any public school;
- (4) Willful or malicious damage to real or personal property of the school, or the property of any person attending or assigned to the school;
- (5) Inciting, advising or counseling of others to engage in any of the acts hereinbefore enumerated;
- (6) Marking, defacing or destroying school property;
- (7) Possession of a pistol, gun or firearm on school property_
- (8) Possession of a knife, etc., as defined in § 39-17-1301 on school property;
- (9) Assaulting a principal or teacher with vulgar, obscene or threatening language;
- (10) Unlawful use or possession of barbitol or legend drugs, as defined in § 53-10-101;
- (11) Any other conduct prejudicial to good order or discipline in any public school; and
- (12) Off-campus criminal behavior which results in the student being legally charged with a felony and the student's continued presence in school poses a danger to persons or property or disrupts the educational process.

(b) (1) Any principal, principal-teacher or assistant principal may suspend any pupil from attendance at a specific class, classes or school-sponsored activity without suspending such pupil from attendance at school pursuant to an in-school suspension policy adopted by the local board of education. Good and sufficient reasons for such in-school suspension include, but are not

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limited to:

(A) Behavior which adversely affects the safety and well-being of other pupils;

(B) Behavior which disrupts a class or school sponsored activity; or

(C) Behavior prejudicial to good order and discipline occurring in class, during school-sponsored activities or on the school campus.

(2) In-school suspension policies shall provide that pupils given an in-school suspension in excess of one (1) day from classes shall attend either special classes attended only by students guilty of misconduct or be placed in an isolated area appropriate for study. Students given in-school suspension shall be required to complete academic requirements.

(c) (1) Except in an emergency, no principal, principal-teacher or assistant principal shall suspend any student until that student has been advised of the nature of the student's misconduct, questioned about it, and allowed to give an explanation.

(2) Upon suspension of any student other than for in-school suspension of one (1) day or less, the principal shall, within-twenty-four (24) hours, notify the parent or guardian and the director of schools or the director of schools' designee of:

(A) The suspension, which shall be for a period of no more than ten (10) days;

(B) The cause for the suspension; and

(C) The conditions for readmission, which may include, at the request of either party, a meeting of the parent or guardian, student and principal.

(3) If the suspension is for more than five (5) days, the principal shall develop and implement a plan for improving the behavior which shall be made available for review by the director of schools upon request.

(4) (A) If, at the time of the suspension, the principal, principal-teacher or assistant principal determines that an offense has been committed which would justify a suspension for more than ten (10) days, such person may suspend a student unconditionally for a specified period of time or upon such terms and conditions as are deemed reasonable.

(B) The principal, principal-teacher or assistant principal shall immediately give written or actual notice to the parent or guardian and the student of the right to appeal the decision to suspend for more than ten (10) days. All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice and may be filed by the parent or guardian, the student or any person holding a teaching license who is employed by the school system if requested by the student.

(C) The appeal from this decision shall be to the board of education or to a disciplinary hearing authority appointed by the board. The disciplinary hearing authority, if appointed, shall consist of at least one (1) licensed employee of the LEA, but no more than the number of members of the local board.

(D) The hearing shall be held no later than ten (10) days after the beginning of the suspension. The local board of education or the disciplinary hearing authority shall give written notice of the time and place of the hearing to the parent or guardian, the student and the school official designated above who ordered the suspension. Notice shall also be given to the LEA employee referenced in subdivision (c)(4)(B) who requests a hearing on behalf of a suspended student.

(5) After the hearing, the board of education or the disciplinary hearing authority may affirm the decision of the principal, order removal of the suspension unconditionally or upon such terms and conditions as it deems reasonable, assign the student to an alternative program, or night school, or suspend the student for a specified period of time.

(6) If the decision is determined by a disciplinary hearing authority, a written record of the proceedings, including a summary of the facts and the reasons supporting the decision, shall be made by the disciplinary hearing authority.- The student, principal, principal-teacher or assistant principal may within five (5) days of the decision request review by the board of education; provided, that local school board policy may require an appeal to the director of schools prior to a request for review to the board. Absent a timely appeal, the decision shall be final. The board of education, based upon a review of the record, may grant or deny a request for a board hearing and may affirm or overturn the decision of the hearing authority with or without a hearing before the board; provided, that the board may not impose a more severe penalty than that imposed by the hearing authority without first providing an opportunity for a hearing before the board. The action of the board of education shall be final.

(d) In the event the suspension occurs during the last ten (10) days of any term or semester, the pupil may be permitted to take such final examinations or submit such required work as is necessary to complete the course of instruction for that semester, subject to the action of the principal, or the final action of the board of education upon any appeal from an order of a principal continuing a suspension.

(e) Students under in-school suspension shall be recorded as constituting a part of the public school attendance in the same manner as students who attend regular classes.

(f) Nothing in this title shall require an LEA to enroll a student who is under suspension and/or expelled in an LEA either in Tennessee or another state. The director of schools for the school system in which the suspended student requests enrollment shall make a recommendation

to the local board of education to approve or deny the request. Such recommendation shall occur only after investigation of the facts surrounding the suspension from the former school system. If the recommendation is to deny admission, and if the local board approves the director of schools' recommendation, the director of schools shall, on behalf of the board of education, notify the commissioner of the decision. Nothing in this subsection shall affect children in state custody or their enrollment in any LEA. Any LEA which accepts enrollment of a student from another LEA may dismiss such student if it is determined subsequent to enrollment that the student had been suspended or expelled by the other LEA.

(g) Notwithstanding the foregoing or any other law to the contrary, a pupil determined to have brought to school or to be in unauthorized possession on school property of a "firearm", as defined in 18 U.S.C. § 921, shall be expelled for a period of not less than one (1) calendar year, except that the director may modify this expulsion on a case-by-case basis. In addition to the other provisions of this part, a student committing battery upon any teacher, principal, administrator, any other employee of an LEA, or school resource officer, or unlawfully possessing any drug including any "controlled substance" as defined in §§ 39-17-403 through 39-17-415, or "legend drug" as defined by § 53-10-101, shall be expelled for a period of not less than one (1) calendar year, except that the director may modify this expulsion on a case-by-case basis. For purposes of this subsection, "expelled" means removed from the pupil's regular school program at the location where the violation occurred or removed from school attendance altogether, as determined by the school official. Nothing in this section shall be construed to prohibit the assignment of such students to an alternative school. Disciplinary policies and procedures for all other student offenses, including terms of suspensions and expulsions, shall be determined by local board of education policy.

[Acts 1925, ch. 115, § 8; Shan. Supp., § 1487a52; Code 1932, § 2341; Acts 1959, ch. 94, § 1; 1970, ch. 344, § 1; 1970, ch. 580, § 1; 1974, ch. 654, § 69; 1981, ch. 117, §§ 1-7; 1982, ch. 608, §§ 1,2; T.C.A. (orig. ed.), § 49-1309; Acts 1986, ch. 671, § 1; 1988, ch. 646, § 1; 1991, ch. 382, §§ 1,2; 1991, ch. 411, § 1; 1992, ch. 949, § 1; 1993, ch. 383, § 1; 1995, ch. 268, § 1; 1995, ch. 365, § 1; 1998, ch. 830, § 1; 2000, ch. 634, § 3.]

Cross-References. Night schools for students suspended for misconduct, § 49-6-501.

Section to Section References. This section is referred to in § 49-6-4216.

Attorney General Opinions. Expulsion and suspension distinguished, GAG 97-142 (10/23/97).

"Weapon" defined for purposes of expulsion and suspension, OAG 97-142 (10/23/97).

Cited: Webb v. McCullough, 828 F.2d 1151 (6th Cir. 1987).

NOTES TO DECISIONS

Analysis

1. Constitutionality.
2. General Powers and Duties.

1. Constitutionality.

Although public school regulation forbidding students wearing "provocative symbols" is clearly violative of those provisions of U.S. Const., amends. 1 and 14, guaranteeing the right of free speech, suspension by school principal of student for refusing to remove confederate flag shoulder patch, where manner in which suspension was accomplished was fundamentally fair and regular, and where wearing of confederate flag symbol had in past and could reasonably be expected in future to cause serious disturbance in the school, was not violative of student's rights to free speech and represented no denial of procedural due process or equal protection of the laws under the first or fourteenth amendments, since the principal is charged with and responsible for maintaining such discipline and order within the school as will permit the educational process to be carried out and the principal's plenary authority in this regard is not dependent on any written code of student conduct. *Melton v. Young*, 328 F. Supp. 88 (E.D. Tenn. 1971), *aff'd*, 465 F.2d 1332 (6th Cir.1972), *cert. denied*, 411 U.S. 951, 93 S. Ct. 1926, 36 L. Ed. 2d 414 (1973).

The federal court refused to decide if this section violated the U.S. Const., amends. 1 and 14 until the state courts have adjudicated the meaning of the statute and its validity as an enactment of state law. *Carter v. Taylor*, 409 F. Supp. 1162 (E.D. Tenn. 1975).

2. General Powers and Duties.

A public school principal is responsible for maintaining such discipline and order within the school as will permit the educational processes to be carried out. *Carter v. Taylor*, 409 F. Supp. 1162 (E.D. Tenn. 1975).

Where former student challenged suspension by the principal by calling into question the constitutionality of this section, the court held that under Tennessee law a principal is charged with the responsibility for the operation of the school to which assigned and, since the principal's authority in this regard is commensurate with the principal's charge, the principal's action in expelling or suspending plaintiff was not dependent on the validity of this statute. *Carter v. Taylor*, 409 F. Supp. 1162 (E.D. Tenn. 1975).

COLLATERAL REFERENCES

Dismissal or suspension of pupil, personal liability of school authorities for. 42 A.L.R.763.

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Appendix II

C Enrollment/Membership

C-101 Suspension, Expulsion and Remandment

1. For the purposes of recording and coding student absences from school because of disciplinary action, the following definitions shall apply:
 - a. Suspension** shall be defined as dismissed from attendance at school for any reason for not more than ten (10) consecutive days. The student on suspension shall be included in ADM and will continue to be counted for funding purposes. Multiple suspensions shall not run consecutively nor shall multiple suspensions be applied to avoid expulsion from school.
 - b. Remand** shall be defined as assignment to an alternative school. The student so assigned shall be included in ADA/ADM and will continue to be counted as present for funding purposes. The State Department of Education shall establish a set of codes to be used for reporting reasons for students on remand to an alternative school.
 - c. Expulsion** shall be defined as removal from attendance for more than ten (10) consecutive days or more than fifteen (15) days in a month of school attendance. Multiple suspensions that occur consecutively shall constitute expulsion. The school district shall not be eligible to receive funding for an expelled student.
2. Students who qualify for services under the Individuals with Disabilities Education Act, 20 U.S.C. 1400, et seq., and 34 C.F.R. 300 et seq., may be suspended, remanded, or expelled only within the provisions of said acts. Removals from school for students receiving services under the act shall not be applied in such a manner so as to constitute a pattern of exclusion for the student nor shall any change of placement occur without the application of procedural safeguards as defined in the act.
3. The parents or legal guardians of students who are suspended or expelled in accordance with the provisions of Tennessee Code Annotated § 49-6-3401 shall receive notices provided for therein.

Special Education students may be suspended for up to 10 days per offense. Special Education services must be provided to Special Education students who have been previously suspended during the school year for more than an accumulation of 10 days. See your Special Education Supervisor for specific guidance regarding procedural safeguards when suspending a child who is dismissed for repeated offenses of less than 10 school days and/or for suspension or expulsion of longer than 10 school days.

C-102 Homebound and Hospitalized Students

A student may be eligible for hospitalized or homebound services if he or she is expected to be unable to attend class for at least two weeks. Services to the hospitalized or homebound student should begin as soon as possible in order to assure the student of continuing educational support.

E-103 Suspension, Expulsion and Remandment Codes

1 Attendance Related

- a) Truancy
- b) Tardiness
- c) Leaving school premises
- d) Cutting class
- e) Absenteeism
- f) Trespassing on school grounds while suspended or expelled

2 Immoral, Disreputable Conduct

- a) Profanity or vulgarity
- b) Sexual harassment (i.e., verbal, written, or physical actions or gestures of a sexual nature)
- c) Lewd behavior, indecent exposure

3 Violence, Threatened Violence

- a) Battery (includes sexual battery)
- b) Assault against staff, teacher, or student
- c) Robbery (e.g., extortion of lunch money)
- d) Threat (physical or verbal) or Intimidation
- e) Homicide
- f) Kidnapping
- g) Gang-related or hate-related violence or Intimidation

4 Fighting Among Students

- a) Fighting
- b) Inciting other students to create a disturbance
- c) Disorderly conduct
- d) Gang-related or hate-related fights

5 Willful Damage of Property (Personal or Public)

- a) Damaging school property
- b) Bomb threat
- c) Arson
- d) Tampering with or setting off fire alarms
- e) Vandalism

E-103 Suspension, Expulsion and Remandment Codes Continued

- 6 Drinking Alcoholic Beverages**
 - a) Possession or use of alcoholic beverages
 - b) Distribution, sale or purchase of alcoholic beverages

- 7 Possession or Use of Drugs (*ZERO TOLERANCE*)**
 - a) Possession or use of illegal drugs
 - b) Purchase, sale or distribution of illegal drugs
 - c) Under the influence of drugs
 - d) Possession of drug paraphernalia

- 8 Theft, Extortion (School premises or school function)**
 - a) Petty theft
 - b) Possession of stolen property
 - c) Extortion
 - d) Breaking and entering or burglary
 - e) Larceny, theft
 - f) Motor vehicle theft

- 9 Possession or Use of Tobacco (School premises, school function, or school transportation)**
 - a) Possession or use of tobacco or tobacco products
 - b) Distribution or sale of tobacco or tobacco products

- 10 Possession or use of firearms (*ZERO TOLERANCE*)**
 - a) Possession or use of all kinds of firearms
 - b) Possession of operable or inoperable loaded or unloaded firearms

- 11 Possession or Use of Other Dangerous Weapons (School building, school function activities, or school transportation)**
 - a) Possession or use of instrument or object to inflict harm or intimidate (e.g., knives, chain, pipe, razor, electrical weapons/devices, pepper gas, etc.)
 - b) Possession or use of fireworks or incendiary devices

- 12 Immunization**

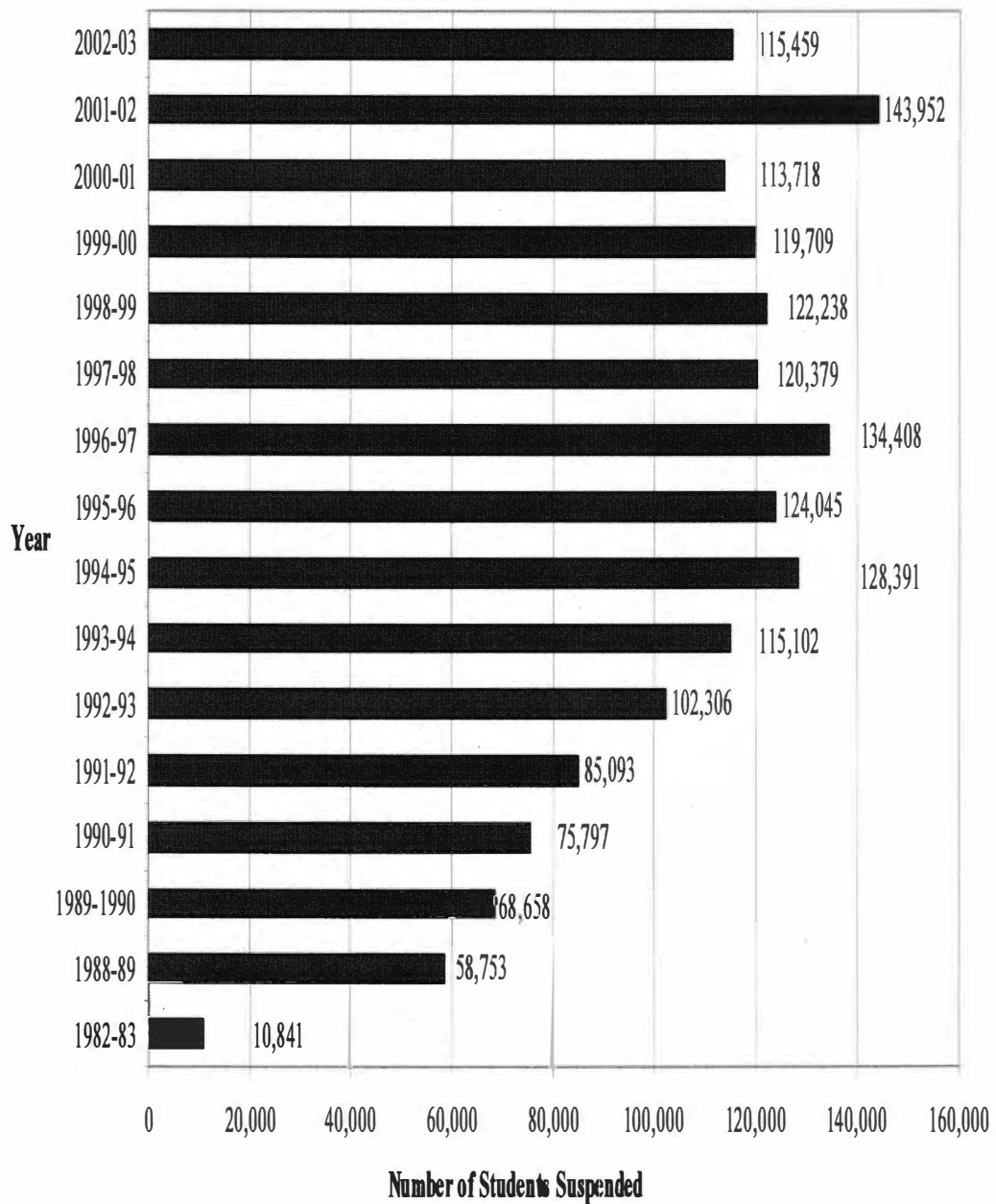
- 13-15 Other**

- 16 Battery against teacher or staff (*ZERO TOLERANCE*)**

Tennessee Department of Education, Office of Accountability. (1999). Student Membership and Attendance Accountability Procedures Manual. Nashville, TN: Pub. Auth. No 331958.

Appendix III

Incidents of Suspension for All Causes - State of Tennessee



Appendix IV

FORM A

IRB# _____

Certification for Exemption from IRB Review for Research Involving Human Subjects

A. PRINCIPAL INVESTIGATOR(s) and/or CO-PI(s): (For student projects, list both the student and the advisor.)

Clarence Steve Moser, doctoral student

Gerald C. Ubben, Ph. D., Dissertation Advisor

B. DEPARTMENT/UNIT:

Educational Administration and Policy Studies

C. COMPLETE MAILING ADDRESS AND PHONE NUMBER OF PI(s) and CO-PI(s):

Clarence Steve Moser
1758 LeConte Drive
Maryville, TN 37803
865-982-6153

Gerald C. Ubben
A 320 Claxton Complex
University of Tennessee
Knoxville, TN 37996
865-974-6154

D. TITLE OF PROJECT:

Exclusion Policies and Practices in Tennessee's Public High Schools

E. EXTERNAL FUNDING AGENCY AND ID NUMBER (if applicable):

Not Applicable, no number

F. GRANT SUBMISSION DEADLINE (if applicable):

Not Applicable

G. STARTING DATE: (NO RESEARCH MAY BE INITIATED UNTIL CERTIFICATION IS GRANTED.)

Upon approval of IRB

H. ESTIMATED COMPLETION DATE (include all aspects of research and final write-up.):

May 2005

I. RESEARCH PROJECT:

1. Objective(s) of Project (Use additional page, if needed.):

The purposes of this study are to: (a) examine policies regarding student exclusion (suspensions and expulsions) from school and principals' implementation practices of these policies in grades nine through twelve in Tennessee's public high schools, (b) determine the degree of uniform application of student exclusion (suspensions and expulsions) from school by high school principals, and (c) examine the alternate actions taken by principals in regard to student exclusion (suspensions and expulsions) from school. High school principals in the state of Tennessee will be asked to complete a questionnaire (see "attachment 1") containing nineteen disciplinary situations with two possible response choices.

Research Questions:

- 1) Is there uniform application of the exclusion policies across Tennessee among high school principals? If not, how great is the variation on each of the individual Tennessee policies relative to the exclusion of students from school?
- 2) What are the alternate actions taken by high school principals? Is there agreement among principals in the alternate actions taken in regard to exclusion?

2. Subjects (Use additional page, if needed.):

This is a population study with the population consisting of principals of the three hundred and four Tennessee Public High Schools currently holding membership in the Tennessee Secondary Schools Athletic Association (TSSAA). Principals are the decision-makers who use exclusion (suspension and expulsion) of students from school as a response to inappropriate student behavior. This population is representative of the traditional or mainstream public high schools in Tennessee. The use of this TSSAA list does not include

private schools, public adult high schools, public alternative schools, or other public or private nontraditional schools.

The rationale not to use all high schools in Tennessee is to yield a more reliable and valid snapshot of data that will be useful to policy makers and practitioners utilizing the exclusion (suspension and expulsion) of students from school as a response to inappropriate student behaviors. High school students must earn credits to be promoted to the subsequent grade level. Students who are excluded (suspended or expelled) from school are at greater risk of dropping out of school.

3. Methods or Procedures (Use additional page, if needed.):

A nineteen-item questionnaire will be mailed to three hundred and four Tennessee public high school principals. The items used in the questionnaire were derived from real-life cases and the experience base of the researcher during the past fifteen years in a Tennessee public school district. A field test sample was conducted with fifteen middle school principals.

The questionnaire will have an identification number for record-keeping purposes only. Follow-up reminder postcards will be mailed to principals not returning the questionnaire within seven days. A third follow-up will be a personal telephone call to principals not returning the questionnaire.

The data will be analyzed by reporting descriptive statistic percentages of each response category. Patterns of uniformity will be analyzed according to the level of severity of inappropriate student behaviors. For example, delinquent offenses, unruly offenses, violence-related offenses, and general rule offenses will be examined.

Anonymity will be maintained and the responder's name will not be placed anywhere on the questionnaire. All data will be stored in a locked cabinet in the researcher's home and kept for one year. The researcher will have access to the data.

4. CATEGORY(s) FOR EXEMPT RESEARCH PER 45 CFR 46:

Category for exemption is (1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as research on effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

- J. CERTIFICATION:** The research described herein is in compliance with 45 CFR 46.101 (b) and presents subjects with no more than minimal risk as defined by applicable regulations.

Principal

Investigator C. Steve Moser
Name

Signature

Date

Student

Advisor Dr. Gerald C. Ubben
Name

Signature

Date

Dept. Review

Comm.Chair Dr. Vincent A. Anfara
Name

Signature

Date

APPROVED:

Dept.

Head Dr. Susan Benner
Name

Signature

Date

January 10, 2005

Name, Principal
School
Address
City, TN Zip

Dear Colleague:

I am the principal at the Everett Learning Opportunity Center, the alternative school in the Blount County School District. I am conducting a research project as part of my doctoral program in Educational Administration and Policy Studies. The project deals with principals' decisions regarding student exclusions from school in Tennessee's public high schools. There is a vast array of policies and regulations that govern the actions taken by principals concerning suspensions and expulsions of students from school.

The purposes of this research are to: (a) examine exclusion policies and practices in grades nine through twelve in Tennessee's public high schools, (b) determine the degree of uniform application of exclusions by high school principals, and (c) examine alternate actions taken by principals in regard to exclusion. The results of this study will assist educators, legislators, and policy makers in furthering the understanding of the exclusion policies and practices in Tennessee's public high schools.

Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at anytime without penalty and without the loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed your data will be returned to you or destroyed. You may be assured of anonymity. The Exclusion Policy Analysis questionnaire does have an identification number. This is so that I may check your name off the list when your questionnaire is returned. It should take approximately twenty minutes of your time to complete the attached questionnaire. I would appreciate your returning it within five days in the enclosed self-addressed, stamped envelope.

If you have questions at any time about the study or the procedures, you may contact the researcher, C. Steve Moser, at 1758 LeConte Drive in Maryville, Tennessee 37803, through email at mosers@blountk12.org or (865) 982-6153. If you have questions about your rights as a participant, contact the Compliance Section at (865) 974-3466. Thank you for your help, as it is greatly appreciated.

Sincerely,

C. Steve Moser, Everett Learning Opportunity Center Principal

Exclusion Policy Analysis
Tennessee Public High Schools for Regular Education Students
January 2005

C. Steve Moser
1758 LeConte Drive
Maryville, TN 37803

Any questions you have
regarding this research may be
directed to me through email at
mosers@blountk12.org
or by calling (865) 982-6153.

Exclusion Policy Analysis in Tennessee's Public High Schools for Regular Education Students

This questionnaire requests that you respond to various school disciplinary situations in an effort to observe current, general disciplinary practices by administrators in grades 9-12 in Tennessee's public school districts. You should be able to complete this survey in twenty (20) minutes or less. Your response should reflect or indicate the typical or generic action taken in your school district rather than the ideal consequence or action. Your response should also be in accordance with the decision taken *as an official school administrator* and not your personal values or philosophy. Remember, all students are to be considered as regular education students, not special education students.

Please respond to each scenario with the consequence(s) that best describes the action that would be taken in your school district in accordance with State and Federal laws as well as your local board policies. Unless otherwise specified, the students in each case have not been identified nor suspected of any disability that would require consideration under IDEA or Section 504.

If you consider selecting item f in the second column of each scenario, here are some examples: Anger Management Program, Peaceable Schools Program, Service Learning Project, Community Service Partnership Project, Department of Children's Services Agency, or Juvenile Court Youth Services Agency.

Tennessee Code Annotated 49-6-3401 (TCA 49-6-3401 is the reference at the end of each situation.)

Student Membership and Attendance Accountability Procedures Manual (SMAAPM pp. 25, 26)

Disciplinary Situation

1. Joseph is a 15 year-old high school student found to be in possession of cigarettes and a lighter at school. It is just prior to spring break in March. It is his 4th incident of tobacco possession or use of tobacco this school year.

TCA 49-6-3401 (a)(11)

TCA 39-17-1505

SMAAPM (p. 26, 9a)

Disposition – At my school, I would . . .

- A. No suspension/alternate action
- B. Suspension of five days or less
- C. Suspension of six to ten days
- D. Suspension of more than ten days
- E. Other (specify)_____

If your response was A., “No suspension/alternate action,” what alternate action, if any, would be taken? (indicate all that apply)

Alternate /Additional Action

- a. No disciplinary action taken
- b. Student conference
- c. Student and parent conference
- d. Referral to school counselor or other school specialist
- e. Detention
- f. Referral to program, service, or agency designed to address specific behavior/infraction
- g. Corporal punishment
- h. Citation to Juvenile Court
- i. Other (specify)_____

Disciplinary Situation

2. Mark is involved in his 3rd fighting incident this school year. He is a high school sophomore and has had in addition two other verbal altercations, each of which did not result in a fight. What action is taken against Mark?

TCA 49-6-3401 (a)(3)

SMAAPM (P. 25;4a)

Disposition – At my school, I would . . .

- A. No suspension/alternate action
- B. Suspension of five days or less
- C. Suspension of six to ten days
- D. Suspension of more than ten days
- E. Other (specify) _____

If your response was A., “No suspension/alternate action,” what alternate action, if any, would be taken? (indicate all that apply)

Alternate /Additional Action

- a. No disciplinary action taken
- b. Student conference
- c. Student and parent conference
- d. Referral to school counselor or other school specialist
- e. Detention
- f. Referral to program, service, or agency designed to address specific behavior/infraction
- g. Corporal punishment
- h. Citation to Juvenile Court
- i. Other (specify) _____

Disciplinary Situation

3. Brandon is a ninth grade student who gets in trouble for disrupting class. When he is moved to another seat in the back of the class as an isolation reprimand, he takes a staple from his assignment and carves on the desk, "Mr. Jones sux big ones." He then takes his black felt pen and colors in the carving. When Mr. Jones discovers the damage to school property with the inappropriate language, he escorts Brandon to the office and publicly announces to the principal and other students and staff in the office, "I do not want this young man back in my class ever again." What action, if any, is taken against Brandon?

TCA 49-6-3401 (a)(6)

SMAAPM (p. 25, 5a)

Disposition – At my school, I would

- A. No suspension/alternate action
- B. Suspension of five days or less
- C. Suspension of six to ten days
- D. Suspension of more than ten days
- E. Other (specify)_____

If your response was A., "No suspension/alternate action," what alternate action, if any, would be taken? (indicate all that apply)

Alternate /Additional Action

- a. No disciplinary action taken
- b. Student conference
- c. Student and parent conference
- d. Referral to school counselor or other school specialist
- e. Detention
- f. Referral to program, service, or agency designed to address specific behavior/infraction
- g. Corporal punishment
- h. Citation to Juvenile Court
- i. Other (specify)_____

Disciplinary Situation

4. Sally is a junior in high school. She brings a small bottle of Jim Beam whiskey to school. She purchases a soft drink from a school vending machine, opens it, and consumes some of the soft drink. Sally then empties the Jim Beam into the plastic soft drink bottle and reseals it. She consumes the mixture during lunch and appears to be under the influence of something to her friends. One of her friends advises the teacher on lunch duty, who takes Sally to the office and reports the activity to the principal. Sally admits to possessing, consuming, and being under the influence of alcohol at school. What action, if any, is taken against Sally?

TCA 49-6-3401 (a)(11)

SMAAPM (p. 25, 6a)

Disposition – At my school, I would

- A. No suspension/alternate action
- B. Suspension of five days or less
- C. Suspension of six to ten days
- D. Suspension of more than ten days
- E. Other (specify) _____

If your response was A., “No suspension/alternate action,” what alternate action, if any, would be taken? (indicate all that apply)

Alternate /Additional Action

- a. No disciplinary action taken
- b. Student conference
- c. Student and parent conference
- d. Referral to school counselor or other school specialist
- e. Detention
- f. Referral to program, service, or agency designed to address specific behavior/infraction
- g. Corporal punishment
- h. Citation to Juvenile Court
- i. Other (specify) _____

Disciplinary Situation

5. Sue is a ninth grade student enrolling in high school in August. After attending for two weeks, the school nurse checks records and discovers she has an incomplete immunization record. Sue's mother is notified and advised of this omission and schedules the earliest appointment possible with their family physician. The appointment is three weeks away after Labor Day. What action, if any, is taken with Sue?

TCA 49-6-3401 (a 11)

TCA 49-6-5001

SMAAPM (p.26, 12)

Disposition – At my school, I would

- A. No suspension/alternate action
- B. Suspension of five days or less
- C. Suspension of six to ten days
- D. Suspension of more than ten days
- E. Other (specify)_____

If your response was A., "No suspension/alternate action," what alternate action, if any, would be taken? (indicate all that apply)

Alternate /Additional Action

- a. No disciplinary action taken
- b. Student conference
- c. Student and parent conference
- d. Referral to school counselor or other school specialist
- e. Detention
- f. Referral to program, service, or agency designed to address specific behavior/infraction
- g. Corporal punishment
- h. Citation to Juvenile Court
- i. Other (specify)_____

Disciplinary Situation

6. Gabe is brought to the office for a classroom disruption and for being disrespectful to the teacher in front of the class. Gabe is a tenth-grade student who has willfully and persistently violated school rules, including excessive tardiness, being out of the assigned area, truancy, a lack of academic effort, public displays of affection, dress code violations, refusal to do as instructed, and verbal disrespect to adult staff members. It is February, and Gabe has had two prior suspensions of one and three days respectively. What action, if any, is taken against Gabe?

TCA 49-6-3401 (a)(1)

SMAAPM (p. 26 13-other)

Disposition – At my school, I would

- A. No suspension/alternate action
- B. Suspension of five days or less
- C. Suspension of six to ten days
- D. Suspension of more than ten days
- E. Other (specify)_____

If your response was A., “No suspension/alternate action,” what alternate action, if any, would be taken? (indicate all that apply)

Alternate /Additional Action

- a. No disciplinary action taken
- b. Student conference
- c. Student and parent conference
- d. Referral to school counselor or other school specialist
- e. Detention
- f. Referral to program, service, or agency designed to address specific behavior/infraction
- g. Corporal punishment
- h. Citation to Juvenile Court
- i. Other (specify)_____

Disciplinary Situation

7. Justin is a 10th grader who is suspected of possessing and transmitting “Hydros” (Schedule II prescription Hydrocodone) at school. After an interview with Justin when he denies any participation of the alleged activities, Justin is searched. The administration discovers in Justin’s jacket an empty prescription bottle of Hydrocodone prescribed to his mother. Two other student witnesses each admit to purchasing three “Hydros” from Justin for ten dollars. This is Justin’s first offense of the drug policy. What action, if any, is taken against Justin?

TCA 49-6-3401 (a)(10)(g)

TCA 39-17-408

SMAAPM (p. 25, 7a & b)

Disposition – At my school, I would

- A. No suspension/alternate action
- B. Suspension of five days or less
- C. Suspension of six to ten days
- D. Suspension of more than ten days
- E. Other (specify)_____

If your response was A., “No suspension/alternate action,” what alternate action, if any, would be taken? (indicate all that apply)

Alternate /Additional Action

- a. No disciplinary action taken
- b. Student conference
- c. Student and parent conference
- d. Referral to school counselor or other school specialist
- e. Detention
- f. Referral to program, service, or agency designed to address specific behavior/infraction
- g. Corporal punishment
- h. Citation to Juvenile Court
- i. Other (specify)_____

Disciplinary Situation

8. James is a tenth grade student who has math class in a portable classroom beside the gymnasium. Just prior to entering the classroom, James ignites a pack of firecrackers and throws the long-fused fireworks outside between the portable and the gym. Thirty seconds later, after James and his classmates are seated and the teacher is checking the roll, the fireworks explode. The sound is amplified between the buildings, causing a major disruption for the entire school. James is implicated and admits to bringing and igniting the firecrackers. What action, if any, is taken against James?

TCA 49-6-3401 (a)(11)(g)

TCA 39-17-1309

SMAAPM (p. 26, 11b)

Disposition – At my school, I would . . .

- A. No suspension/alternate action
- B. Suspension of five days or less
- C. Suspension of six to ten days
- D. Suspension of more than ten days
- E. Other (specify)_____

If your response was A., “No suspension/alternate action,” what alternate action, if any, would be taken? (indicate all that apply)

Alternate /Additional Action

- a. No disciplinary action taken
- b. Student conference
- c. Student and parent conference
- d. Referral to school counselor or other school specialist
- e. Detention
- f. Referral to program, service, or agency designed to address specific behavior/infraction
- g. Corporal punishment
- h. Citation to Juvenile Court
- i. Other (specify)_____

Disciplinary Situation

9. Clay is a high school freshman found to be in possession of a 5-inch lock-blade pocketknife. He says he has just started a job at a local business. He adds that he uses the knife at work only as a tool to complete his tasks at work. What action, if any, is taken against Clay?

TCA 49-6-3401 (a)(8)

TCA 39-17-1309(b)(1)

SMAAPM (p. 26, 11a)

Disposition – At my school, I would

- A. No suspension/alternate action
- B. Suspension of five days or less
- C. Suspension of six to ten days
- D. Suspension of more than ten days
- E. Other (specify)_____

If your response was A., “No suspension/alternate action,” what alternate action, if any, would be taken? (indicate all that apply)

Alternate /Additional Action

- a. No disciplinary action taken
- b. Student conference
- c. Student and parent conference
- d. Referral to school counselor or other school specialist
- e. Detention
- f. Referral to program, service, or agency designed to address specific behavior/infraction
- g. Corporal punishment
- h. Citation to Juvenile Court
- i. Other (specify)_____

Disciplinary Situation

10. Andy is a junior in high school who is repeating English 9 and is known as a class clown. During English class after lunch, Andy is joking with two freshman female students who sit behind him. He unzips his jeans and exposes his male private body parts to the two girls. The next day, one of the girls tells her school counselor about the incident. The counselor advises the principal, and after an investigation Andy admits the act but contends that he was just kidding with the two younger girls. What action, if any, is taken against Andy?

TCA 49-6-3401 (a)(2)
SMAAPM (p. 25, 2b & c)

Disposition – At my school, I would

- A. No suspension/alternate action
- B. Suspension of five days or less
- C. Suspension of six to ten days
- D. Suspension of more than ten days
- E. Other (specify) _____

If your response was A., “No suspension/alternate action,” what alternate action, if any, would be taken? (indicate all that apply)

Alternate /Additional Action

- a. No disciplinary action taken
- b. Student conference
- c. Student and parent conference
- d. Referral to school counselor or other school specialist
- e. Detention
- f. Referral to program, service, or agency designed to address specific behavior/infraction
- g. Corporal punishment
- h. Citation to Juvenile Court
- i. Other (specify) _____

Disciplinary Situation

11. William is caught smoking marijuana outside the cafeteria during lunch. He is a ninth grade student. It is William's first drug policy violation. What action is taken with William?

TCA 49-6-3401 (a)(10)(g)

TCA 39-17-415

TCA 49-6-4216

SMAAPM (p. 25, 7a)

Disposition – At my school, I would

- A. No suspension/alternate action
- B. Suspension of five days or less
- C. Suspension of six to ten days
- D. Suspension of more than ten days
- E. Other (specify)_____

If your response was A., "No suspension/alternate action," what alternate action, if any, would be taken? (indicate all that apply)

Alternate /Additional Action

- a. No disciplinary action taken
- b. Student conference
- c. Student and parent conference
- d. Referral to school counselor or other school specialist
- e. Detention
- f. Referral to program, service, or agency designed to address specific behavior/infraction
- g. Corporal punishment
- h. Citation to Juvenile Court
- i. Other (specify)_____

Disciplinary Situation

12. Keith is a 10th grade student causing a disruption on the athletic field during physical education class. He engages in a dispute with another boy, and they get into a fight. The teacher separates the two boys and calls the office. The principal is conducting an observation as part of a teacher evaluation, so the SRO (school resource officer) is sent to assist the teacher. Keith becomes combative with the SRO, kicking, hitting, and biting the officer. The SRO physically restrains Keith and handcuffs him before Keith calms down. The SRO is an employee of the sheriff's department but via contract is an agent of the school district. Keith is cited to court and released to his father at the juvenile detention center. What school action, if any, is taken against Keith?

TCA 49-6-3401 (a)(3)(g)

SMAAPM (p.25, 3b)

Disposition – At my school, I would

- A. No suspension/alternate action
- B. Suspension of five days or less
- C. Suspension of six to ten days
- D. Suspension of more than ten days
- E. Other (specify)_____

If your response was A., "No suspension/alternate action," what alternate action, if any, would be taken? (indicate all that apply)

Alternate /Additional Action

- a. No disciplinary action taken
- b. Student conference
- c. Student and parent conference
- d. Referral to school counselor or other school specialist
- e. Detention
- f. Referral to program, service, or agency designed to address specific behavior/infraction
- g. Corporal punishment
- h. Citation to Juvenile Court
- i. Other (specify)_____

Disciplinary Situation

13. Cynthia has just moved to Tennessee in October. She is a 16-year-old tenth-grade student, but she has not been in school anywhere this year. She moved from a state where students may withdraw from school at age 16. If she enrolls and enters high school now, she will not be able to earn any credits this term due to block scheduling. Compulsory attendance laws in Tennessee require her to be in school until she is 18 years old. What action, if any, does the school district take in Cynthia's case?

TCA 49-6-3401 (a)(1)

SMAAPM (p. 25, 1a & e)

Disposition – At my school, I would

- A. No suspension/alternate action
- B. Suspension of five days or less
- C. Suspension of six to ten days
- D. Suspension of more than ten days
- E. Other (specify)_____

If your response was A., "No suspension/alternate action," what alternate action, if any, would be taken? (indicate all that apply)

Alternate /Additional Action

- a. No disciplinary action taken
- b. Student conference
- c. Student and parent conference
- d. Referral to school counselor or other school specialist
- e. Detention
- f. Referral to program, service, or agency designed to address specific behavior/infraction
- g. Corporal punishment
- h. Citation to Juvenile Court
- i. Other (specify)_____

Disciplinary Situation

14. Jack and Doug are in Mrs. Evans' 4th period, 9th grade physical science class. They are both borderline, passing-grade students for the school year. On Friday prior to spring break, Jack and Doug are both sent to the office for continual class disruptions by acting out and being disrespectful to Mrs. Evans. Mrs. Evans sends a discipline note with both students with the comment "They feed off each other." The principal assigns both Jack and Doug two hours of after school detention to be served after spring break. During spring break Jack and Doug plan to "roll" Mrs. Evans' yard. While rolling the front yard with toilet paper, Jack suggests that they go to the back of the house. Jack picks up a decorative river rock from a flowerbed and throws it through a back window. Doug picks up a baseball bat left outside and breaks another window with the bat. Both boys are apprehended and are charged with vandalism and taken to the juvenile detention center. They are released separately to their custodial guardians and advised of a court date in late May. Monday after spring break, Mrs. Evans reports the incident to the principal. What school consequences, if any, are given to Jack and Doug for this off-campus behavior?

TCA 49-6-3401 (a)(4) & (12)

SMAAPM (p. 25, 5e)

Disposition – At my school, I would

- A. No suspension/alternate action
- B. Suspension of five days or less
- C. Suspension of six to ten days
- D. Suspension of more than ten days
- E. Other (specify) _____

If your response was A., "No suspension/alternate action," what alternate action, if any, would be taken? (indicate all that apply)

Alternate /Additional Action

- a. No disciplinary action taken
- b. Student conference
- c. Student and parent conference
- d. Referral to school counselor or other school specialist
- e. Detention
- f. Referral to program, service, or agency designed to address specific behavior/infraction
- g. Corporal punishment
- h. Citation to Juvenile Court
- i. Other (specify) _____

Disciplinary Situation

15. Mary is a freshman who is dating Jonathan who is a junior. They are at lunch together, and Jonathan influences Mary to steal a sweatshirt from the school store, which is open before school and during lunch. Mary gets caught on a surveillance camera and is turned over to the administration. What action, if any, is taken against Mary?

TCA 49-6-3401 (a)(11)

SMAAPM (p. 26, 8a)

Disposition – At my school, I would

- A. No suspension/alternate action
- B. Suspension of five days or less
- C. Suspension of six to ten days
- D. Suspension of more than ten days
- E. Other (specify)_____

If your response was A., “No suspension/alternate action,” what alternate action, if any, would be taken? (indicate all that apply)

Alternate /Additional Action

- a. No disciplinary action taken
- b. Student conference
- c. Student and parent conference
- d. Referral to school counselor or other school specialist
- e. Detention
- f. Referral to program, service, or agency designed to address specific behavior/infraction
- g. Corporal punishment
- h. Citation to Juvenile Court
- i. Other (specify)_____

Disciplinary Situation

16. Travis is a Caucasian freshman who threatens to fight a minority student in the cafeteria. Travis uses profanity and racially harassing slurs as he postures to fight, although a teacher intervenes and no physical action occurs. Travis is determined to be guilty of his 2nd racial harassment violation. What action, if any, is taken with Travis?

TCA 49-6-3401 (a)(3)

SMAAPM (p. 25, 3d)

Disposition – At my school, I would

- A. No suspension/alternate action
- B. Suspension of five days or less
- C. Suspension of six to ten days
- D. Suspension of more than ten days
- E. Other (specify) _____

If your response was A., “No suspension/alternate action,” what alternate action, if any, would be taken? (indicate all that apply)

Alternate /Additional Action

- a. No disciplinary action taken
- b. Student conference
- c. Student and parent conference
- d. Referral to school counselor or other school specialist
- e. Detention
- f. Referral to program, service, or agency designed to address specific behavior/infraction
- g. Corporal punishment
- h. Citation to Juvenile Court
- i. Other (specify) _____

Disciplinary Situation

17. Jeremy is a high school junior who wants to see a fight at school. During lunch, Jeremy approaches Wayne and says, "A boy over there says he is going to beat you up." Wayne turns to look for the other boy and says, "Where is he?" Jeremy says, "I'll go get him." Jeremy goes over to Phil and tells him, "That boy over there says he is going to beat you up." Phil jumps up and says, "Where is he?" Jeremy points to Wayne and says, "Right over there. He is looking for you." Wayne and Phil meet in the middle of the cafeteria and with little talk begin to fight. Wayne and Phil are separated and taken to the office. When the principal interviews the two boys, he discovers that they do not even know each other; they really don't know why they fought but that Jeremy had told each of them that the other boy wanted to fight. Both Wayne and Phil are suspended from school for fighting. What action, if any, is taken against Jeremy?

TCA 49-6-3401 (a)(5)

SMAAPM (p. 25, 4b)

Disposition – At my school, I would

- A. No suspension/alternate action
- B. Suspension of five days or less
- C. Suspension of six to ten days
- D. Suspension of more than ten days
- E. Other (specify)_____

If your response was A., "No suspension/alternate action," what alternate action, if any, would be taken? (indicate all that apply)

Alternate /Additional Action

- a. No disciplinary action taken
- b. Student conference
- c. Student and parent conference
- d. Referral to school counselor or other school specialist
- e. Detention
- f. Referral to program, service, or agency designed to address specific behavior/infraction
- g. Corporal punishment
- h. Citation to Juvenile Court
- i. Other (specify)_____

Disciplinary Situation

18. Michael is a tenth-grade-student who plays the tuba in the school pep band. He is playing with the pep band at his high school at a basketball game with a cross-town rival. At intermission between the girls' and boys' game, he obtains a lighter from another student. Other students dare Michael to ignite a cardboard box that has been left in the stairwell leading to the balcony area where the pep band members sit while playing pep music. Michael yields to the pressure, ignites the box, and all of the students vacate the stairwell to go to the concession stand. A few minutes later, the fire alarm is sounded, and the gym is evacuated. Order is soon restored, and everyone is allowed to return to the gym. The result of the investigation finds Michael to be the guilty party, and he admits to igniting the cardboard box. What action, if any, is taken against Michael?

TCA 49-6-3401 (a)(4)

SMAAPM (p. 25, 5c)

Disposition – At my school, I would

- A. No suspension/alternate action
- B. Suspension of five days or less
- C. Suspension of six to ten days
- D. Suspension of more than ten days
- E. Other (specify) _____

If your response was A., "No suspension/alternate action," what alternate action, if any, would be taken? (indicate all that apply)

Alternate /Additional Action

- a. No disciplinary action taken
- b. Student conference
- c. Student and parent conference
- d. Referral to school counselor or other school specialist
- e. Detention
- f. Referral to program, service, or agency designed to address specific behavior/infraction
- g. Corporal punishment
- h. Citation to Juvenile Court
- i. Other (specify) _____

Disciplinary Situation

19. Thomas is a ninth grade student who purchases a handgun and brings it to school. He shows it to a friend who tells another student who informs the principal. Thomas becomes frightened and hides the gun in the boys' restroom in a ceiling tile above one of the toilets. After a lengthy investigation, Thomas tells an adult where the gun is located. He admits to bringing the gun but relates he had no intention of using it. What action, if any, is taken against Thomas?

TCA 49-6-3401 (a)(7)(g)

TCA 39-17-1309(c)(1)

TCA 49-6-4216 (b)(1)

SMAAPM (p. 26, 10a)

Disposition – At my school, I would

- A. No suspension/alternate action
- B. Suspension of five days or less
- C. Suspension of six to ten days
- D. Suspension of more than ten days
- E. Other (specify)_____

If your response was A., "No suspension/alternate action," what alternate action, if any, would be taken? (indicate all that apply)

Alternate /Additional Action

- a. No disciplinary action taken
- b. Student conference
- c. Student and parent conference
- d. Referral to school counselor or other school specialist
- e. Detention
- f. Referral to program, service, or agency designed to address specific behavior/infraction
- g. Corporal punishment
- h. Citation to Juvenile Court
- i. Other (specify)_____

Appendix V

Memphis Telephone Area Code (901) Data. Three tables are needed in Appendix V. The first table is from Chapter 4, containing the data from all one hundred and ninety-two principals used in the study. (See Table 4.21 on page 196). The second table used is the data from all principals in the study with the exception of the Memphis telephone area code of nine zero one (901) (one hundred and seventy-three principals). (See Table V.1 below). The third table contains only the data from the nineteen principals from the nine zero one (901) telephone area code. (See Table V.2 on page 298).

Table V.1 All Data Except Memphis Area Code (901) (173 Principals)

No.	Disciplinary Scenario	No Susp	Short	Long
1	Tobacco (4th offense)	24.3%	46.2%	29.5%
2	Fighting (3rd offense)	3.5%	34.9%	61.6%
3	Class Disruption, Vandalism	19.0%	72.0%	8.9%
4	Alcohol (possess, consume)	2.3%	26.6%	71.1%
5	Immunization (incomplete)	79.4%	18.2%	2.4%
6	Willful and Persistent Violation	5.3%	46.8%	48.0%
7	Drugs (Hydrocodone)	2.3%	7.0%	90.6%
8	Fireworks (possess, ignite)	1.8%	51.5%	46.8%
9	Knife (possession)	25.7%	21.1%	53.2%
10	Sexual Harassment	1.2%	37.2%	61.6%
11	Marijuana (possess, smoking)	0.0%	5.8%	94.2%
12	Battery upon SRO	2.3%	28.1%	69.6%
13	Attendance Violation	93.1%	0.6%	6.4%
14	Off-Campus Behavior	54.4%	14.0%	31.6%
15	Theft	14.0%	76.7%	9.3%
16	Racial Harassment (2nd off)	8.7%	70.9%	20.3%
17	Inciting Others to Fight	8.7%	86.0%	5.2%
18	Setting a Fire at School	4.2%	33.3%	62.5%
19	Bringing a Firearm to School	0.6%	3.5%	96.0%

Table V.2 Memphis Area Code Only (901) (19 Principals)

No.	Disciplinary Scenario	No Susp	Short	Long
1	Tobacco (4 th offense)	21.5%	68.4%	10.5%
2	Fighting (3 rd offense)	0.0%	61.1%	38.9%
3	Class Disruption, Vandalism	11.8%	70.6%	17.6%
4	Alcohol (possess, consume)	5.9%	29.4%	64.7%
5	Immunization (incomplete)	82.4%	11.8%	5.9%
6	Willful and Persistent Violation	10.5%	52.6%	36.8%
7	Drugs (Hydrocodone)	5.3%	26.3%	68.4%
8	Fireworks (possess, ignite)	0.0%	63.2%	36.8%
9	Knife (possession)	0.0%	10.5%	89.5%
10	Sexual Harassment	0.0%	44.4%	55.6%
11	Marijuana (possess, smoking)	0.0%	11.1%	88.9%
12	Battery upon SRO	0.0%	27.8%	72.2%
13	Attendance Violation	100.0%	0.0%	0.0%
14	Off-Campus Behavior	15.8%	21.1%	63.2%
15	Theft	0.0%	94.7%	5.3%
16	Racial Harassment (2nd off)	5.3%	89.5%	5.3%
17	Inciting Others to Fight	0.0%	100.0%	0.0%
18	Setting a Fire at School	0.0%	31.6%	67.4%
19	Bringing a Firearm to School	0.0%	5.3%	94.7%

When the Memphis data were omitted and a comparison of Table 4.21 and Table V.1 was made, there was no variance of more than five percent (5%) in any of the three response categories of discussion (no suspension, short-term suspensions, and long-term suspensions) for any of the nineteen disciplinary scenarios. (See Table 4.21 and Table V.1). A third summary table was constructed to display the percentage data of the three response categories of discussion for the nineteen disciplinary scenarios for only the nineteen principals in the Memphis telephone area code (901) (see Table V.2). Due to the low number of nineteen principals in the Memphis area code (901), there was a variance of more than ten percent (10%) in nine of the nineteen disciplinary scenarios when a comparison of Table 4.21 and Table V.2 was made.

In disciplinary scenario 1 (fourth tobacco possession or use), the percentage of the nineteen Memphis principals selecting no suspension was less (21.5%) than all one hundred and ninety-two principals (24.0%), but did not vary by greater than ten percent. The percentage of the nineteen Memphis principals (Table V.2) selecting a short-term suspension (68.4%) was greater than all one hundred and ninety-two principals (48.4%) (Table 4.21), displaying a greater variance of twenty percent (20%). The percentage of the nineteen Memphis principals (Table V.2) selecting a long-term suspension (10.5%) was less than all one hundred and ninety-two principals (27.6%) (Table 4.21), displaying a lesser variance of seventeen and one tenth percent (17.1%).

In disciplinary scenario 2 (third fighting incident), the percentage of the nineteen Memphis principals (Table V.2) selecting no suspension was less (0.0%) than all one hundred and ninety-two principals (3.2%) (Table 4.21), but did not vary by greater than ten percent. The percentage of the nineteen Memphis principals selecting a short-term

suspension (61.1%) was greater than all one hundred and ninety-two principals (37.4%), displaying a greater variance of twenty-three and seven tenths percent (23.7%). The percentage of the nineteen Memphis principals selecting a long-term suspension (38.9%) was less than all one hundred and ninety-two principals (59.5%), displaying a lesser variance of twenty and six tenths percent (20.6%).

In disciplinary scenario 7 (drug possession and transmission – Hydrocodone), the percentage of the nineteen Memphis principals selecting no suspension was greater (5.3%) than all one hundred and ninety-two principals (2.6%), but did not vary by greater than ten percent. The percentage of the nineteen Memphis principals selecting a short-term suspension (26.3%) was greater than all one hundred and ninety-two principals (8.9%), displaying a greater variance of seventeen and four tenths percent (17.4%). The percentage of the nineteen Memphis principals selecting a long-term suspension (68.4%) was less than all one hundred and ninety-two principals (88.4%), displaying a lesser variance of twenty percent (20.0%).

In disciplinary scenario 8 (discharging fireworks – explosive device), the percentage of the nineteen Memphis principals selecting no suspension was less (0.0%) than all one hundred and ninety-two principals (1.6%), but did not vary by greater than ten percent. The percentage of the nineteen Memphis principals selecting a short-term suspension (63.2%) was greater than all one hundred and ninety-two principals (52.6%), displaying a greater variance of ten and six tenths percent (10.6%). The percentage of the nineteen Memphis principals selecting a long-term suspension (36.8%) was less than all one hundred and ninety-two principals (45.8%), but did not vary by greater than ten percent.

In disciplinary scenario 9 (possession of knife), the percentage of the nineteen Memphis principals selecting no suspension was less (0.0%) than all one hundred and ninety-two principals (23.2%), displaying a lesser variance of twenty-three and two tenths percent (23.2%). The percentage of the nineteen Memphis principals selecting a short-term suspension (10.5%) was less than all one hundred and ninety-two principals (20.0%), but did not vary by greater than ten percent. The percentage of the nineteen Memphis principals selecting a long-term suspension (89.5%) was greater than all one hundred and ninety-two principals (56.8%), displaying a greater variance of thirty-two and seven tenths percent (32.7%).

In disciplinary scenario 14 (off campus behavior), the percentage of the nineteen Memphis principals selecting no suspension was less (15.8%) than all one hundred and ninety-two principals (50.5%), displaying a lesser variance of thirty-four and seven tenths percent (34.7%). The percentage of the nineteen Memphis principals selecting a short-term suspension (21.1%) was greater than all one hundred and ninety-two principals (14.7%), but did not vary by greater than ten percent. The percentage of the nineteen Memphis principals selecting a long-term suspension (63.2%) was greater than all one hundred and ninety-two principals (34.7%), displaying a greater variance of twenty-eight and five tenths percent (28.5%).

In disciplinary scenario 15 (theft incident), the percentage of the nineteen Memphis principals selecting no suspension was less (0.0%) than all one hundred and ninety-two principals (12.6%), displaying a lesser variance of twelve and six tenths percent (12.6%). The percentage of the nineteen Memphis principals selecting a short-term suspension (94.7%) was greater than all one hundred and ninety-two principals

(78.5%), displaying a greater variance of sixteen and two tenths percent (16.2%). The percentage of the nineteen Memphis principals selecting a long-term suspension (5.3%) was less than all one hundred and ninety-two principals (8.9%), but did not vary by greater than ten percent.

In disciplinary scenario 16 (Racial Harassment incident), the percentage of the nineteen Memphis principals selecting no suspension was less (5.3%) than all one hundred and ninety-two principals (8.4%), but did not vary by greater than ten percent. The percentage of the nineteen Memphis principals selecting a short-term suspension (89.5%) was greater than all one hundred and ninety-two principals (72.8%), displaying a greater variance of sixteen and seven tenths percent (16.7%). The percentage of the nineteen Memphis principals selecting a long-term suspension (5.3%) was less than all one hundred and ninety-two principals (18.8%), displaying a lesser variance of thirteen and five tenths percent (13.5%).

In disciplinary scenario 17 (inciting others to fight), the percentage of the nineteen Memphis principals selecting no suspension was less (0.0%) than all one hundred and ninety-two principals (7.9%), but did not vary by greater than ten percent. The percentage of the nineteen Memphis principals selecting a short-term suspension (100.0%) was greater than all one hundred and ninety-two principals (87.4%), displaying a greater variance of twelve and six tenths percent (12.6%). The percentage of the nineteen Memphis principals selecting a long-term suspension (0.0%) was less than all one hundred and ninety-two principals (4.7%), but did not vary by greater than ten percent.

VITA

Clarence Steve Moser was born in Loudon, Tennessee on Sunday April 24, 1955. He attended the Lenoir City School District from second grade through high school where he graduated from Lenoir City High School in 1973. He received his Bachelor of Science degree with emphasis in Secondary Education from Lee College in Cleveland, Tennessee in 1977.

Steve began teaching in the Blount County School District in Maryville, Tennessee in 1978. Steve taught and coached at Eagleton Middle School for six years while earning his Master of Science degree with emphasis in Elementary Education from The University of Tennessee in Knoxville in 1983. He then transferred to William Blount High School where he taught for six years in the Science Department and coached football, softball, and basketball. He became an assistant principal at William Blount High School in 1990 and served four years before being elected as Superintendent of Blount County Schools in 1994. Steve served four years as Blount County's final elected superintendent. In 1998, Steve was named the Coordinator of Alternative Programs at Everett Learning Opportunity Center where he still serves in that role.

Steve began working on his doctoral degree at The University of Tennessee in Knoxville in August 1999. He married Joy Duggan in July 1977. They reside in Maryville, Tennessee at the time of publishing this dissertation.

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