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ABSTRACT

The Escuela Internacional Sampedrana (EIS) in Honduras implemented a new discipline program in its Primary School during the 1996-97 school year. This paper contains findings from three evaluations of the program--an initial analysis, a midyear report, and a year-end report. The first report analyzed the number of suspensions and detentions, as well as the number of total accumulated violations. The midyear and end-year reports looked at the total number of minor infractions cited by teachers since the beginning of the school year grouped by grade levels and cumulatively, the average number of detention letters typically given to students of each grade level, and the cumulative total of such suspensions across each grade level separately and combined. The studies found that minor infractions did not accumulate at an alarming rate; nor was there evidence of widespread discipline problems. Few students were repeat offenders. The following recommendations were made: (1) Make the minor-infraction discipline codes more specific; (2) offer some type of new teacher training or induction program; and (3) create a discipline committee to address unresolved issues. Appendices contain the rationale for the Primary School discipline program and policy statements that define the consequences for minor, serious, and very serious infractions. Ten tables were included. (LMI)

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EVALUATION REPORT OF A DETENTION-BASED
STUDENT DISCIPLINARY PROGRAM IN A
HONDURAN/INTERNATIONAL
PRIMARY SCHOOL

by

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TABLE OF CONTENTS

Introduction	4
Problem and Proposed Solution	4
Overview of The Discipline Program	5
About The School	6
Administration	6
Educational Philosophy	6
Teachers	6
Primary School Academic Program	7
Primary School Educational Goals	7
Evaluation Methodology	7
Initial Report of The Primary School Discipline Program	9
Mid-Year Report of The Primary School Discipline Program	11
Year End Report of The Primary School Discipline Program	14
Recommendations	17
Appendices	19
References	27

LIST OF TABLES

Table 1. Total Detentions Assigned By Teachers	9
Table 2. Frequency of Detentions by Students	9
Table 3. Frequency of Detentions By Grade	9
Table 4. Frequency of Suspensions by Students	10
Table 5. Minor Infraction By Grade Levels (February 1997)	11
Table 6. Minor Infractions: Average Letter Per Student (February 1997)	12
Table 7. Serious Infractions: Summary Of Suspensions By Grade Level (February 1997)	12
Table 8. Minor Infraction By Grade Levels (June 1997)	14
Table 9. Minor Infractions: Average Letter Per Student (June 1997)	15
Table 10. Serious Infractions: Summary Of Suspensions By Grade Level (June 1997)	15

INTRODUCTION

The following section describes action taken prior to the 1996-97 academic year by parents and administrators of the Escuela Internacional Sampedrana (E.I.S.), Honduras, to address the problem of and solution for student misconduct in the Primary School. After this description, details are provided regarding the particular student discipline program adopted. Subsequent sections present information on: (a) E.I.S. as an institution; (b) the evaluation methodology used to examine the new student disciplinary program; (c) abbreviated, intermittent reports on the student discipline program; and (d) recommendations to enhance the implementation/modification of the program.

PROBLEM AND PROPOSED SOLUTION

In the Primary School of the Escuela Internacional Sampedrana (E.I.S.), student enrollment equals approximately 600; however, no clearly articulated student discipline program operated until the 1996-97 academic year. Teachers customarily maintained order in their respective classrooms via individual strategies/tactics but outside of classrooms (for example, in the halls and on the playgrounds) little semblance prevailed of a united effort to identify and correct student misbehavior.

Despite the condition described, teachers at E.I.S. are responsible for the discipline and safety of all students at all times regardless of grade level. Generally, teachers have been able to resolve student disciplinary problems without excessive difficulty; nevertheless, occasions have arisen when the involvement by parents was required. Following the 1995-96 academic year, major school stake holder groups had agreed upon the necessity for a classroom/open space management structure which clearly indicated limits and boundaries of student behavior. A student discipline program was codified that incorporated the spirit of parents', teachers', and administrators' joint discovery of corrective courses of action for inappropriate student behavior. Consequences were always to be presented to students as choices which would actually place the responsibility of the behavior upon the students. Hence, when a child at E.I.S. fails to choose the correct or appropriate behavior, the faculty, administrators, and families would deal with the disruptive behavior calmly and quickly due to the prior planning of consequences and dissemination of the same among all stake holders.

School Board members at E.I.S. favored such a cooperative approach to student discipline recognizing that the elementary school years are a time when students are constantly testing limits. A few of the more salient reasons (Appendix A) why a discipline plan of this type was believed to help create a positive learning environment included:

- makes managing student behavior easier,
- protects students' rights, and
- helps ensure parental support.

In order to address the concerns expressed above and achieve the desired goals, parents attending the May 1996 General Assembly voted to adopt a modified version of the current student discipline program operating in the Secondary School of E.I.S. The next section describes in more detail the student discipline program as enacted in the Primary School at E.I.S.

OVERVIEW OF THE DISCIPLINE PROGRAM

From the first day of classes in August 1996, specific Primary School rules (Appendix B) were framed and placed in all classrooms, and enforced all day long throughout all activities. In brief, these rules remained in effect whenever students were in school. The classroom rules were based upon "minor infractions" categorized into three general topics: (1) respect; (2) punctuality; and (3) following instructions. The consequences for accumulated minor infractions are described in Appendix C.

"Serious" and "Very Serious" infractions of the student discipline program are dealt with directly at the administrative level. Examples of serious infractions (Appendix D) include cheating, plagiarism of parents' signatures, and fighting. Consequences for serious infractions are outlined in Appendix E and involve students serving in-school suspensions for the first two violations of the discipline program. With the third infraction, the Primary Council of Teachers meets to analyze and discuss the acceptance conditions of students who wish to return to the school the following academic year. The council may decide to readmit a student unconditionally or conditionally (based on academic or behavior success), or to recommend that a student be asked to leave the school. The decisions of the Council of Teachers will be binding according to Honduran law.

"Very serious infractions" (Appendix F) are those such as stealing, possession of weapons, and vandalism. Students committing very serious infractions will be immediately suspended until the Faculty Council can meet and vote to determine his or her obligatory transfer to another school unless the parents or legal guardians would rather voluntarily transfer him or her out of the school. Sanctions for serious infractions are reported in Appendix G.

In essence, the student discipline program allows a maximum limit of three suspensions in any given school year. There are, however, two separate tracks by which to receive three suspensions: (1) via fifteen accumulated minor infractions; or (2) three serious infractions. Most importantly and often misunderstood by parents, suspensions from one track may not be combined with suspensions from the other which, in effect, would hasten a student's cumulative suspension total to three necessitating expulsion proceedings.

Background features of the Escuela Internacional Sampedrana follow below to contextualize better the evaluation of the new student discipline program.

ABOUT THE SCHOOL

Administration

E.I.S. is private bilingual educational institution owned by the parents of the students attending the school. The School Board is elected by the parents and establishes all policies by which the school is governed. To facilitate their function, the School Board appoints a Superintendent who is the administrative and educational leader of the school. An Official Director is recommended by the Superintendent and the School Board, and appointed by the Ministry of Education of Honduras. The Official Director aids and advises the Superintendent in the administrative duties of the school. The High School Principal is responsible for the overall management of the secondary program and is directly responsible to the Superintendent. Likewise, the Primary School Principal is responsible for the overall management of the primary program and is directly responsible to the Superintendent.

All educational levels at E.I.S. (Preschool, Primary, and Secondary) are accredited and recognized by the Southern Association of Colleges and Schools in the United States, and by the Honduran Ministry of Education. This accreditation allows students to transfer -- without losing academic credits -- to or from other accredited institutions both within Honduras and the United States.

Educational Philosophy

In terms of its educational philosophy, E.I.S. is dedicated to developing fully bilingual leaders. These students will build the academic and social skills necessary to succeed in the university of their choice and the self-discipline and integrity to act upon their knowledge in their community, nation, and world.

Teachers

Qualified teachers, both foreign and national, make up the teaching staff of E.I.S. Each teacher holds a degree that qualifies him or her to teach in a specific area. The teaching staff consists of highly qualified, responsible, and professional people who emanate genuine concern for the needs of the students and the school.

Primary School Academic Program

The Primary School Program is composed of grades one through six with three sections of each. The basic classes offered are: literature, spelling, oral and written language arts, science, mathematics, Spanish, and social studies (in English and Spanish). Furthermore, the curriculum provides classes in: art, music, agriculture, computers, and physical education. Additionally, fifth and sixth graders receive orientation class designed to assist the students with study skills, values, and other various topics.

Primary School Educational Goals

The Primary School Program is dedicated to achieving the following five (5) educational goals:

- 1) To develop within students sound study habits, punctuality, and discipline.
- 2) To promote a socialization strategy which encompasses: (a) integrity, (b) cooperation, (c) friendship, (d) respect, (e) sympathy, (f) understanding, (g) self-control, and (h) common justice.
- 3) To stimulate the building of student knowledge, beginning with concrete manipulation and building to abstract use of knowledge that can be applied to the student's world.
- 4) To offer a basic understanding of the necessary prerequisites for entry into the secondary educational grade levels.
- 5) To establish a solid English and Spanish language base so that the student can fully develop the necessary skills to confront the various situations they will encounter in the future at a university, professional setting, or social level.

EVALUATION METHODOLOGY

Worthen and Sanders (1987) referred to the type of program evaluation used in this study as objectives-oriented evaluation which they characterized as:

The distinguishing feature of an objectives-oriented evaluation approach is that the purposes of some educational activity are specified, and then evaluation focuses on the extent to which those purposes are achieved ... the information gained from an objectives-oriented evaluation could be used to reformulated the purposes of the activity, the activity itself, or the assessment procedures and devices used to determine the achievement of purposes (p. 62)

In this study, the School Board at E.I.S. approved the new student discipline program to ensure better student behavior on campus. The Superintendent wanted a tracking of teachers' use of the program procedures as the means to gauge success in implementing the program. The desired outcome was a streamlined discipline program to better track and control/respond to student misbehavior. Hence, the following program evaluation goals were established:

- (a) to obtain measures of detentions/suspensions given by teachers/administrators including an analysis of general trends, and
- (b) to provide parents findings in this study prior to the May 1997, General Assembly during which modifications to the existing program will ultimately be approved or not.

Next, strategies were formulated to obtain the required data to verify success in meeting these goals. Specifically, three numerical "snapshots" so to speak, were taken of: (1) administrators' frequency in assigning students with suspensions; (2) teachers' frequency in assigning detentions; and (3) students' total accumulated violations of the discipline program. These three "snapshots" were obtained through periodic reviews (November, February, and May) of the Vice-Principal's discipline records. Summary reports were generated to follow-up these three periodic reviews.

A generally quantitative approach was selected for two reasons: (1) to obtain a simple count of the detentions and suspensions given to forecast the type and magnitude of any particular trends in student misbehavior, and (2) to avoid a lengthy technical report in English which many parents simply would not invest the necessary time to understand.

Additionally, the evaluator met with teachers and administrators to discuss the pros and cons of the discipline program. These meetings were conveniently achieved by the evaluator attending a joint administrative/team leader meeting and a whole faculty meeting during which the functioning or the discipline policy was discussed. These two meetings occurred in April 1997.

The data obtained, summarized, and interpreted for the three "snapshot" reports follow below in succession. Whereas descriptive statistics are reported, no statistical tests were used. Teachers and administrators comments in combination with descriptive statistics served to provide an estimation of "practical significance" (Popham, p. 225, 1987) for the findings of this study.

INITIAL REPORT OF THE PRIMARY SCHOOL DISCIPLINE PROGRAM
NOVEMBER 1996

This Initial Report highlights information relevant to the implementation of the School Board's new discipline program in the Primary School for the 1996-97 academic school year. Teacher assigned detention letters are reported and analyzed for the time period August 31 to November 4.

Total Accumulated Detentions

Table 1. Total Detentions Assigned By Teachers

During Grace Period (to August 31) ...	54
August 31 to November 4	<u>216</u>
Total	270

Desegregation of Accumulated Detentions

Table 2. Frequency of Detentions By Students

Number of Detentions:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
Number of Students:	130	43	25	13	4	1	= 216 Total

For the sake of clarity, 130 students accounted for all 216 detentions since these students were repeat violators of the discipline code.

Students with Four or More Detentions

Table 3. Frequency of Detentions By Grade

Grade Level	Number of Detentions
Grade 1	4
Grade 2	3
Grade 3	6
Grade 4	0
Grade 5	0
Grade 6	<u>0</u>
Total	13

Considering the entire Primary School student body, 13 of approximately 600 (2.2 %) students had received four or more detentions.

In-School Suspensions

Table 4. Frequency of Suspensions By Students

Reason for Suspension	Number of Students
Fighting	7
Cheating	2
Falsifying parent signature	1
Inappropriate object(s)	1
Total	<u>11</u>

Fighting is the suspension category most frequently incurred by students.

Conclusions

The following conclusions were drawn from the findings of this Initial Report of the new discipline program:

- Only 13 students with four or more detentions is a small overall percentage
- None of the 13 students with four or more detentions were in grades 1st-3rd
- Serious infractions are being seriously addressed this year
- With student discipline firmly in place, discussions of school improvement should turn from discipline to support for and *expectations of enhanced teaching and learning.*

MID-YEAR REPORT OF THE PRIMARY SCHOOL DISCIPLINE PROGRAM
FEBRUARY 1997

In response to concerns on the part of several families that their child(ren) might be rapidly approaching mandatory expulsion, a second evaluation of the Primary School's discipline program was undertaken in February 1997. This Mid-Year Report year report summarizes all administrative suspensions and "check marks" (see Appendix A) comprising every teacher referral given to students covering the time frame from August 31, 1996 through February 10, 1997. Descriptive statistics are presented next which summarize and condense the collected data for greater ease in analysis and interpretation (Hinkle, 1988).

Descriptive Statistics

The following two tables: (a) report the total number of minor infractions cited by teachers since the beginning of the school year grouped by grade levels and cumulatively (Table 5) and (b) present the average number of detention letters typically given to students of each grade level (Table 6). Table 7 shows the frequency of each category of student suspensions by grade level and the cumulative total of such suspensions across each grade level separately and combined.

Table 5. Minor Infractions: Summary By Grade Levels
(February 1997)

	Letters	1A	1B	1C	1D	1E	2A	2B	2C	3A	3B	3C	3D
Grade 1	33	68	6	0	2	37	2	20	4	2	2	10	0
Grade 2	21	1	3	0	0	69	9	5	13	0	0	0	0
Grade 3	60	2	12	3	5	141	49	19	62	0	1	5	2
Sub-Total	114	71	21	3	7	247	60	44	79	2	3	15	2
Grade 4	152	23	42	0	5	149	16	44	138	0	18	17	0
Grade 5	85	34	16	2	0	24	31	30	89	1	8	7	4
Grade 6	117	14	31	0	5	149	9	34	79	1	10	65	0
Sub-Total	354	71	89	2	10	322	56	108	306	2	36	89	4
Total	468	142	110	5	17	569	116	152	385	4	39	104	6

Table 5 demonstrates that in grades 1st-3rd, categories "3A" (2), "3D" (2), "1C" (3), and "3B" (3) were the least frequently used minor infraction disciplinary codes. This pattern was consistent for grades 4th-6th also with the exception of code "1D" (10) being the fourth least used code rather than "3B" (3) as in the case of grades 1st-3rd. The most frequently cited minor infraction codes were identical for the two grade groups 1st-3rd/4th-6th: "1E" (247/322) and "2C" (79/306).

Table 6. Minor Infractions: Average Letter Per Student
(February 1997)

Grade 1.....	1.83
Grade 2.....	1.40
Grade 3.....	1.92
Grade 4.....	2.40
Grade 5.....	2.36
Grade 6.....	1.77

This table shows that the greatest average of letters per student, 2.40, occurred for students in the fourth grade and the lowest average, 1.40, was for students in second grade. Disregarding students in the first grade, a graph of these averages would display an inverted “U” shape with a consistently increasing average peaking with the fourth grade and, thereafter, steadily diminishing through the sixth grade.

Table 7. Serious Infractions: Summary Of Suspensions By Grade Level
(February 1997)

	Fight	Cheat	8 Letters	12 Letters	Forgery	Inappropriate Object	Total
Grade 1	0	0	0	0	0	0	0
Grade 2	3	0	0	0	0	0	3
Grade 3	0	2	0	0	1	0	3
Grade 4	2	3	4	0	0	0	9
Grade 5	2	0	1	0	1	1	5
Grade 6	4	5	1	0	0	0	10
Total	11	10	6	0	2	1	30

Table 7 highlights fighting and cheating as the serious infractions most often committed. Furthermore, the majority of suspensions were received by students in grades 4th-6th (24) compared to students in grades 1st-3rd (6). Only six of approximately 600 primary students received a suspension for excessive accumulated detentions.

Conclusions

The following conclusions were drawn from the findings of this Mid-Year Report. Two of the four (4) categories of discipline codes least used, “1C” and “1D”, should be reconceptualized to reflect specific examples of teachers’ thoughts currently comprising the disproportionately used “1E” code. Likewise, the “2C” code should be expanded to two codes to allow more specificity of teacher thought. Codes “3A” and “3D” should also be completely reconceptualized due to

teachers' virtual nonreference to them.

Additionally, information from Tables 6 and 7 indicates that very few students are serious repeat offenders relative to their grade level averages per student. In fact, the average of letters per student is much below the number of detentions (8) at which significant consequences occur (1-day suspension). Moreover, these averages are also below four, the number at which a conference with parents is required. (This information should should receive a more public discussion). Finally, since only six of approximately 600 students received a suspension for excessively accumulating detentions, any general perception by parents of a cavalier teacher attitude toward the assignment of detentions is unsupported by the results of this study.

YEAR END REPORT OF THE PRIMARY SCHOOL DISCIPLINE PROGRAM
(May 1997)

This Year-End Report followed the same format as the Mid-Year Report and, therefore, summarized all administrative suspensions and “check marks” comprising every teacher referral given to students covering the time frame from August 31, 1996 through May 1, 1997.

Descriptive Statistics

Once again, two tables that follow: (a) report the total number of minor infractions cited by teachers since the beginning of the school year grouped by grade levels and cumulatively (Table 8), and (b) present the average number of detention letters typically given to students of each grade level (Table 9). Table 10 shows the frequency of each category of student suspensions by grade level and the cumulative total of such suspensions across each grade level separately and combined.

Table 8. Minor Infractions: Summary By Grade Levels
(May 1997)

	Letters	1A	1B	1C	1D	1E	2A	2B	2C	3A	3B	3C	3D
Grade 1	54	97	12	0	2	79	4	28	16	2	3	15	0
Grade 2	36	2	5	0	0	120	9	11	28	0	0	0	0
Grade 3	88	6	13	14	8	132	61	19	105	0	1	15	2
Sub-Total	178	105	30	14	10	331	74	58	149	4	4	30	2
Grade 4	222	27	47	1	7	210	40	95	204	1	26	17	2
Grade 5	136	57	29	2	0	37	37	97	124	4	11	28	4
Grade 6	199	23	49	0	6	142	13	61	141	6	16	13	1
Sub-Total	557	107	125	3	13	389	90	253	469	11	53	58	7
Total	735	212	155	17	23	720	164	311	618	15	57	88	9

Throughout grades 1st-3rd, the least frequently used minor infraction disciplinary codes were “3D” (2), “3A” (4), “3B” (4), and “1D” (10). For grades 4th-6th, the following codes were least cited: “1C” (3), “3D” (7), “3A” (11), and “1D” (13). The two most frequently cited minor infraction codes were reversed for the two grade groups 1st-3rd and 4th-6th. That is, the 1st-3rd grade teachers reported more “1E” (331) codes than “2C” (149), whereas the 4th-6th grade teachers recorded more “2C” (469) codes than “1E” (389). Taking all grades into account, more

“1E” (720) codes than “2C” (618) were cited by teachers -- a finding consistent with the Mid-Year Report (p. 12).

Table 9. Minor Infractions: Average Letter Per Student
(May 1997)

Grade 1.....	2.45
Grade 2.....	2.11
Grade 3.....	2.67
Grade 4.....	3.63
Grade 5.....	3.09
Grade 6.....	2.80

Table 9 displays a pattern similar to that described for Table 6 (p. 13). That is, excluding the first grade average, a graph of these averages would display an inverted “U” shape with a consistently increasing average peaking with the fourth grade and, thereafter, steadily diminishing through the sixth grade. The greatest average of letters per student, 3.63, occurred for students in the fourth grade and the lowest average, 2.11, was for students in second grade. The mean score was expectedly higher for each grade since additional letters were given following the Mid-Year Report primarily to repeat offenders rather than to students receiving a first detention.

Table 10. Serious Infractions: Summary Of Suspensions By Grade Level
(May 1997)

	Fight	Cheat	8 Letters	12 Letters	Forgery	Inappropriate	Object	Total
Grade 1	0	0	1	1	0	0		2
Grade 2	3	0	0	0	0	0		3
Grade 3	0	2	0	0	1	0		3
Grade 4	2	5	5	2	0	0		14
Grade 5	2	1	4	0	1	2		10
Grade 6	6	6	5	0	0	0		17
Total	13	14	15	3	2	2		49

Table 10 shows the accumulation of 8 letters (15), cheating (14), and fighting (13) as the serious infractions most often committed. Furthermore, the overwhelming majority of suspensions were received by students in grades 4th-6th (41) than by students in grades 1st-3rd (8). These patterns were similarly displayed in Table 7 (p. 13) of the Mid-Year Report. Lastly, further analysis revealed that 33 students received one suspension while eight students received two. For three of these eight students, the second suspension was for accumulating 12 letters. Thus, 41 of 600 students (6.8%) accounted for all suspensions given throughout the school year.

Teacher/Administrator Comments

In April, 1997, the program evaluator attended a faculty meeting and a focus group-like meeting (Patton, 1990) of all grade level team leaders during which the effective functioning of the student discipline program was discussed. Most comments were positive concerning the effectiveness of the student discipline program. Several team leaders commenting that they would not change the current system at all. A few teachers thought the discipline program was generally not “tough” enough. Other teachers made comments related to two particular program areas of concern: (a) implementation, and (b) consequences for student violations.

Regarding the implementation of the discipline program, the following *process* suggestions summarize main ideas mentioned by teachers and administrators as a whole:

- empower the administrative disciplinarian with the option to assign a detention or suspension for serious infractions that heretofore are considered punishable only by a suspension
- arrange more timely parent/teacher/administrator conferences following a student suspension
- have the after-school detention supervisor collect parent signed detention letters from each student as a permit to enter and serve the detention; otherwise, without a signed letter assign an additional detention
- carbon paper copy student referrals to reduce administrative duplication of teacher written infraction codes comprising a referral

Regarding the consequences of the discipline program, the following *punitive* suggestions were offered:

- develop academic eligibility standards based on the discipline system to govern student participation in after-school sports
- create a detention category for accumulated minor infractions that extend over a time period greater than one week
- create a rule against students provoking others to fight which should carry the weight of a suspension
- reconsider the current suspension punishment (loss of classes coupled with zeros on all classwork and tests) and instead, set an 80% maximum credit on any work scheduled for that day

RECOMMENDATIONS

The following constitute recommendations to the administration of the Escuela Internacional Sampedrana with the intent to enhance success in implementing and modifying the school's student discipline program. Several words are, however, in order to properly provide a contextualized grounding for the subsequent recommendations.

First, as highlighted from Table 10 (p. 16), no evidence suggested widespread discipline problems due to serious program infractions which warrant immediate suspensions. In fact, only 41 of 600 students (6.8%) received one suspension for either of two types of reasons: (1) serious program infractions, or (2) accumulated minor infractions. Even fewer students, 8 (1.3%), received a second detention for serious or minor program infractions.

Nor did long-term accumulations of minor infractions occur in alarming numbers. Reference to Tables 9 (p. 16) and 10 (p. 16) indicate that very few students (of 249 with at least one detention) were habitual repeat offenders of minor infractions relative to their grade level averages per student. In fact, the average of letters per student for every grade is much below the number of detentions (8) at which significant consequences occur (1-day suspension), and also below four, the number at which a conference with parents is required. In other words, *only 15 of 600 students surpassed their grade level average* to receive a suspension for 8 letter and 3 of these students went on to receive a second suspension for 12 letters.

Finally in terms of context, students, parents, teachers, and administrators are now familiar with the new disciplinary program following a trial run this academic year. Parents with high school and primary school children should especially be familiar with the program as it was adapted from the existing high school program.

Based on the forgoing, two general recommendations are encouraged. The first is to increase the **specificity of the minor infraction discipline codes** to better reflect teachers' thought. To repeat here from the Mid-Year Report:

Two of the four (4) categories of discipline codes least used, "1C" and "1D", should be reconceptualized to reflect specific examples of teachers' thoughts currently comprising the disproportionately used "1E" code. Likewise, the "2C" code should be expanded to two codes to allow more specificity of teacher thought. Codes "3A" and "3D" should be completely reconceptualized due to teachers' virtual nonreference to them (p. 13).

Secondly, some type of new teacher training or **induction program** should be offered that distinguishes a teacher's own time tested classroom disciplinary program from the formal

codified discipline program of the school. The legitimacy and integrity of both programs should be emphasized and preserved, which would clearly distinguish between the two programs and, thereby, aid the standardized routine use of the school's discipline system by all teachers when necessary.

In addition to teacher/administrator comments regarding implementation suggestions for the discipline program (p. 17), an additional idea is to have the homeroom teacher responsible for collection of detention referrals from other special teachers (music, art, computers, etc.) before they are passed to the Vice-Principal for processing. This procedure could avoid duplication of punishment for students in other classrooms when the offense was minor and the homeroom teacher's correction plan of counseling was deemed sufficient or took the form of a verbal contingency plan.

A final recommendation concerning the issue of punitive consequences/philosophy for serious or minor program infractions is to **create a Discipline Committee** to reach consensus and disseminate its conclusions pertinent to significant issues not yet satisfactorily resolved such as:

- the effect of disciplinary consequences (in-school suspension) on student academic grades
- the appropriate number of opportunities children will be allowed to violate the program at all grade levels before sanctions occur
- whether all adults working in the school should write referrals for observed infractions
- is the underlying rationale for the disciplinary program "punishment" or "correction"

APPENDIX A

Rationale for the Primary School Student Disciplinary Program
Approved by the School Board (May 1996)

The Escuela Internacional Sampedrana (E.I.S) is dedicated to developing fully bilingual leaders. Our students will build the academic and social skills necessary to succeed in the university of their choice with self-discipline and integrity to act upon their knowledge in their community, nation, and world.

Knowing that education is a formative process that influences the life of man, with the purpose of fully developing its personality and forming citizens ready for individual and collective life, to exercise democracy and to contribute the social and economical development of their nation, we also acknowledge that parents are the prime educators of their children, teachers are only the mediators in the teaching/learning process.

This concept can only be materialized through an adequate teaching/learning process that contributes to the individual's whole formation not only in the academic aspect but in the disciplinary as well.

In the academic field, the (E.I.S) has been carrying out great efforts to improve the education programs in the different subjects, introducing new methodology, up-dating and purchasing new didactic materials, text books and advance technological equipment, hiring highly qualified personnel, improving the physical facilities, sports ground, etc.

Needless to say, all this would be unfruitful if our students do not show an adequate behavior, not only in our school's grounds but outside as well. To achieve this it is necessary to have a firm discipline system that will help in the development of good habits that each student can practice in their future life.

With the purpose of guaranteeing the efficiency, consistency, and systematization of our discipline, the following *Internal Discipline Program* has been elaborated, which it also justifies itself because every private teaching institution to comply with official requirements, should have an internal discipline policy that reinforces the established rules of the General Policy for Elementary Education, Secondary Education, and the Internal Policy of our school to obtain from the students the following results:

- A) To qualify for a work life and to contribute to the social and economic development of our nation.
- B) To favor the formation of a healthy social cohabitation that will protect family conservation, civic education and confirm the Honduran democratic sense.
- C) Encourage hygiene habits for health conservation and improvement.
- D) Encourage moral feelings and encourage the practice of good habits and humane virtues.

- E) To favor the existence and/or actualization of a document in which parents and students truthfully compromise and take responsibility to obtain excellence in education based upon mutual respect and of the disciplinary rules of the school.

APPENDIX B

Definition of Minor Infraction Codes

Respect

- 1A. raise their hands and wait to speak until called upon.
- 1B. treat other students and teachers with proper respect.
- 1C. use appropriate language at all times.
- 1D. take care of school property.
- 1E. behave appropriately at all times.

Punctuality

- 2A. arrive on time to class
- 2B. be prepared and ready to begin when class starts.
- 2C. return home communications promptly.

Follow Instructions

- 3A. eat all food in the caseta area (gum is not allowed in school).
- 3B. speak in English (except during Spanish Class).
- 3C. stay in their seats unless permission is granted.
- 3D. wear the appropriate school uniforms.

SOURCE: Parent Handbook: Pre-School and Primary (1996), Escuela Internacional Sampedrana, San Pedro Sula, Honduras.

APPENDIX C

Consequences for Minor Infractions

- 1) Each time a student demonstrates inappropriate behavior, his/her infraction will be noted on the Behavior Log which is located in the classroom.
- 2) The student is given three (3) chances on a weekly basis in grades 4-6 and five (5) chances in grades 1-3. Each student begins with a clean slate at the beginning of the week.
- 3) After the 3rd/5th time (depending on the grade level) a child has demonstrated inappropriate behavior, he or she will be assigned an extra period of time to be spent after school, which will be served the following day. A letter, which must be signed and returned, will be sent home indicating what inappropriate behaviors were demonstrated and when the extra time will be served. Time spent after school will be served in a designated supervised classroom after school. It will start 5 minutes after school has ended and last 40 minutes. If the student arrives late without a valid excuse, an additional 40 minutes will be scheduled. If the student fails to attend the extra time after school, then he or she will be scheduled for the next day, and an extra time after school, then he or she will be scheduled for the next day, and an additional 40 minutes will be scheduled.
- 4) After the 4th time a student receives a letter for disciplinary action, a teacher, parent, administrative conference will be scheduled.
- 5) After the 8th time a student receives a letter for disciplinary action, a teacher, parent, administrative conference will be schedule, and the student will serve a 1 day in-school suspension.
- 6) After the 12th time a student receives a letter for disciplinary action, a teacher, parent, administrative conference will be scheduled and the student will serve 2 days in-school suspension.
- 7) After the 15th time a student receives a letter for disciplinary action, the parents will be asked to voluntarily withdraw the student from the school or the student will be asked to leave the school indefinitely until a decision can be made by the Faculty Council.

SOURCE: Parent Handbook: Pre-School and Primary (1996), Escuela Internacional Sampedrana, San Pedro Sula, Honduras.

APPENDIX D

Definitions of Serious Infractions

- 1) Repeated failure to comply with assigned work.
- 2) Gross disrespect to the members of administrative personnel, school faculty or maintenance personnel.
- 3) To do or express inappropriate gestures or yell with the purpose to offend the dignity of fellow students or teachers.
- 4) Lying, in any way that could account to serious consequences. Extra assigned time after school or a suspension will be given according to the seriousness of the case.
- 5) Cheating (giving, receiving or using supporting information on homework, class work, assignment, quizzes or tests). In each case a zero (0%) will be given to the assignment, work, or test.
- 6) Plagiarism (to present the thoughts or works of someone else as your own creation in homework assignments, class works, quizzes, or tests). In each case a zero (0%) will be given on the assignment, work, or test.
- 7) Falsification of parent or guardian's signature on excuses, permission slips, progress reports, report cards or any school communication that require parents' signatures.
- 8) Not attending a regularly scheduled class on campus without an excuse (skipping).
- 9) Playing with games, toys, etc., that are forbidden.
- 10) Introduction into the learning process or classroom environment of strange or foreign objects not permitted on campus.
- 11) Disturbing the classroom environment, either during teaching sessions or during study hours and/or to disturb the school's educational environment or to incite others to do so.

SOURCE: Parent Handbook: Pre-School and Primary (1996), Escuela Internacional Sampedrana, San Pedro Sula, Honduras.

APPENDIX E

Consequences For Serious Infractions

- 1) **First Infraction:** a conference will be scheduled with the student, the parent or legal guardian and the principal. Additionally, a letter will be sent home (which must be signed) to the parents, or legal guardian, and a 1 day in-school suspension will be given under the conditions established.
- 2) **Second Infraction:** a conference will be scheduled with the student, the parent or legal guardian and the principal. Additionally, a letter will be sent home (which must be signed) to the parents, or legal guardian, and a 2 day in-school suspension will be given under the conditions established.
- 3) **Third Infraction:** parents will be asked to voluntarily remove their child for the rest of the school year or the Faculty Council will vote to determine his or her obligatory transfer to another school for the rest of the year. The Faculty Council will write a document explaining the infraction committed, address it to the parents of legal guardians, official director, principal, and school board, with a copy to the student's file.

SOURCE: Parent Handbook: Pre-School and Primary (1996), Escuela Internacional Sampedrana, San Pedro Sula, Honduras.

APPENDIX F

Very Serious Infractions

- 1) Intentionally disobeying the directors, principals, student council, faculty member or any other school's personnel, with visible manifestation of insubordination.
- 2) Introduction to school grounds of any cutting, puncturing weapon, or dangerous object that go against educational purposes and that constitute endangerment to the well-being of the people or the establishment.
- 3) Introduction to school grounds of books, magazines, videos, photography or other material harmful to his or her moral development.
- 4) Vandalism: deliberately causing harm or destroying school property, other peoples' property, including writing inscriptions or figures of any kind on walls, doors, buildings, teaching equipment, and vehicles.

All harm caused will have to be paid by the student or students that caused it regardless of the pertaining pertaining punishment.

- 5) To use tobacco or alcohol at school or any school sponsored activity.
- 6) To leave school grounds without the proper authorization.
- 7) Incite others to revolt against order or the established authorities.
- 8) To practice any vice on school grounds.
- 9) To change or alter any grade.
- 10) To possess or extract any exam, test, or any material of the teacher with the intention to commit fraud.
- 11) Stealing or tentative stealing considered as entering any file cabinet, desk, closet, classroom, or office without proper authorization.
- 12) Deliberate disobedience.
- 13) Acts that gravely offend the prestige of the establishment.
- 14) The introduction to school grounds of any type of firing gun.
- 15) Introduction, consumption, or traffic of any type of illegal drug on school grounds.

SOURCE: Parent Handbook: Pre-School and Primary (1996), Escuela Internacional Sampedrana, San Pedro Sula, Honduras.

APPENDIX G

Consequences for Very Serious Infractions

The student who chooses to exhibit a very serious infraction will be immediately suspended until the Faculty Council can meet and vote to determine his or her obligatory transfer to another school, unless the parents or legal guardians voluntarily transfer him or her out of school. The Faculty Council will write a document explaining the infraction committed, address it to the parents or legal guardians, official director, principal, and school board, with a copy to the student's file.

SOURCE: Parent Handbook: Pre-School and Primary (1996), Escuela Internacional Sampedrana, San Pedro Sula, Honduras.

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