

DISCIPLINE POLICY AND STUDENT BEHAVIOR FOR STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE

(Revised 6-2019)

All individuals at school and home must work together to create and maintain a safe and supportive learning environment that promotes effective teaching and learning.

Each teacher will send home administrator-approved copies of his/her classroom discipline plan including rules, positive rewards/incentives, and consequences.

EACH PARENT MUST READ, SIGN AND RETURN A SIGNED FORM STATING THEY UNDERSTAND THE CLASSROOM DISCIPLINE PLAN. The school's primary focus is on utilizing preventive AND positive measures to promote learning and developing appropriate life skills. Students who achieve and behave appropriately will be recognized for their efforts. **Students are given lots of encouragement and incentives to behave appropriately. They are also given multiple chances to redirect negative and inappropriate behavior.**

At Stanley Hupfeld Academy, we believe that the classroom environment should support teaching and learning. In order to achieve this goal, students who are disrupting the teaching or learning environment and who are unable to regain control of their own behavior will be asked to take some time to "recover" in another location. "Recovery Time" represents a place where students can go temporarily with the goal of eliminating the disruption... so that the teachers can teach and the students can learn.

The student who is in need of recovery time will be invited to return to the classroom as soon as his/her behavior demonstrates that they are ready. Our goal is that students will be able to recover quickly and return to the classroom setting.

Typically, the teacher would begin with a recovery location within the classroom and move to a more restrictive location based on the severity or frequency of the disruption. These areas might include (but are not limited to) "Classroom Recovery," "Recovery in Another Classroom" or "Office Recovery." In extreme situations a student may be asked to "recover" at home.

Recovery in Classroom

Recovery in Another Classroom

Recovery in Office

Goal = Minimize out of classroom time, maintain mutual respect
& maximize learning for all students!

Discipline is based on pride, on meticulous attention to details, and on mutual respect and confidence. Discipline must be a habit so ingrained that it is stronger than the excitement of the goal or the fear of failure.

-Gary Blair

Stanley Hupfeld Academy Discipline Plan (cont.)

The following major behaviors will result in an automatic Office Referral:

- Out of control behavior which requires student to be removed from the classroom; including violent/dangerous behaviors (knocking over furniture, throwing objects).
- Theft (under \$50).
- Aggressive behaviors with physical contact (shoving, pushing).
- Verbal and/or written bullying, threats and/or harassment seen by an adult or reported two or more times.
- Non-threatening gang-related dress, words or actions.

Consequences may include parent contact, individual behavior contract, alternative school placement, restricted privileges or out-of-school suspension. Community service and/or out-of-school suspensions will occur if previous interventions fail to extinguish inappropriate behaviors. Depending upon the weather and the availability of adult supervision, community service may include cleaning cafeteria walls, wiping down tables, pulling weeds in the community garden, picking up trash to beautify the grounds, cleaning areas the student damaged, and/or other logical consequences. Parents will be contacted by phone or letter whenever their child receives an Office Discipline Referral. Your support of school policies and consistent behavior expectations are greatly appreciated. SWIS Software will be utilized to track student discipline office referrals.

Recovery Procedures will be enforced for the following actions:

- Profanity (written, verbal and/or physical)
- Attitude (deliberate defiance of authority exhibited by continuing actions after being told to stop)
- Running or hiding from adult supervision
- Defiance / Refusal to comply with adults
- Graffiti / Destruction of Property

Recovery Procedures may include the following:

- Communication with Parent/ Guardian
- Community Service / Restitution
- Time Out
- Alternate Location to Work
- Guidance/ Counseling Session

Reasons for Automatic Referral to Principal and Out-of-School Suspension

Fighting, (fist and/or out of control physical contact); illegal activity requiring a police call (larceny over \$50, burglary, robbery; possession, sale, distribution or use of illegal substance; possession of weapon or replica, possession or use of flammable or hazardous materials, arson, vandalism, assault, any direct verbal threat heard by an adult which threatens the life of another student or adult, bomb threat, any gang-related activity, extortion or any felony act.)

***The Special Education teacher will be consulted for students with Individual Education Plans (IEP) in order to comply with the conditions of the IEP.**

ALL SUSPENSIONS WILL REQUIRE A PARENT CONFERENCE WITH THE PRINCIPAL AND FOR THE PARENT TO SIGN THE STUDENT BACK INTO SCHOOL BEFORE HE/SHE IS ALLOWED TO RETURN TO CLASSES. EACH DAY OF SUSPENSION COUNTS AS AN UNEXCUSED ABSENCE. THE STUDENT IS CONSIDERED AS "DROPPED FROM THE ATTENDANCE ROSTER" WHEN SUSPENDED FROM SCHOOL, WHICH IS WHY THE PARENT MUST "RE-ENROLL" THE STUDENT BY SIGNING HIM/HER BACK IN. NO STUDENT MAY BE ON CAMPUS NOR PARTICIPATE IN ANY EXTRA-CURRICULAR ACTIVITIES DURING EACH 24-HOUR SUSPENSION PERIOD. ASSIGNMENTS THAT ARE MISSED DUE TO A SUSPENSION WILL BE SENT HOME WITH THE STUDENT. ASSIGNMENTS ARE TO BE COMPLETED AND RETURNED WHEN THE STUDENT RETURNS TO SCHOOL.