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H-1.0 VIRTUOUS CHARACTER DEVELOPMENT

H-1.1 VIRTUOUS CHARACTER DEVELOPMENT

Chapter H - Student Behavior

Part 1.0 - Virtuous Character Development

Section 1.1 - Virtuous Character Development

Policy Statement:

Virtuous Character Development - Builders and Ambassadors Programs

In order to establish an excellent institution and a loving, positive atmosphere at American Prep, we must build a foundation of virtuous character in our students and ourselves. We also believe that mental training goes hand-in-hand with the formation of a good character. We have firmly planted these ideals into our institution through a district-wide "Builders" theme and Ambassadors Program. All staff, parents, and students work together to "build" our great school on these principles:

Building Foundations

Expectations: High expectations in academics and character reflect the unwavering confidence we have in our students. We believe that our students can and will achieve whatever is set before them. High expectations are the vital first step toward achieving our school mission of academic excellence and virtuous character development for each student. The confidence engendered in our students by the high expectations we hold motivates them toward excellence.

Effort: We believe that properly reinforced effort is the key to achievement. Our students and staff know the value of hard work and are committed to working hard every day. The fruits of work are real and satisfying and are won without exception by those willing to engage in work earnestly and consistently. The fruits of work cannot be borrowed or lent.

Enthusiasm: Enthusiasm propels one on to greater effort. Enthusiasm makes work enjoyable and provides encouragement for others to put forth increased effort. It is the responsibility of every member of the American Prep community to bring enthusiasm to their work and to their associations at school.

Excellence: Excellence is a self-perpetuating value. When one achieves excellence, motivation is generated that leads to a natural increase in expectations, and encourages one to apply effort and enthusiasm to obtain new, even higher levels of excellence.

Policy Cross-reference: [A-1.3 Virtuous Character Development](#)

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H-1.2 BUILDERS THEME

Chapter H - Student Behavior

Part 1.0 - Virtuous Character Development

Section 1.2 - Builders Theme

Policy Statement:

Builders Theme

The Builders Theme is reinforced by our "Builders Song" (K. Woodcox, 2004) and the "Builders" poem (below). Each student and staff member memorizes this poem and recites it at school events and in classrooms. It is also promoted through monthly "Builders Mottos" and "Builders Awards" that are presented to students and staff. We ask all members of the American Preparatory community to conduct themselves as builders by asking themselves the question: "What would be building behavior?" Keeping the standard of behavior at that of a "builder" makes it easy to know how to conduct oneself and promotes a positive place for learning.

Builders

I saw them tearing a building down,

A gang of men in a busy town.

With a yo heave ho and a lusty yell,

They swung a beam and the sidewall fell.

I asked the foreman if these men were as skilled

As those he would hire if he were to build.

He laughed and said, "Oh, no indeed,

Common labor is all I need,

For they can wreck in a day or two,
What builders have taken years to do."

So I asked myself, as I went my way,
Which of these roles am I to play?

Am I the builder, who works with care,
Measuring life by the rule and square?
Or am I the wrecker who walks the town,
Content in the role of tearing down?

I've made my decision; I'll start today,
I'll be a builder in every way.

- Anonymous and Howard Headlee

Policy Cross-reference: [A-1.3.1 Builders Theme](#)

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H-1.3 AMBASSADOR PROGRAM

Chapter H - Student Behavior

Part 1.0 - Virtuous Character Development

Section 1.3 - Ambassador Program

Policy Statement:

Ambassador Program

American Preparatory Academy's mission statement is committed to two pillars: academic excellence and strong character development. The Ambassador Program takes APA's scholars and helps them become exceptional citizens: citizens with confidence, poise, and a commitment to contribute to the world in which they live.

The Ambassador Program begins in the elementary grades with the character traits of a builder. Each month the administration teaches the virtues of a new Builder Motto. These Mottos are introduced at the **Show What You Know** K-6, weekly assembly. The first Wednesday assembly of the month includes the new Builder Motto instruction and the past Builder Motto student awards.

In each classroom, focus is given to the professional protocols of social dining, introductions, greeting others and making eye contact. In fifth grade, the extended Wednesday workshops begin, combining games and activities in a festive and fun atmosphere to teach further professional skills.

As an APA student progresses through Jr. High, the Ambassador calendar includes: service projects, cultural events, legislative experiences, and other activities to provide opportunities for every student to put into practice the professional and social skills they are mastering.

The Ambassador Program is designed to develop the leadership qualities of an Ambassador. An Ambassador is a Representative, an Advocate, and a Leader—an individual who *naturally puts into action* the social and professional protocols necessary for success in the business world, educational pursuits and family relationships.

The Ambassador Program is a part of the APA curriculum and attendance at Ambassador training and events is required.

H-2.0 BEHAVIOR MODEL

H-2.1 CHAMPS

Chapter H - Student Behavior

Part 2.0 Behavior Model

Section 2.1 CHAMPS

Policy Statement:

CHAMPS

CHAMPS is the classroom management, school-wide discipline and behavior management model used at American Prep. Each teacher will be issued a CHAMPS manual as part of their classroom library. Teachers should familiarize themselves with the CHAMPS program.

A 10-video training course is available for staff and parents to check out from the Instructional Support Specialist. CHAMPS will be introduced at pre-service and ongoing training will occur during the school year during staff development meetings. Staff members should view the CHAMPS video series.

The Encyclopedia of Behavior Management by Randall Sprick is a companion to the CHAMPS manual. Staff members should use the Encyclopedia to address specific behavior challenges in the classroom. The Encyclopedia is housed in each Assistant Director's office and the Special Education Director's office. The Encyclopedia may be checked out from any one of these offices.

H-3.0 CODE OF CONDUCT

H-3.1 CORE PRINCIPLES AND GOALS

Chapter H - Student Behavior

Part 3.0 Code of Conduct

Section 3.1 Core Principles and Goals

Policy Statement:

Core Principles and Goals

American Prep's Code of Conduct is based on the following core principles:

1. All students and staff members benefit from a learning environment that is free from disruption and harassment, and one that is physically safe and emotionally nurturing. Students at American Prep will not be allowed to disrupt the learning process.
2. All students are capable of appropriate conduct in the school setting.
3. It is the responsibility of the teachers and administrators to explicitly teach the behaviors that are expected and the behaviors that are unacceptable to each student in each setting at the school.
4. It is the responsibility of the student to learn self-discipline and to adhere to the code of conduct.
5. It is the responsibility of the parent to fully participate in the process of teaching the student appropriate conduct and supporting disciplinary measures.

The goals of American Prep's Code of Conduct:

1. All students will have access to a learning environment free from disruption and harassment.
2. Students will be physically safe at American Prep.
3. Students will be emotionally nurtured at American Prep.
4. Students will learn appropriate conduct by practicing self-discipline, and will be able to generalize their understanding of appropriate

- conduct to situations other than those specifically and explicitly taught.
5. Discipline as opposed to punishment will be utilized at American Prep. Discipline refers to the process of teaching positive behaviors and allowing students opportunities to practice those positive behaviors until they become proficient at controlling unproductive behavior.
 6. Consequences imposed as a result of unproductive behavior will be meaningful and effective, with the goal always being that the student is motivated to improve his/her behavior.

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H-3.2 CODE OF CONDUCT DEFINITIONS

Chapter H - Student Behavior

Part 3.0 Code of Conduct

Section 3.2 Code of Conduct Definitions

Policy Statement:

Definitions

American Preparatory Academy Code of Conduct

Students and staff at American Prep will conduct themselves in a respectful, honorable manner. Members of our community will respect the mission of American Prep, and this will be reflected in their conduct and interaction while on school premises. ***The school reserves the right to modify these procedures or sequence of consequences according to student need and as determined by the School Director or designee. For violations of the Code of Conduct that threaten the health, safety or welfare of others, the School Director or designee may immediately suspend students and/or begin expulsion proceedings according to the Suspension/Expulsion portion of the Code of Conduct (available from the school office upon request).**

Dress - Students and staff will dress according to the school Dress Code guidelines, exhibiting respect for themselves and others.

Language and Communication - Students and staff will speak at all times with respect and kindness. Language that is positive and promotes the mission of American Prep will be taught, modeled, and fostered. Students and staff will notice positive behavior in others, and will commend others for their efforts. Language that builds, supports, and encourages will be frequently and consistently used. Communication will be positive. When corrections need to be made by staff members, this will be done privately whenever possible, and always in a respectful, kind manner. Positive language and encouragement will follow any necessary corrections. Gratitude will be expressed frequently and consistently by students and staff, both in word and in written form.

Academic Integrity - One of the foundational beliefs at American Preparatory Academy is that students can achieve excellence both in academics and in character. Success in college and in a chosen career is contingent on individuals producing their own work and ideas. Plagiarism and/or copying are not tolerated at American Prep.

Behavior - Students and staff will demonstrate correct behavior with regard to their physical selves. Hands and feet will be kept to oneself, and respect will be shown by walking in an orderly manner in the hallways and in other school areas. Interaction will be friendly and helpful, without horseplay or other physical demonstrations that are inappropriate. Gang prevention and intervention activities are incorporated into American Prep's Behavior Code and Character Education programs (see Virtuous Character Development).

Comportment - Students and staff will demonstrate correct behavior with regard to their physical selves. Hands and feet will be kept to oneself, and respect will be shown by walking in an orderly manner in the hallways and in other school areas. Interaction will be friendly and helpful, without horseplay or other physical demonstrations that are inappropriate.

Bullying - American Prep defines bullying as intentionally or knowingly committing an act, or threatening an act, that endangers the physical health or safety of a school employee or student. Bullying of any type is not permitted at American Prep, at a school related or sponsored event, or while traveling to or from a school location or event. No form of sexual or aggressive physical interaction is acceptable. Verbal threats, even when couched in "jokes", are not tolerated and will be disciplined. Sarcasm and teasing are considered bullying. Eye rolling, shoulder shrugging, and audible sighs can be considered bullying behavior when done with the intent of making another student feel badly and therefore making the school environment uncomfortable or hostile for the student.

Hazing - Hazing is a form of bullying that is done for the purpose of initiation or admission into, any school or school sponsored team organization, program, or event, or against a person who is associated with such. Victim consent or acquiescence does not remove culpability or diminish consequences for any form of bullying.

Electronic Bullying - American Prep defines electronic bullying as acts which are initiated by students or staff, often outside of school hours using the internet, instant messaging, email or cell phone texting, which target other students, teachers or staff members and in which student, teachers or staff are spoken of or to in a negative or threatening manner.

Students must never take pictures or recordings of classes, school activities, classmates, or school property without express written permission of the school administration and those whose pictures they take. Posting online or distributing in any other way pictures or movies of school classes, school events or classmates without permission is a violation of the code of conduct that warrants suspension and/or expulsion.

Gang Prevention and Intervention - American Prep is a welcoming and safe campus. We do not tolerate gang affiliations, symbols, graffiti, recruiting, initiations, or other gang-related activities at our campus. School faculty and personnel are trained to recognize early warning signs for youth in trouble. Faculty and personnel report suspected gang activity to school administrators who will investigate all reports. The parent/guardian will be notified. Other actions may include suspension, expulsion, activity restriction, compensation, and law enforcement notification.

Safe Environment - When these acts of bullying result in students or staff feeling uncomfortable about attending school, a hostile school environment has been created. We believe it is our responsibility to ensure that all students and staff feel comfortable and welcome at American Prep, and therefore, American Prep will promptly investigate reports of bullying behavior. Bullying reports will be considered by the Academic, Elementary, or Secondary Director and may include: an office referral/infraction record, development of a behavior modification plan, suspension, reassignment, expulsion, dismissal, or other appropriate measure (see K-6 Discipline Plan and JH.HS Discipline Plan). Law enforcement will be informed of all acts that constitute suspected criminal activity. The Office of Civil Rights will be notified of all acts that may be violations of civil rights.

Parent/Guardian Notification - When a report of bullying leads to the creation of an office infraction record or referral, parents of perpetrators will be required to sign and return the form to the school. Parents may also receive a phone call from the school. Parent Intervention or other involvement may be required in resolving the behavior. When a victim reports physical harm or feels threatened at school, Directors will contact the individual's parents. Discipline measures may be revealed to the extent permitted by federal and state law, including the FERPA Act, as amended.

Reporting - Any student, parent, or staff member may report an incident of bullying behavior to a teacher or to the appropriate school director. Anonymous reports will be investigated, but disciplinary action will not occur in the absence of additional evidence. **Retaliation against students or staff reporting or investigating incidents of abuse will not be tolerated.**

Discipline Records – Discipline records will not be disclosed to a person who is not authorized to receive the record. The district Records Management Officer assures that discipline records are maintained, retained, and destroyed according to Grama laws, the district's student data privacy policy, and the Records Retention Schedule of the state of Utah. Aggregated, non-identifying student behavior data is analyzed annually for school improvement and is provided bi-annually as required by the federal Office of Civil Rights.

Parent Intervention - Parent will attend school with the student and follow the Parent Intervention Guidelines.

Suspension - Suspension means the student is not allowed to attend class or any school activities for a specified period of time. Suspension shall be from one to ten days maximum.

Expulsion - Student is expelled from American Prep for up to one year. Student may not be allowed to attend any public school as per Jordan School District policy.

Student Behavior at Carpool

1. Students are to walk directly to their vehicle. No students are allowed to play on the playground during carpool pickup.
2. No pushing, shoving, or horseplay of any kind. Hands, feet and belongings must be kept to self.
3. No swinging of backpacks, lunchboxes, or any other items.
4. No yelling, screaming, or speaking in loud voices.
5. Students are expected to have all belongings when they go out to carpool. They are generally not allowed back in the school.

Willful Non-compliance - Students who refuse to participate in the programs of American Prep, or who fail to complete the consequences imposed by administration.

Truancy - Failure to attend school. Utah is a compulsory education state. Students are required by law to attend school each day. If students chronically fail to attend school, defined by American Prep as missing more than three days per year with no communication from the parent regarding the absence, American Prep will report this information to a truancy officer.

Legal References: UT Code Annotated **3G-9-605**

Supportive Research: SR H-3.0 State Model Bullying Policy

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H-3.3 INFRACTIONS

Chapter H - Student Behavior

Part 3.0 Code of Conduct

Section 3.3 Infractions

Policy Statement:

Infractions

The following behaviors are considered infractions of the Code of Conduct. This is not an exhaustive list and the school administration may deem other actions or behaviors violations of the Code of Conduct:

1. Any behavior or action which materially and substantially disrupts school work and discipline
2. Disruption of the learning environment, including speaking in class without permission
3. Lack of control of hands or feet - pushing, hitting, kicking, tripping etc. without malice - horseplay
4. Lack of control of hands or feet - with malice or perceived malice
5. Use of profane language
6. Disrespect, defiance or insolence toward staff
7. Disrespect shown toward classmates (including bullying and electronic bullying)
8. Abusing, misusing or destruction of property
9. Physical or verbal harassment
10. Possession of a banned item (see banned item list)
11. Cheating
12. Stealing
13. Leaving school premises without permission
14. Skipping Class
15. Arriving tardy to class
16. Littering
17. Chewing Gum
18. Appearing out of uniform
19. Truancy (not attending school)
20. Sexual harassment
21. Possession of any of the following (see Safe Schools Banned Items list for additional banned items)
 - a) Perfumed/deodorant sprays
 - b) Caffeine Pills/Energy Drinks/Sleep pills
 - c) Any non-prescription medication that is not approved through school policy/procedures (III. Health and Safety)
 - d) Permanent Markers (except by teacher permission)

The following behaviors are not acceptable in classrooms at American Prep:

- Horseplay - running, climbing on chairs or desks or other students (piggy back rides), pushing, tripping, poking, bumping - students should keep hands and feet to themselves
- Public Displays of Affection - side hugs only
- Talking out, students should only speak when called upon unless otherwise instructed
- Interrupting the teacher
- Writing and passing notes
- Using cell phones or other electronic devices such as iPods
- Verbal teacher disrespect
- Non-verbal teacher disrespect (rolling eyes, sighing, shrugging shoulders)

Office Forms: [OF H-3.3 Student Infraction Record Form](#)

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H-3.3.1 ELECTRONIC GAMES OR CELL PHONES

Chapter H - Student Behavior

Part 3.0 Code of Conduct

Section 3.3 Infractions

Paragraph 3.3.1 Electronic Games or Cell Phones

Policy Statement:

Electronic Games or Cell Phones

It is not recommended that students or staff bring valuables onto the school campus. American Prep cannot be responsible for damage to or loss of cell phones or other valuable items. Electronic games and devices are not allowed at American Prep and will be confiscated by faculty if found on campus. Cell phones are distracting to our academic efforts at American Prep and can be impactful to our safe school culture. Students may not use their cell phone once they enter the school building and until they leave the building at the end of the day. In addition,

students may not have their phones in their possession during the day and must leave their phones in their locker if they chose to bring them to school. . This policy extends to smartwatches when being used for texting or calling.

If a student is found using a cell phone in the building or has possession of a cell phone while in class, faculty will confiscate the phone and turn it into the JH or HS office respectively. The following is the procedure to confiscate a cell phone from a student (even if the phone allegedly belongs to a friend):

1. The first time a phone is confiscated, the student may retrieve it from the office at the end of the day;
2. The second time a phone is confiscated, a parent or guardian must retrieve it from an administrator;
3. The third time a phone is confiscated, the school will hold it until the end of the year.

We recognize that cell phones are important and effective communication tools for parents and students. Therefore, cell phones may be used after school to communicate with parents or transportation providers. This communication must take place OUTSIDE on the pickup curb where there is adequate adult supervision, or if inside, in the presence of school staff. Students should not group together to watch videos or play games on electronic devices while waiting in carpool. This is so that we can ensure cell phones are not used to access the internet after school, in an unsupervised setting, where inappropriate content may be accessed and shared with other students. Students who are using their cell phone outside of these places after school (the carpool curb or in the presence of a staff member) will be given reminders. Students who persist in using their phones after school outside the guideline may have their phone confiscated and a parent conference may be initiated. This policy extends to smartwatches, tablets, or any other internet accessing device when being used for activities like texting, calling, social media, internet browsing, etc.

Policy Cross-Reference: E-12.1 Electronic Games or Cell Phones

Office Forms: OF H-3.3 Student Infraction Record Form

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H-3.3.2 BANNED ITEMS

Chapter H - Student Behavior

Part 3.0 Code of Conduct

Section 3.3 Infractions

Paragraph 3.3.2 Banned Items

Policy Statement:

Banned Items

Weapons and dangerous substances are not allowed on the premises of American Prep. Possession of any of the following items may be grounds for immediate expulsion:

- Controlled substances
 - narcotics,
 - tobacco, cigarettes, e-cigarettes, and other electronic smoking devices)
 - Alcohol
 - prescription medications
- Weapons, including real weapons or look-alike weapons
 - Toy guns (Nerf, Rubberband Shooters, Airsoft, etc.)
 - Any explosive, noxious, or flammable material (including aerosol cans, such as deodorant sprays)
 - Matches or lighters
 - Bullets
 - Knives or other cutting tools (other than school scissors)
- Sexually explicit material – written, pictorial, or electronic including nude depictions of either gender in a sexual content.

Policy Cross-reference: E-12.2 Banned Items

Office Forms: OF H-3.3 Student Infraction Record Form

Legal Reference: (find new reference)

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H-3.3.3 CARPOOL SUSPENSION

Chapter H - Student Behavior

Part 3.0 Code of Conduct

Section 3.3 Infractions

Paragraph 3.3.3 Carpool Suspension

Policy Statement:

Student Behavior at Carpool*

1. Students are to walk directly to their vehicle. No students are allowed to play on the playground during carpool pickup.
2. No pushing, shoving, or horseplay of any kind. Hands, feet and belongings must be kept to self.
3. No swinging of backpacks, lunchboxes, or any other items.
4. No yelling, screaming, or speaking in loud voices.
5. Students are expected to have all belongings when they go out to carpool. ***They are generally not allowed back in the school.***

Carpool Suspension

Students must honor the car pool conduct guidelines. Students who disobey carpool rules will be sent into the school and placed on carpool suspension. Parents will need to park, come into the school and escort their student(s) out for 5 school days. Students on carpool suspension will be seated in chairs in the front lobby of the school and will not be released until parents come in to pick them up.

Office Forms: [OF H-3.3 Student Infraction Record Form](#)

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H-3.3.4 DRESS CODE INFRACTIONS

Chapter H - Student Behavior

Part 3.0 Code of Conduct

Section 3.3 Infractions

Paragraph 3.3.4 Dress Code Infractions

Policy Statement:

Dress Code Infractions

Students are not allowed in an APA classroom if they are not wearing a complete, correct uniform. Students who are not in uniform will call home to inform parents that they are unable to attend class and give their parents the opportunity to bring the required uniform items to the school.

Office Forms: [OF H-3.3 Student Infraction Record Form](#)

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H-3.3.5 PLAGIARISM INFRACTIONS

Chapter H - Student Behavior

Part 3.0 Code of Conduct

Section 3.3 Infractions

Paragraph 3.3.5 Plagiarism Infractions

Policy Statement:

Plagiarism

The act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Plagiarism includes: copying from another student's homework, quiz, or test; discussing answers or questions on a quiz or test (unless such discussion is specifically authorized by the teacher); obtaining or making copies of a test without authorization from the teacher; using notes on a quiz or test when not specifically authorized by the teacher; or other similar activity; failing to put a quotation in quotation marks and using proper citation, etc. **It is expected that students will acknowledge sources in work submitted for grading.** If it is clear a student has cheated or copied someone else's work and turned it in as his/her own, the student is subject to the following consequences:

1. work that has been plagiarized will receive no credit and the student may not have the opportunity to redo the assignment for points;
2. on the first offense, a student who has turned in plagiarized work shall be suspended for one day; and
3. on the second plagiarism offense the student shall receive a multiple-day suspension and he/she may be required to attend an expulsion hearing before a discipline council.

Office Forms: [OF H-3.3 Student Infraction Record Form](#)

Related Policies: [Classroom Organization F-4.3 Grading](#)

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H-4.0 K-6 STUDENT DISCIPLINE

H-4.1 CARD CHARTS

Chapter H - Student Behavior

Part 4.0 K-6 Student Discipline

Section 4.1 Card Charts

Policy Statement:

Card Charts

Teachers in grades K-6 should use the classroom card chart. Teachers should instruct students and parents on how this chart will be used. Consistent use of the card chart will enable students to learn to control their behavior and facilitate their academic progress.

Students will each have 5 cards - one each of the following colors: green, yellow, blue, red, and black. The goal is for students to "remain on green". Students should be instructed to "move a card" when they have neglected to bring completed homework or needed supplies to class, or when they misbehave. Reasons a student may be asked to move a card should be clearly outlined for the students. The card system is not a discipline system as much as it is a "reminder" and "practice" system and should be used as such. Teachers should never say in anger or frustration "PULL A CARD". They should instead ask the student to MOVE a card in a gentle way, including the reason for the card move, confidentially if appropriate.

The card chart is essentially a self-governance tool. Students should desire to "stay on green", thus become motivated to come prepared to school each day and to behave appropriately. Teachers should work so that their students, as a whole, are able to "stay on green" most of the time. Classroom rules should be made to provide for the realization of that goal. ***A well-managed American Prep classroom will have very few students moving cards as the year progresses.***

When a student is instructed to move a card, the teacher MUST use positive reinforcement of appropriate behaviors at a ratio of 3 reinforcements within 5 minutes of the card move. These reinforcements must be specific (student name, positive behavior stated out loud) and connected with positive emotional tone (enthusiastic, motivating to the student).

An effective way to motivate students is to keep a record of "green days" for each student. As students accrue a pre-determined number of "days on green", rewards may be given. Consecutive green days should not be required for rewards as this acts as a disincentive for students who have to work diligently to earn green days. Instead, as soon as a student hits the target, for example ten green days, regardless of when this occurs, the student earns the reward thus motivating him/her to more consistent green day conduct.

Most behavior and academic challenges in grades K-6 should be handled utilizing the card chart. Teachers must find time at the end of each day to mark the learning plan with the student's status for the day ("green", "yellow"). It is important that the color is recorded on the learning plan daily so that the parents have a daily communication regarding their students' behavior and performance status. The reason for the move must also be written on the learning plan and can be represented by a numeral (see card chart for explanation of this).

When a student moves one or two cards in a day, this should be recorded on the learning plan so the teacher can be certain the parent is

aware of the specific reasons for the card moves (as per their signature on the learning plan). Any time a student moves more than two cards in one day (or goes to "red" status), the student must fill out a behavior form, and it should be attached to the learning plan. If a student moves more than three cards (moves to "black") parents must be notified by a phone call from the teacher and a phone conference must be held.

Suggested consequences for card moves:

1st card - "on yellow" - 5 minutes of recess lost

2nd card - "on blue" - 10 minutes of recess lost

3rd card - "on red" - behavior form filled out, recess time lost, conference with teacher

4th card - "on black" - recess time lost, behavior form filled out, phone conference with parents and teacher notifying parent that one more card move will require the parent to assist their child for the remainder of the day

5th card - "past black" - student sent home, or parent intervention (that day)

In general, the classroom teacher should be the one who instructs their student to move a card. If a teacher or instructor who is not the student's teacher witnesses behavior they believe warrants a card move, they should communicate that behavior to the teacher and allow the teacher to determine if a card move is the best option.

Groups teachers should not issue card moves for behavior issues. They should report the behavior to the classroom teacher on the learning plan including a card move for un-preparedness.

Teachers in every grade should be familiar with the dress code and consistently enforce it in their classrooms. Again, the teacher should be the only one to issue a card move to a student for a uniform infraction. If another staff member notices a uniform infraction, they should mention it to the CLASSROOM TEACHER and allow them to handle it as there may be extenuating circumstances already worked out between the parent and the teacher of which the staff member may not be aware.

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H-4.2 K-6 DISCIPLINE PLAN

Chapter H - Student Behavior

Part 4.0 K-6 Student Discipline

Section 4.2 K-6 Discipline Plan

Policy Statement:

K-6 Discipline Plan

Teachers in classrooms in grades K-6 are responsible for teaching appropriate conduct and addressing unproductive behavior. Teachers will follow American Prep's CHAMPs program of positive motivation and explicit teaching to accomplish this. Card charts will be utilized in grades 1-5 to help students learn to manage their behavior. Daily reports of the student's behavior color will be sent home on the learning plan. Grade 6 will utilize a discipline log.

In the event a student's behavior violates the Code of Conduct, any of the following may occur:

Phone call home

Conference with parent and student

Parent Intervention (parent at school with student)

Suspension

Expulsion

Students who physically harm other students will not be allowed to remain in the classroom.

Staff Manual: Corporal punishment is prohibited at American Preparatory Academy, consistent with the law. Intentional disregard of this policy will result in appropriate disciplinary action.

Policy Cross-References: [I-4.4 Searches and Seizures](#)

[I-4.5 Student Questioning](#)

Legal References: [UT R277-608 "Prohibition of Corporal Punishment in Utah's Public Schools"](#)

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H-5.0 JH/HS STUDENT DISCIPLINE

H-5.1 JH/HS DISCIPLINE PROCEDURE

Chapter H - Student Behavior

Part 5.0 JH/HS Student Discipline

Section 5.1 JH/HS Discipline Procedure

Policy Statement:

JH/HS Discipline Procedure

Teachers in grades 7-10 will have a clipboard with a student roster attached. Student attendance and classroom behavior will be recorded on this clipboard. If a student violates the code of conduct the teacher should manage it within their classroom management plan, and may record it on the student roster. Rosters will be submitted to the Assistant Director -Jr. High /Secondary weekly.

If, after implementing the classroom management plan (verbal instruction and warning), the student exhibits behavior that is deemed to need immediate intervention beyond the classroom (such as continual disruption of instruction, defiance, refusal to follow teacher instruction, or any unsafe behavior such as horseplay, throwing items, etc.) the teacher will send the student to the Jr. High /Secondary Secretary to receive a referral form. The Jr. High /Secondary Director or Secretary will fill out the student name and date. The student will be counseled and will return to class, placing the form on the teacher's desk so as to not disrupt the class. The teachers must counsel with the student at the end of the class period and either fill out the form and return it to the Assistant Director - Jr. High /Secondary or decide otherwise. If the student returns to class and again violates the Code of Conduct, the student should be immediately dismissed from class. The Jr. High /Secondary Director will process the infraction, and the student may be sent home on a suspension.

It is important that all staff enforce school rules equally. All teachers must demand the same level of scholarly comportment in order to achieve a school culture that provides the best learning environment for students.

Staff Manual: Corporal punishment is prohibited at American Preparatory Academy, consistent with the law. Intentional disregard of this policy will result in appropriate disciplinary action.

Policy Cross-References: [H-5.2 JH.HS Discipline Plan](#)

[I-4.4 School Safety Violations](#)

[I-4.5 Searches and Seizures](#)

Office Forms: [OF H-5.1 JH Infraction Record](#)

Legal References: [UT R277-608 "Prohibition of Corporal Punishment in Utah's Public Schools"](#)

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H-5.2 JH/HS DISCIPLINE PLAN

Chapter H - Student Behavior

Part 5.0 JH/HS Student Discipline

Section 5.2 JH/HS Discipline Plan

Policy Statement:

JH/HS Discipline Plan

Generally Utilized Infraction Procedure

1. Student may receive a verbal warning from staff member who witnesses the infraction.
2. Staff member who witnesses the infraction will determine if an infraction referral is warranted.
3. If the infraction warrants a referral, the student will report to the Jr. High administration office to receive the referral form.
4. The staff member who witnessed the infraction will fill out the referral form and give it to Jr. High Administration.

Once a referral is given, the School Director or designee may initiate the following discipline process:

1. **Administrative conference with student, contact parents**
2. **Teaching and Instruction** - The school provides to each family annually the Parent-Student Handbook, which contains the Code of Conduct. Parents and students are asked to review the Handbook and sign the "Receipt of Handbook" demonstrating they have fulfilled this requirement. The first step in the discipline process is conferencing with the student and reviewing the Code of Conduct to ensure the student knows and understands the violation of the Code of Conduct.
3. **Application of consequence**
 - Student will make amends to those offended or impacted. Amends may include verbal apologies, written apologies, restitution of property, and other amends as determined appropriate by the teacher or school administration.
 - First Offense: Parent Intervention (parent attends school with student)
 - Second Offense: Short-term suspension (1 day)
 - Third Offense: Short-term suspension (3 days)
 - Fourth Offense: Long-term suspension (10 days) and review of potential expulsion proceedings

The school reserves the right to modify this procedure or sequence of consequences according to student need and as determined by the School Director or designee. For violations of the Code of Conduct which threaten the health, safety or welfare of others the School Director or designee may immediately suspend students and/or begin expulsion proceedings according to the Suspension/Expulsion portion of the Code of Conduct (available from the school office upon request).

Policy Cross-References: [H-5.1 JH.HS Discipline Procedures](#)

[I-4.4 Searches and Seizures](#)

[I-4.5 Student Questioning](#)

Office Forms: [OF H-5.1 JH Infraction Record](#)

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H-5.3 LOCKERS

Chapter H - Student Behavior

Part 5.0 JH.HS Student Discipline

Section 5.3 Lockers

Policy Statement:

Lockers

Every Junior High student is issued a locker. Jr. High students are expected to keep backpacks, bags, purses, outerwear, and all belongings inside the locker. Backpacks, bags, and purses, and outerwear will not be allowed in classrooms or lying in the hallways. If needed, students will receive assistance in organizing lockers and backpacks.

APA provides no assurance of privacy that lockers will not be searched. Lockers are school property and a privilege that may be revoked at will.

H-5.4 MOTOR VEHICLES*

Chapter H - Student Behavior

Part 5.0 JH.HS Student Discipline

Section 5.4 Motor Vehicles

Policy Statement:

Motor Vehicles

HIGH SCHOOL EVENTS CONDUCT EXPECTATIONS

Chapter H - Student Behavior

Part 5.0 JH.HS Student Discipline

Section 5.5 High School Events

Policy Statement:

High School Events Conduct Expectations

As mandated by Utah Education Code, American Prep has the duty to provide a safe and orderly environment for students and staff. Our discipline policy and procedures are a reflection of this obligation to our stakeholders.

To retain eligibility for participation in both on-campus and off-campus activities at American Preparatory Academy, students must conduct themselves as good citizens both in and out of school at all times. This policy is in effect and applied to student code of conduct 365 days a year for students in grades 9-12. Students who represent the school in an activity are expected to cooperate with all rules and directions given by staff, show respect, and serve as good role models to other students and the community.

A student may lose eligibility for participation in activities for the following:

- possession, use or purchase of tobacco products, alcoholic beverages, or illegal drugs or substances. "Use" includes having the odor of alcohol or tobacco on one's breath. Also, the unauthorized possession, use or purchase of otherwise lawful drugs;
- engaging in any act that would be grounds for arrest or citation in the criminal or juvenile court system, excluding minor traffic offenses, regardless of whether the student was cited, arrested, convicted, or adjudicated for the act(s);
- inappropriate or offensive conduct, including any public display of affection such as hand-holding, hugging, or kissing, or any conduct that staff deems harmful or unsafe;
- possession of any of an item banned from campus, including weapons, toy weapons, explosive, noxious, or flammable substances, bullets, knives, and sexually explicit material (H-3.3.2);
- use of cell phones during activities, including taking pictures of other students with personal cell phones or other personal devices, or using electronics in ways that violate the safety and privacy of others; Please contact your grade level student council records attaché or event photographer if you would like a picture taken.
- un-builder-like behavior including bullying or cyber-bullying.

American Prep is committed to a safe environment. Our staff will be on alert and prepared to question, remove, and immediately call parents if there is any inappropriate, unlawful, unsafe or suspicious activity at any school activity.

H-6.0 PARENT INTERVENTION

H-6.1 PARENT INTERVENTION GUIDELINES

Chapter H - Student Behavior

Part 6.0 Parent Intervention

Section 6.1 Parent Intervention Guidelines

Policy Statement:

Parent Intervention Guidelines

The goals of a Parent Intervention:

Allow the parent the opportunity to view their student in their learning activities at school so they can provide the needed supports and structures at home to assist the student in finding success at school.

Engage the student's parent to assist the student in learning:

1. How to stay focused on doing their best on all of their work.
2. How to be respectful to the teacher and focus on learning.
3. How to conduct themselves in an appropriate manner in each learning environment at school.

Review with the parent and student what is expected of the student at school each day

1. Students at APA are expected to do their best on all work.
2. Students are expected to respect the teacher and focus on learning.
3. Students are expected to govern themselves and control themselves in all situations at school.

The parent's duties during a Parent Intervention:

1. Stay with the student – sit next to student desk during class time, transition with student.
2. Fill out the data tracking form for Parent Interventions.
3. Re-direct the student back to learning whenever necessary.
4. Teach the student how to show respect to the teacher (ie: eyes on the teacher, feet flat on the floor, mouth closed, hands on the desk, etc.)
5. Help the student to see the value in self-control and self-governance.
6. Take any/all opportunities to notice good behaviors and teach correct behaviors during learning time, transitions, lunch, recess, etc.
7. Instill in their student the desire for success at school through establishment of meaningful rewards and consequences.

At the end of the intervention, the teacher, student and parent will meet to discuss the positive effects of the intervention and help the student set goals for a successful school year. If more coaching is needed, parents will be invited back to coach for an extended period of time.

Office Forms: [OF H-6.1 Parent Intervention Form](#)
 [OF H-6.1 Parent Intervention Form \(Spanish\)](#)

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H-7.0 SUSPENSION AND EXPULSION

H-7.1 DEFINITIONS

Chapter H - Student Behavior

Part 7.0 Suspension and Expulsion

Section 7.1 Definitions

Policy Statement:

Definitions

- a. "Director" means the Director of American Preparatory Academy or his/her designee.
- b. "Governing Board" means the Governing Board of American Preparatory Academy, which is the governing body that has authority under the law to suspend or expel students attending APA and to delegate this authority to a designee of the Governing Board's choice.
- c. "Disciplinary Committee" means a committee of five parents chosen by the Governing Board from among the parents at American Preparatory Academy.
- d. "Expel," "expulsion," "expelled", or another form of the foregoing means termination of educational services and removal from American Preparatory Academy.
- e. "Long-term suspension" means a suspension lasting longer than 10 days, but not removal from American Preparatory Academy.
- f. "Parent" means the custodial parent(s) or guardian of a student attending American Preparatory Academy.
- g. "School day" means a day in which school is scheduled to convene in regular session.
- h. "Short-term suspension" means a suspension of 10 days or fewer.
- i. "Student" means a student of American Preparatory Academy who is not disabled as that term is defined under Federal law.

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H-7.2 SHORT-TERM SUSPENSION

Chapter H - Student Behavior

Part 7.0 Suspension and Expulsion

Section 7.2 Short-term Suspension

Policy Statement:

Short-term Suspension

Delegation of Authority—

The Governing Board delegates the authority to the Director to issue short-term suspensions.

Notice and Hearing—

- a. Upon determining that a student's conduct may warrant short-term suspension, the Director or his/her designee shall convene an informal hearing at which the Director shall notify the student of the following:
 - i. the specific rule(s) in the student code of conduct that the student has allegedly violated; and
 - ii. the specific conduct in which the student has engaged that violates the student code of conduct.The Director shall make reasonable efforts to immediately notify the student's parent regarding the allegations against the student and the time of the hearing. However, if the Director is unable to contact the student's parent, or if the student's parent is unable to meet with the Director either in person or by telephone at the appointed time of the hearing, the hearing between the Director and the student shall proceed. The Director, in his/her sole discretion, may convene the aforementioned hearing immediately after the alleged violation of the student code of conduct.
- b. During the hearing, in addition to the requirements stated above in (a), the Director shall provide the student an opportunity to respond to the allegations that the student violated the student code of conduct. However, in responding to the allegations, the student does not have the right to:
 - i. take time to prepare a defense
 - ii. call witnesses to testify in his favor;
 - iii. know the identity of or cross-examine witnesses who have complained against the student;
 - iv. have counsel present; or
 - v. remain silent, such that a student's refusal to speak may be interpreted as an admission of having engaged in the prohibited conduct.
- c. After hearing the student's response, the Director shall determine whether a short-term suspension is warranted by a preponderance of the evidence. If so, the Director shall establish the duration of the short-term suspension. Notwithstanding the foregoing, if the Director determines that the student's presence poses a continuing danger to persons or property at American Preparatory Academy, the Director may impose a short-term suspension before convening a hearing. However, the Director shall comply with the hearing procedures in paragraphs (a)-(c) as soon as reasonably practicable after the danger subsides.
- d. After rendering a decision, the Director shall document the hearing in writing or on a permanent computer file.

- e. Upon the Director's determination that a short-term suspension is warranted, the student shall be deemed suspended and shall be required to leave the school grounds immediately, provided that the Director has determined the best way to transfer custody of the student to the parent or guardian, emergency contact, or other person authorized by the parent to accept custody of the student.
- f. During the term of the short-term suspension:
 - i. the student may not enter in or on the property of American Preparatory Academy, unless the Director grants prior approval;
 - ii. the student's absence from class will be considered unexcused; and
 - iii. the student will be allowed to make up any work or tests missed during the short-term suspension, but such work may not be identical to that received by students attending class. [see Utah Code Ann. § 53G-8-208(1) (*formerly 53A-11-907(1) before 2018 recodification*)].
- g. The Director, at his/her sole discretion, may allow for more formal hearing procedures than those stated above, but is not required to do so. During the term of the short-term suspension, the Director may also recommend to the Disciplinary Committee that the student either be placed on long-term suspension or expelled.

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H-7.3 LONG-TERM SUSPENSION AND EXPULSION

Chapter H - Student Behavior

Part 7.0 Suspension and Expulsion

Section 7.3 Long-term Suspension and Expulsion

Policy Statement:

Long-term Suspension and Expulsion

Delegation of Authority

The Governing Board delegates authority to the Disciplinary Committee to have original jurisdiction over cases for long-term suspension and expulsion. If the Disciplinary Committee finds against the student, such decision may be appealed to the Governing Board. A student must exhaust his/her administrative remedies by appealing the Disciplinary Committee's decision to the Governing Board before appealing to a court of competent jurisdiction the decision to expel or place the student on long-term suspension. The board may suspend a student for up to one school year or delegate that power to the district superintendent, the superintendent's designee, or chief administrative officer of a charter school. The board may expel a student for a fixed or indefinite period, provided that the expulsion shall be reviewed by the district superintendent or the superintendent's designee and the conclusions reported to the board, at least once each year.

- a. Except as provided in the Emergency Suspensions and Expulsions section, prior to expelling or placing a student on long-term suspension, the Director shall send written notice to the student and his/her parent by certified mail return receipt requested to the student's last-known address that shall contain:
 - i. A clear statement of intent to expel the student or place him/her on long-term suspension;
 - ii. the specific rule(s) in the student code of conduct that the student has allegedly violated;
 - iii. the specific conduct in which the student has engaged that allegedly violates the student code of conduct;
 - iv. the date, time, and place of the hearing, which shall take place no less than 5 school days from the date parents receive the written notice, unless the parents and the Director shall agree otherwise in writing;
 - v. a copy of the hearing procedures to be followed; and
 - vi. a clear statement of the rights of the student and parent, which are:
 - 1. the right to counsel, which the student must obtain at his/her own expense;
 - 2. the right to present witnesses who voluntarily agree to testify in behalf of the accused student;
 - 3. the right to obtain a list of the witnesses who will testify on behalf of APA;
 - 4. the right to cross-examine the witnesses who will testify on behalf of APA;
 - 5. the right to have the hearing recorded;
 - 6. the right to a fair hearing before an impartial panel of the Disciplinary Committee.
- b. If the Director complies with the aforementioned mailing procedures, the notice shall be deemed to be served on the student even if the notice is returned "undelivered" or if service is refused.
- c. Even if the parent of the accused student does not dispute the expulsion or the long-term suspension, a hearing will be held unless the parent signs a written waiver of hearing.

Effects of Long-term Suspension or Expulsion

- a. If the student is expelled, they may not be considered for re-enrollment.
- b. If the student is suspended or expelled, the student may not enter into or upon the property of American Preparatory Academy without prior permission from the Director.
- c. If expelled or placed on long-term suspension, the student's parent is solely responsible for undertaking an alternative

education plan which will ensure that the student's education continues during the period of suspension or expulsion. The Director, or his/her designee, shall work with the parent of the suspended or expelled student to counsel the parent as to adequate alternative education options for the suspended or expelled student. However, APA-will not provide the student placed on long-term suspension with the opportunity to make up work that the student missed during the duration of the suspension, and such absences resulting from suspension will be considered unexcused.

- d. The Governing Board shall maintain a record of all suspended or expelled students and a notation of the recorded suspension or expulsion shall be attached to the suspended or expelled student's transcript.
- e. The Governing Board or its designee shall contact the parent of the suspended or expelled student at least once a month to determine the student's progress.
- f. The Governing Board shall be responsible for making all reports required by the Utah State Office of Education regarding students who are suspended or expelled.

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H-7.4 EMERGENCY SUSPENSIONS AND EXPULSIONS

Chapter H - Student Behavior

Part 7.0 Suspension and Expulsion

Section 7.4 Emergency Suspensions and Expulsions

Policy Statement:

Emergency Suspensions and Expulsions

- a. A student shall be immediately expelled or placed on long-term suspension for any of the following reasons:
 - i. if the student commits any serious violation affecting another student or staff member, or any serious violation occurring in a school building, in or on school property, or in conjunction with any school activity, including but not limited to:
 1. the possession, control, or actual or threatened use of a real weapon, explosive, or noxious, or flammable material;
 2. the actual or threatened use of a look-alike weapon with intent to intimidate another person or to disrupt normal school activities; or
 3. the sale, control, or distribution of a drug or controlled substance as defined in Utah Code Annotated § 58-37-2, an imitation controlled substance defined in Utah Code Annotated § 58-37b-2, or drug paraphernalia as defined in Utah Code Annotated § 58-37a-3; or
 - ii. if the student commits an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or a class A misdemeanor.
- b. A student who commits a violation of section (a)(1)(i or ii) shall be expelled from school. A student who has been expelled from school may not be considered for re-enrollment.
- c. A student who commits a violation of section (a)(1)(iii) or (a)(2) shall be immediately suspended for no more than 20 school days, during which time the Director shall issue the notice required under subsection (a) of the Notice section. A hearing shall be convened, as discussed below, which will determine whether to expel the student or place him/her on further long-term suspension.

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H-7.5 HEARING PROCEDURES

Chapter H - Student Behavior

Part 7.0 Suspension and Expulsion

Section 7.5 Hearing Procedures

Policy Statement:

Hearing Procedures

- a. During the hearing, the Director either in person or through his/her duly appointed representative shall bear the burden of proving, by a preponderance of the evidence, that the accused student perpetrated the violation of the code of student conduct for which long-term suspension or expulsion is sought. Accordingly, the Director shall begin the proceedings by making a prima facie showing that the student violated the code of student conduct.
- b. After the Director has rested, the Disciplinary Committee shall provide the accused student the opportunity to rebut the

- evidence provided by the Director. At all times during the hearing, the Director carries the burden of persuasion.
- c. The Disciplinary Committee's decision may not be based entirely on hearsay, although hearsay evidence is admissible. The Utah Rules of Evidence will not control the presentation of evidence at the hearing. The presiding officer of the Disciplinary Committee has discretion to determine whether evidence is admissible.
 - d. After hearing all of the evidence, the Disciplinary Committee shall make a determination of whether to expel the student or place him/her on long-term suspension based solely on the evidence provided at the hearing and only for those charges alleged in the notice.
 - e. The Disciplinary Committee shall issue written findings of fact and conclusions of law that establish the basis for the decision. If the Disciplinary Committee finds in favor of the student, the Director may not appeal the decision to the Governing Board. If the Disciplinary Committee issues a decision to expel or place the student on long-term suspension, the student may appeal the decision to the Governing Board as discussed below.

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H-7.6 APPEAL TO THE GOVERNING BOARD

Chapter H - Student Behavior

Part 7.0 Suspension and Expulsion

Section 7.6 Appeal to the Governing Board

Policy Statement:

Appeal to the Governing Board

- a. If a student seeks to appeal the decision of the Disciplinary Committee to the Governing Board, the student must file his/her notice of appeal with the Governing Board within 10 school days after receiving the Disciplinary Committee's decision.
- b. The notice of appeal shall contain a concise statement of reasons why the Disciplinary Committee's decision was incorrect. However, the student may not request a stay of the Disciplinary Committee's decision.
- c. If the student disputes the Disciplinary Committee's findings of fact, the Governing Board shall exercise de novo review by issuing a formal notice to the student as stated in subsection (a) of the Notice section and by convening a hearing within 5 school days of the student receiving the aforementioned notice, unless the parties agree otherwise in writing. The hearing shall follow the same procedures discussed above in the Hearing Procedure section.
- d. If the student does not dispute the Disciplinary Committee's findings of fact, but instead disputes only the Disciplinary Committee's conclusions of law or the duration of the punishment, the Governing Board may provide the Director with the opportunity to respond in writing to the student's statement of reasons, which response shall be served upon the student. The Governing Board may review the submissions of the parties and the entire record before the Disciplinary Committee and issue a decision without a hearing. Notwithstanding the foregoing, the Governing Board may, in its sole discretion, convene a hearing to address any matters the Governing Board deems necessary. Prior to convening such a hearing, the Governing Board shall issue the student a notice as discussed in the Notice section and shall convene the hearing no later than 5 school days after the student received the notice, unless the parties agree otherwise in writing.
- e. The Governing Board shall issue a written decision affirming or reversing the Disciplinary Committee's decision. If affirmed, the decision is the final decision of APA and may be appealed to a court of competent jurisdiction.

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H-SUPPLEMENTAL MATERIALS

H-OFFICE FORMS

OF H-3.3 STUDENT INFRACTION RECORD FORM

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OF H-4.2 ELEMENTARY OFFICE REFERRAL FORM*

Student Name: _____

Location of incident (check)

Date: _____ Time: _____ Playground Break Out Room

Student's Teacher: _____ Cafeteria Bathroom

Grade: K 1 2 3 4 5 6 Hallway Car Pool

Referring Staff: _____ Classroom Other _____

Please put a check next to the appropriate item or fill in "other".

Problem Behavior	Action Taken Prior to Referral	Others Involved in Incident
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Reminder of class rules	<input type="checkbox"/> •None
<input type="checkbox"/> Abusive language	<input type="checkbox"/> •Warning with Precision command	<input type="checkbox"/> •Teacher: _____
<input type="checkbox"/> Defiance	<input type="checkbox"/> •Movement of colored cards	<input type="checkbox"/> •Instructor: _____
<input type="checkbox"/> Overt Defiance	<input type="checkbox"/> •Changed seating	<input type="checkbox"/> •Group Teacher: _____
<input type="checkbox"/> Disruption (Talking Out)	<input type="checkbox"/> •Buddy help	<input type="checkbox"/> •Substitute: _____
<input type="checkbox"/> Harassment/bullying	<input type="checkbox"/> •Conference with student	<input type="checkbox"/> •Peers: _____
<input type="checkbox"/> Physical contact	<input type="checkbox"/> •Behavior Contract	_____
<input type="checkbox"/> Fighting/ Physical aggression	<input type="checkbox"/> •Behavior Tracking	_____
<input type="checkbox"/> Property misuse	<input type="checkbox"/> •Call home	<input type="checkbox"/> •Other: _____
<input type="checkbox"/> Other _____	<input type="checkbox"/> •Other _____	_____

of Referrals _____ Please attach any/all previous Office Referral Forms for this student

IEP Student Yes No

FUBA/BIP has been created for this student Yes No In process

Explanation by referring adult: _____

Summary of Action Taken:

Administrative Log Attached (details of event and outcome)

SP ED Dept. Notified

Administrator Signature: _____ Date: _____

Parent Signature: _____ Date: _____

OF H-5.1 JH INFRACTION RECORD FORM

American Preparatory Academy									
Infraction Record									
Student Name							Date		
Infraction									
Infraction Details									
Student Response									
Staff Intervention									
Previous Infractions/Discipline									
Disciplinary Actions									
Student					Parent/Guardian				
Staff					Administrator				

#JH100
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OF H-6.1 FORMA DE INTERVENCION DE LOS PADRES

Nombre de Estudiante: _____ Fecha: _____

Supervisor Adulto: _____

Puntuacion Clave del Maestro(a)

1. Necesita mejorar
2. Promedio
3. Ejemplar

Decida sobre 4 comportamientos que usted desee anotar para su estudiante. Una o dos conducta (+), debe ser algo que el estudiantes hizo bien. Las otros dos o tres deben ser las que necesitan mejorarse. Anote en la parte inferior como se comporta y lleve un conteo por cada ambiente de aprendizaje (seccion) en el cuadro de abajo. Obtenga la opinion del maestro(a) sobre la conducta del estudiante al final de cada seccion (el maestro calificara al alumno, de acuerdo a la puntuacion del cuadro superior). Revise este cuadro con su estudiante despues de cada actividad de aprendizaje (seccion) y alientelo a mejor su comportamiento. Decida una recompensa por su buena conducta.

+ = Conducta correcta - = Necesita Mejorar

Anote las conductas aqui	Objetivo del comportamiento #1	Objetivo del comportamiento #2	Objetivo del comportamiento #3	Objetivo del comportamiento #4	Puntuacion del maestro(a) del salon
<i>(Ejemplo)</i>	<i>Permanecer en mi asiento</i>	<i>Responder cuando se me pregunte</i>	<i>No hablar e interrumpir la clase</i>	<i>Seguir las instrucciones a la primera</i>	3
<i>Comenzar</i>	++ - +	+ +	+ + - + + + - - + + + + + + + + + + + - + + - + + + +	+ + - + + + - - + + + + + - + + + + + + - + + + + + + + + +	
Seccion 1					
Seccion 2					
Seccion 3					
Seccion 4					
Seccion 5					
Seccion 6					
Seccion 7					
Seccion 8					
Seccion 9					
Seccion 10					
Seccion 11					
Seccion 12					

Guia Sobre La Intervencion De Padres

El objetivo de la Intervencion de Padres es:

1. Ayudar a los padres a comprender lo que se espera del estudiante en la escuela todos los dias (Ver la mision en la parte inferior).
 - a. Se espera que los estudiantes de APA hagan su mejor esfuerzo en todo lo que realicen.
 - ("...Asegurar que cada estudiante logre el exito academico...")
 - b. Se espera que los estudiantes respeten a su maestro(a) y se enfoquen en el aprendizaje.
 - ('...Proveer un ambiente de aprendizaje con programas eficaces de estudio, ordenado, seguro y acogedor...')
 - c. Se espera que lo estudiantes se rijan a si mismos y se controlen en cualquier situacion en la escuela.
 - ("...Asegurar que cada estudiante...desarrolla un buen caracter...").

2. Permitir que los padres nos ayuden en la enseñanza de los estudiantes:
 - a. Cómo concentrarse en hacer su mejor esfuerzo en todo su trabajo.
 - b. Ayudar al estudiante a ser respetuoso con el maestro (a) y a enfocarse en el aprendizaje.
 - c. Ayudar al estudiante a respetar a sus compañeros y a la escuela.
 - d. Ayudar al estudiante a comportarse de una manera apropiada en cada ambiente de aprendizaje en la escuela.

La responsabilidad de los padres durante una Intervención de Padres es:

1. Permanecer con el estudiante en todo momento (incluyendo el receso, el almuerzo, visitas al baño, etc.).
2. Sentarse al lado del estudiante e instruirlo a poner atención a la clase cuando sea necesario
3. Darle seguimiento a la conducta del estudiante al reverso de esta hoja. Llevar la cuenta cada 60-90 segundos.
4. Intervenir verbalmente al estudiante sobre la forma de mostrar respeto al maestro (por ejemplo: mirar al maestro, apoyar los pies en el suelo, boca cerrada, las manos sobre el escritorio, participar en las respuestas de grupo, seguir las instrucciones, etc.)
5. Ayudar al alumno a valorar el auto-control y auto-gobierno.
6. Aprovechar las oportunidades para enseñar como comportarse correctamente durante las clases, las transiciones, el almuerzo, el receso, etc. Enfocarse en lo positivo, así como en lo correctivo.
7. Reconocer el trabajo arduo y el comportamiento adecuado del alumno

Inculcar en el alumno el deseo de éxito en la escuela.

Al final de la intervención, el maestro(a), estudiante y los padres se reuniran para discutir los efectos positivos de la intervención y ayudar al estudiante a establecer objetivos para lograr un año escolar exitoso. Si es necesario supervisión adicional, los padres serán invitados a volver a guiar a su estudiante durante un período prolongado de tiempo.

La Misión de APA: Proveer un ambiente de aprendizaje con programas eficaces de estudio, ordenado, seguro y acogedor con un alto contenido académico, basados en la investigación y metodologías de la instrucción que son utilizadas para asegurar que cada estudiante logre el éxito académico y el desarrollo de un buen carácter basado en mediciones concretas.

Visión de la Escuela APA (Este es un extracto de la visión de la Escuela APA)

IV. Aprendizaje:

- Todos los aspectos de la experiencia del estudiante desde el momento en que entra en la puerta de la escuela les confirmara que "se trata de un lugar de aprendizaje" Esto incluire lo que ven en las paredes y las acciones y las palabras que escuchan del personal y otros alumnos.
- Se fomenta y recompensa hacer preguntas inteligentes.
- Cada niño va a interiorizar el concepto de "Yo soy un aprendiz grandioso", a medida que pasan a formar parte de la cultura escolar.
- El personal demostrara a los estudiantes que TODOS somos aprendices, incluso los adultos! El personal ejemplificara el proceso de enseñanza, lo que confirmara a los estudiantes que el aprendizaje nunca termina.

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OF H-6.1 PARENT INTERVENTION FORM

Student Name: _____ **Date:** _____

Adult Coach: _____

Teacher Score Key

1. Needs Improvement
2. Average
3. Exemplary

Decide on four (4) behaviors you want to target with your student. One or two behaviors should be something the student is very good at. The other two or three should be behaviors that need improvement. Write the behaviors below and track them for each learning environment (setting) in the boxes below. Get the teacher's opinion of the student's behavior at the end of each setting (the teacher will rate the student by the rating above). Go over the form with your student after each learning activity (setting) and encourage them to improve their behavior. Decide on a reward for good behavior.

+ = Behavior done correctly

- = Needed correction

	Target Behavior #1	Target Behavior #2	Target Behavior #3	Target Behavior #4	Homeroom Teacher Score
Write behaviors here à					
(Example)	<i>Stay in my seat</i>	<i>Respond when prompted</i>	<i>No talk outs</i>	<i>Follow directions the first time</i>	3
Opening	++ - ++++++ +++++	+++++ +++++	+- + - - + + + + + - - - - + + +	++ - + + - - + + + + - + + + + - + + + + + + + +	
Setting 1					
Setting 2					
Setting 3					
Setting 4					
Setting 5					
Setting 6					
Setting 7					
Setting 8					
Setting 9					
Setting 10					
Setting 11					
Setting 12					

Parent Intervention Guidelines (See Parent-Student Handbook)

The goals of a Parent Intervention are to:

1. Help the parent see what is expected of the student at school each day (See Mission Statement below).
 - a. Students at APA are expected to do their best on all work.
 - ("...ensure that every student achieves academic success...")
 - b. Students are expected to respect the teacher and focus on learning.
 - ("...provide an orderly, safe, and nurturing learning environment...")
 - c. Students are expected to govern themselves and control themselves in all situations at school.
 - ("ensure that every student...develops good character...")
2. Allow the parent to assist us in teaching the student:
 - a. How to stay focused on doing their best on all of their work.
 - b. Help the student be respectful to the teacher and focus on learning.
 - c. Help the student be respectful to students and to school property.
 - d. Help the student to conduct themselves in an appropriate manner in each learning environment at school.

The parent's job during a Parent Intervention is to:

1. Stay with the student at all times (including recess, lunch, bathroom visits, etc.).
2. Sit next to the student and re-direct the student back to learning whenever necessary.
3. Track the student's behavior on the back of this sheet. Tally behaviors every 60-90 seconds.
4. Verbally coach the student on how to show respect to the teacher (ie: eyes on the teacher, feet flat on the floor, mouth closed, hands on the desk, participate in group responses, follow directions, etc.)
5. Help the student to see the value in self-control and self-governance.
6. Take any/all opportunities to teach correct behaviors during learning time, transitions, lunch, recess, etc. Focus on positives as well as corrections.

7. Acknowledge hard work and appropriate behavior of the student.
8. Instill in the student the desire for success at school.

At the end of the intervention, the teacher (or administrator), student and parent will meet to discuss the positive effects of the intervention and help the student set goals for a successful school year. If more coaching is needed, parents will be invited back to coach for an extended period of time.

APA's Mission: To provide an orderly, safe and nurturing learning environment wherein content-rich, efficient curriculum and research-based instructional methodologies are utilized to ensure that every student achieves academic success and develops good character based on concrete measurements.

APA School Vision *(excerpt)*

IV. Learning:

- Every aspect of the student's experience from the moment they enter the school door will confirm to them that "this is a learning place!" This will include what they see on the walls and the actions and words they hear from staff and other students.
- Asking of thoughtful questions will be encouraged and rewarded.
- Each child will internalize the concept "I am a great learner" as they become part of the school culture.
- Staff will demonstrate to all students that we are ALL learners, even the adults! Staff will model the learning process, confirming to students that learning never ends.

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