

POLICY: DISCIPLINE AND SUSPENSION

J PAUL TAYLOR ACADEMY

www.jaultayloracademy.org

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I. DISCIPLINE

The goal of discipline at J. Paul Taylor Academy (JPTA) is to enable children to become responsible for controlling their behavior in an appropriate manner. JPTA bases its discipline on the principles established by Fay and Funk in *Teaching by Love and Logic: Taking Control of the Classroom*.

II. LOVE AND LOGIC

In using the Love and Logic principles, we will rely heavily on the following core ideas:

1. Adults set firm, clear limits without anger, lecture, or threats.
2. When a child has created a problem, the adult gently hands it back to him/her.
3. The children are accountable for finding ways to solve their own problems, which takes more guidance and modeling early in the process.
4. This practice in problem solving develops their problem solving skills.
5. Children are offered choices within limits to practice decision-making and to experience some control over their lives. For example, a teacher may ask which activity the child wishes to do first or which book will be read for story time.
6. Adults use enforceable statements. For example, "as soon as you stop tripping people, you are welcome to return to the playground."
7. Adults provide delayed/extended consequences. The playground example of enforceable statements also exemplifies this statement.
8. Adult's empathy is reaffirmed before consequences are delivered. For example, "I really wish you had not chosen to use foul language. I would like for you to get to do all the activities we have planned. However, I cannot let you participate with the other children until you have a plan to control your language."
9. Relationships are the key to good behavior and learning. All adults will be responsible for learning the names of all the children as the relationships we create are with the whole school, not just a teacher and his/her students. We will also take the extra steps to know what is occurring in the personal lives of our students and use these as conversation starters with the children.
10. Adults will use thinking words rather than fighting words.

Staff will be trained in the implementation of Love and Logic.

III. PROHIBITED ACTIVITIES

JPTA will not tolerate the following activities. Students involved in these activities will be subject to severe discipline, up to and including expulsion.

- A. Criminal or delinquent acts
- B. Gang-related activity
- C. Sexual harassment
- D. Disruptive conduct
- E. Refusal to identify self
- F. Refusal to cooperate with school personnel.

IV. RESTRAINT AND SECLUSION

Only in extreme situations and when warranted will trained and authorized school personnel use restraint and seclusion, and such personnel will strictly adhere to NMAC 6.11.2 in doing so. Less restrictive interventions, including positive behavioral intervention supports or other comparable behavior management techniques, shall be implemented prior to the use of restraint and seclusion techniques. If a restraint or seclusion technique is used on a student, trained and authorized school employees shall maintain continuous visual observation and monitoring of the student while the restraint or seclusion technique is in use. JPTA shall implement an annual training for designated school personnel regarding positive behavioral intervention supports or comparable behavior management techniques and the use of restraint and seclusion techniques.

V. STUDENTS EXPERIENCING HOMELESSNESS

JPTA shall, through professional development activities, create awareness among educators of the types of behaviors that students experiencing homelessness may exhibit due to homelessness and provide strategies and supports to address the behaviors through the student assistance team process. Staff will take into account the issues related to a student's homelessness by talking with the student and applicable staff and families prior to taking disciplinary action.

Administrators will consult with applicable personnel to assign appropriate discipline related to the behavior. Administrators will also implement discipline alternatives to out of school suspensions or expulsions or classroom removals, if possible. Removing students experiencing homelessness from school shall be used only as a last resort. JPTA shall review school discipline records and data of students experiencing homelessness in order to identify any patterns in disciplinary actions that indicate an unfair bias against the students. The collection and review of such records shall be in compliance with the Family Educational Rights and Privacy Act, as well as any other applicable federal or state laws or rules governing the privacy of such documents.

School personnel will connect students with mental health services as needed.

VI. STUDENTS WITH DISABILITIES

Students with disabilities are not immune from school disciplinary processes, nor are they entitled to remain in a particular educational program when their behavior substantially impairs the education of other children in the program. However, JPTA will meet the individual educational needs of students with disabilities to the extent that our current educational expertise permits.

A student with a disability's individualized education program (IEP)), need not affirmatively authorize disciplinary actions that are not otherwise in conflict with this policy. However, the IEP team may prescribe or prohibit specified disciplinary measures for an individual student with a disability by including appropriate provisions in the student's IEP. Administrators shall adhere to any such provisions contained in a student with a disability's IEP

VII. SEARCH AND SEIZURE

In determining whether a forbidden activity has occurred or to maintain student safety, search and seizure may be necessary. The Student Searches & Seizures policy explains the required criteria for a search (reasonable suspicion that a crime or other breach of discipline rules has occurred or is occurring); who may conduct the search (authorized school personnel); what

may be searched (any item in or around the area of the school); and when a witness is required (when the student cannot be available).

VIII. SUSPENSION

In extreme situations, suspension may also be necessary. Every effort will be made to conduct an in-house suspension as this has more potential for student learning, but we recognize that out-of-school suspensions may at times be required. With either of these situations, the student will be afforded his/her due process by having the behavior leading to the suspension explained to him/her and providing him/her an opportunity to state his/her side. Parents will be notified immediately of either type of suspension, but, under no circumstances, will a child be sent home; parent(s)/guardian(s) must pick up the child from the school.

If a student is suspended for more than 10 days, the school will follow the due process procedures set forth in NMAC 6.11.2. If a student has an Individual Education Plan and is suspended, the requirements of NMAC 6.11.2 will be followed.

Legal Reference: NMAC 6.11.2