

September 2012



## **PRINCIPAL'S MESSAGE**

Dear Parents/Guardians and Students:

It is my pleasure to welcome you to Harper Alternative School. The faculty and staff join me in saying we're happy to have you as a part of the Harper family. We hope that this will be a successful and satisfying year for you.

The pages of the handbook are filled with important information regarding school policy and procedures. I suggest that parents and students review the contents together. If you have questions that remain unanswered after reading the handbook, please call the school office. We believe that open and clear communication between school and home is important to the success of our educational program.

The Harper Alternative handbook will serve as a helpful reference for parents as they seek to provide academic support at home. Harper Alternative parents are our parents in the important job educating the children of this community.

We welcome your participation and support during the school year. Working together, we will be able to reach our collective goals. We look forward to sharing with you the accomplishments and achievements of our students during the school year.

Sincerely,

Raymond G. Glass, II  
Principal

## Harper's Philosophy

Harper's philosophy is based on the idea that education should provide essential knowledge and experience that will prepare students to become self sufficient individuals who can meet the needs of a rapidly changing society. It is necessary to instill in each student the importance of individual worth and to create a positive self image through the personal development of initiative, resourcefulness, and responsibility.

It is the intent of the faculty and staff to lead our students in a disciplined environment to be informed and productive individuals. To achieve these ideas, mutual respect and understanding must be present in the learning process on the part of all participants – the faculty, students, and community.

Dear Parent/Guardian:

We ask that you review the Student Handbook with your child. Please sign and return this form.

My child, \_\_\_\_\_ and I have reviewed and understand the Student Handbook.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

**Please sign and return this copy to your Homeroom Teacher.**

***\*\*\*PLEASE SIGN THE SECOND COPY OF THIS FORM IN THE BACK OF THIS BOOK. REQUEST IS BEING MADE SO THAT YOU WILL HAVE A COMPLETE HANDBOOK. \*\*\****

**Administration and Support Staff**

Raymond G. Glass II, Principal  
Tale' D. Lockett, Asst. Principal  
*Raymond Glass, II, Principal*  
M. J. Hughes-Becher, Counselor  
*Tale' Lockett, Assistant Principal*  
Norman White, Counselor  
*Mary Hughes-Becher, Counselor*  
Dr. Monica Marquis, Psychologist  
*Cleveland Shepard III, Counselor*  
Marilyn Lawson, R.N. School Nurse  
*Dr. Monica Marquise, LSSP*  
Tondra Thompson, Special Education Chairperson  
*Holly Ortega, Senior Manager Special Education*  
*Sabrina Claborne, Program Specialist*  
**SCHOOL IMPROVEMENT OFFICER**  
*Lillian Conway, Program Specialist*  
Tondra Thompson, Special Education Chair  
*Rashad Wright*  
Tamara Brown, Title I Coordinator

**General Superintendent**

**Dr. Terry Grier**

*Dr. Terry Grier, Superintendent*

*Orlando Riddick, Chief Schools Officer*

**HISD BOARD OF EDUCATION TRUSTEES**  
*Dr. Natalie Blasing-Game, School Support Officer*

**Greg Meyers, President**

**Paula M. Harris, First Vice President**

**Diana Davila, Second Vice President**

**Carol Mims Galloway, Secretary**

**\*Anna Eastman, Assistant Secretary**

**Harvin C. Moore**

**Michael L. Lunceford**

**Lawrence Marshall**

**Manuel Rodriguez, Jr.**

**\* Board Member serving Harper Alternative School**

## **Mission Statement**

***~Harper students will be prepared to function effectively to meet the challenge of living in a competitive and diverse world. ~***

## **Motto**

***T. E. A. M. – “Together Everyone Achieves More”***

## **Vision**

***Create an environment where students are safe and actively learning.***

**HARPER ALTERNATIVE SCHOOL  
STUDENT-PARENT-TEACHER-ADMINISTRATOR AGREEMENT**

As we begin a new school year let us enter into an agreement to work together to promote \_\_\_\_\_achievement.

**AS A STUDENT I PLEDGE TO:**

- Follow the classroom and school rules.
- Do my best on all my schoolwork.
- Talk with my parents about what I am learning in school.
- Let my teacher know when I do not understand something and ask questions.
- Watch TV less and spend more time reading or have someone read to me.
- Get enough rest and eat breakfast so that I will feel good and do well.

**AS A PARENT I PLEDGE TO:**

- Provide a quiet study time at home and encourage good study habits.
- Talk with my child about his/her school activities every day.
- Reinforce school rules.
- Maintain open communication with the school.
- Encourage my child to read by reading to him/her and by reading myself.
- Limit my child's TV viewing and help select worthwhile programs.

**AS A TEACHER I PLEDGE TO:**

- Provide motivating and interesting learning experiences in my classroom.
- Communicate and cooperate with each parent to insure the best education.
- Find out what techniques and materials work best for the student.
- Advise students and parents about the importance of school rules.

**AS A PRINCIPAL I PLEDGE TO:**

- Maintain a safe and welcoming environment for students and parents.

- Communicate to students and parents the school's mission and goals.
- Reinforce the partnership between parent student and staff.
- Act as the instructional leader by supporting teachers in their classrooms.
- Provide appropriate in-service and training for teachers and parents.

**MOST IMPORTANTLY, WE PROMISE TO HELP EACH OTHER CARRY OUT THIS AGREEMENT.**

Student \_\_\_\_\_

Parent \_\_\_\_\_

Teacher \_\_\_\_\_

Principal \_\_\_\_\_

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## COMPUTER USE

Computers are for educational use only. Only educational web sites are approved for student use.

- CHAT LINES , E-MAIL , MUSIC VIDEOS, AND VIOLENT OR SEXUALLY EXPLICIT WEB SITES ARE PROBITED
- GAMES ARE AN ENRICHMENT ACTIVITY TO BE USED ONLY WITH THE PERMISSION OF THE CLASSROOM TEACHER
- THE COMPUTER AND THE NETWORK CANNOT BE DAMAGED IN ANY WAY.
- STUDENTS ARE NOT TO SHARE THEIR PASSWORD.
- WASTING RESOURCES AND PRINTING CAPACITY IS PROHIBITED
- YOUR FOLDERS AND FILES ARE FOR PERSONAL USE ONLY, THESE ARE NOT TO BE SHARED
- OFFENSIVE MESSAGES AND PICTURES ARE NOT ALLOWED
- COPYRIGHT LAWS ARE TO BE OBEYED.
- INSTALLING ILLEGAL SOFTWARE, FREWARE, OR SHAREWARE IS NOT ALLOWED.

**YOU WILL BE HELD RESPONSIBLE FOR YOUR ACTIONS AND THE LOSS OF PRIVILIGES WHEN THE RULES ARE VIOLATED**

STUDENT NAME \_\_\_\_\_  
STUDENT SIGNATURE \_\_\_\_\_  
TEACHER SIGNATURE \_\_\_\_\_  
DATE \_\_\_\_\_

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**HARPER ALTERNATIVE SCHOOL  
2012 - 2013 BELL SCHEDULES**

8:15 - 8:29 CHECK-IN/ BREAKFAST  
1 minute passing

8:30-8:57 ADVOCACY PERIOD  
2 minute passing

8:59 - 9:49 FIRST PERIOD  
2 minute passing

9:51 - 10:41 SECOND PERIOD  
2 minute passing

10:43 - 11:33 THIRD PERIOD  
2 minute passing

**MIDDLE SCHOOL LUNCH 11:35 - 12:05 HIGH SCHOOL  
LUNCH 12:25 - 12:55**

**MIDDLE SCHOOL 4TH PERIOD 12:07 - 12:55**

**HIGH SCHOOL 4TH PERIOD 11:35 - 12:25**

12:57 - 1:47 FIFTH PERIOD



2 minutes passing

1:49 - 2:39 SIXTH PERIOD

2 minutes passing

2:41 - 3:30 SEVENTH PERIOD

2 minutes passing

## **ATTENDANCE POLICY**

The Texas Compulsory School Attendance Law requires that all students attend school from age (7) to seventeen (17). The visiting Attendance Teacher is authorized by state law to investigate absences or any excessive absences and to enforce the Compulsory School Attendance Law.

Regular and punctual attendance is mandatory for all students. During school hours, students are expected to be in the classroom or other assigned areas. Off campus passes may only be obtained from administrators or the nurse.

A student who has been absent must, upon return to school, present promptly to the homeroom teacher a written excuse from the parent/guardian. In case of tardiness for the school day, the student must bring a written excuse from parent/guardian the following day.

**A STUDENT ENTERING SCHOOL AFTER THE**

**FIRST INSTRUCTIONAL HOUR IS OVER MUST CHECK IN THROUGH THE ATTENDANCE OFFICE.**

No student is permitted to leave school during school hours without a justifiable excuse in writing or by telephone permission from parent/guardian. The homeroom teacher should sign written excuses and send the student to the attendance clerk, who will verify these excuses with the parent by telephone.

**THE PARENT MUST SIGN THE STUDENT OUT PERSONALLY** in the attendance office before leaving the building. Parents and guardians must come into the building and provide proper identification before a student will be allowed to leave.

When students become ill at school, they should report to class and request permission from the teacher to visit the school nurse. The parents will be notified, and the student will be sent home. **NO STUDENT WILL BE PERMITTED TO GO HOME WITHOUT PARENTAL PERMISSION AND APPROVAL FROM THE NURSE OR AN ADMINISTRATOR.**

Harper Alternative School operates on a closed campus system. This means that all students will remain on campus at lunch. Also, once on campus, you need authorization to leave. If you ride an HISD bus, you have already reported to school; therefore, you may not leave campus without proper authorization.

A student is tardy if they are not in their assigned seat in the classroom when the tardy bell rings. Unexcused tardiness will cause them to lose points.

### **ABSENCES FROM SCHOOL**

A note must be provided by the parent/ guardian and taken to Miss Holmes's office before homeroom to obtain a permit for class. If a student is going to be absent due to illness for a certain period of time. His parent/guardian must call and arrange to pick up assignments.

# **HARPER ALTERNATIVE SCHOOL RULES**

- **Students will walk quietly inside the building.**
- **Students will need to be in assigned areas at all times.**
- **Students will refrain from loud talking and using profanity.**
- **Inappropriate physical contact of any kind will not be tolerated.**
- **Students will keep our building clean and neat by refraining from marking on walls and destroying school property.**
- **Students are only permitted in the hall during class time with an escort or have a hall pass signed and dated by the teacher.**

- Once students are on campus they are not permitted to leave without permission.
- Students are not permitted to visit any neighboring businesses.
- Students will refrain from bringing any open container or food item when entering the building. Outside food items should be packaged and will be held for lunch.

## **CLASSROOM RULES**

- **FOLLOW DIRECTIONS AT ALL TIMES**
- **BE IN CLASSROOM BEFORE THE TARDY BELL RINGS**

- **HAVE YOUR MATERIALS READY**

- **BE RESPECTFUL OF OTHERS**

### **CAFETERIA & LUNCH PROCEDURE**

All students are expected to eat lunch at school, preferably the hot lunch prepared in the cafeteria. Lunch may be brought from home.

Students are to line up politely for lunch: no running, shoving, or cutting in line. Students shall leave the cafeteria promptly, placing their rubbish in the proper containers. Lunches should not be taken out of the cafeteria unless written permission is given.

### **FREE/REDUCED MEAL PROGRAM**

Homeroom teachers will give students applications for the free/reduced meal program on the first day of

school. Free and reduced status for 2008-2009 will be honored for the first two weeks of school. After this time the student is responsible for bringing lunch and/or money for lunch payment.

### **HALL PASSES**

Students must have a hall pass with name, time, destination, and teacher's signature. Citations will be given to all students in hallways without passes.

### **HALL SWEEPS**

Hall sweeps will be conducted on a periodic basis. They may or may not be announced. This means that teachers will close their door as soon as the tardy bell rings and citations will be issued to all students who are not in class.

### **HARPER SCHOOL STORE**

The school store is open during the lunch period for students; however, you must have points and money in order to make a purchase.

### **LOST AND FOUND**

In order that lost articles may be returned to their rightful owners you should write your name on all personal belongings. Neither the school nor staff will be responsible for any student's personal property. Please check with the office for lost and found articles.

## **MONEY AND VALUABLES**

Students are only allowed to bring **\$5.00** to school. **Jewelry** is not allowed on campus.

## **TEXTBOOKS**

Classroom sets will be given to all teachers. If a parent/guardian wants to check out textbooks this may be done.

***Only parents/guardians may check out textbooks and they must be returned by the parent/guardian at the designated time for textbook collection.***



## GRADE CLASSIFICATIONS

For Promotion in grade:	Students must have earned credits:
9	0 – 5.5
10	6 – 11.5
11	12 – 17.5
12	18 +

## INCOMPLETES

A student receiving an “Incomplete” for a grading period has until the end of the next grading period to raise his grade from an “Incomplete” to an earned mark. If their work is not complete, the “Incomplete” becomes an F. “Incompletes” are not permitted the last six (6) weeks of the year.

***Questions regarding credits should be directed to the Interim Registrar, Mrs. Hughes-Becher.***

## **CONDUCT**

Conduct marks are very important in and are given in each class. The conduct mark includes such personal traits as attitude, participation, responsibility and punctuality.

- *Be positive and be respectful of self and others.*
- *Participation in class activities and discussion.*
- *Be responsible for your actions.*

- *Punctuality means to be in class on time.*

## **DAILY SEARCHES**

Students will be searched daily as they enter the building for their safety as well as the safety of others. If there is reasonable suspicion that student is in possession of illegal contraband students will be searched further up to and including strip search if necessary. If a student is to be strip searched every attempt possible will be made to contact parent or guardian. If student is found in possession of an illegal contraband charges will be filed on that student.

## **DISCIPLINE**

Harper Alternative School is committed to providing each student with a quality educational program. This requires that the school environment be free of disruptions, which interfere with the educational process. Students are expected to follow the Student Code of Conduct. All parents and students are encouraged to become familiar with the information.

## **NOTICE OF PROGRESS**

Teachers will send notices of progress to parents during the six week period. We need to have current phone number and addresses. The forms must be signed by the parent/guardian and returned to the teachers. We want to celebrate success.

## **PARENT-TEACHER CONFERENCE**

Each teacher is assigned a conference period as part of his/her assignment. One of the purposes of the period is to give the teacher a schedule time for conferences with parents. Parents are encouraged to contact the counselor who will maintain an

appointment schedule for all class. Parents should feel free to call for an appointment concerning any phase of the student's progress in class.

## **COUNSELORS**

The counselors are available to students on a group and individual basis. The counselors help enroll students and schedule their classes. They have information concerning behavior modification plans, contracts, careers, employment and educational opportunities.

### ***To see your counselor:***

1. You must first ask your teacher and him/she must call the front desk and check counselor availability.
2. Obtain a permit from your classroom teacher.

3. Upon completion of your conference with the counselor, you must return the permit, signed by your counselor to your classroom teacher.
4. You are responsible for making up all class work being done while you were visiting your counselor.

## **SCHOOL HEALTH SERVICES**

The mission of the Houston Independent School District's Health and Medical Services Department is to increase the student's capacity to benefit from education by providing professional health and medical expertise that support student achievement. Harper Alternative School supports a healthful school environment that protects students and staff against immediate injury or disease and promotes prevention activities and attitudes against known risk factors that might lead to future disease or disability.

### **The School Nurse:**

- Provides health education that enhances each student's ability to make health-affirming decisions throughout their lives.
- Conducts state-mandated screening programs (*Vision, Hearing, Spinal, and Texas Risk Assessment for Type 2 Diabetes in Children*) throughout the school year. Parents are notified of the results and/or the need for referral to your family physician.
- Parents are notified of the results and/or the need for referral to your family physician.
- Administers medication to students. HISD has guidelines and procedures regarding the administration of medication at school and or in a medical emergency.
  
- ***Please communicate with the school nurse if your child is taking or will need to take medication during the school day.***
- Manages student medical illnesses/injuries. Parents are notified of the school nurse's assessment and referral.
- Monitors pregnant and parenting teens to reduce dropout and return to the educational system.

## **HARPERS SCHOOL PSYCHOLOGIST**

Harper's school psychologist has a doctoral degree in psychology and is licensed by the Texas state Board of Examiners of Psychologists as a Licensed Specialist in School Psychology.

Harper's school psychologist:

- Assess students in crises ( for example when students have suicidal or homicidal thoughts or experiences trauma as a result of a death or loss)
- Conduct psychological assessments



- Provide brief interventions
- Develops or help develop prevention programs
- Evaluate services to students within the school system, and other systems, such as families
- Consult with teachers, parents, social worker, school counselors and school personnel about learning and behavioral problems
- She sometimes teaches lessons on social skills, learning strategies, and other skills related to school health.
- In addition, she often explains test results to parents and students.

In every person's life there comes a time when our normal coping strategies fail us for a while. It is during times like this that we often turn to families and friends for assistance. However, sometimes this resource is not helpful or is not available. The Harper school psychologist works with students and their family when they are having a difficult time, and their normal coping strategies are temporarily unavailable. Students are encouraged to speak with their assigned counselors when they are having a difficult time. However, it is also okay to request to speak directly with the psychologist. The psychologist views every student with the highest regard. Information that the student shares with the psychologist is confidential. There are times when some information must be shared with other appropriate people such as parents/guardians, or other school personnel, and as

a result the student is informed of the circumstances under which confidentiality is broken.

## **SENATE BILL 158**

Parents and students must be made aware of Senate Bill 158. The bill simply states that students are encouraged to seek higher education.

Students who graduate in the top 10 percent of their classes are eligible for automatic admission to any state-supported institution of higher education.

Additionally, programs to provide financial aid and counseling are available.

At Harper Alternative School students are provided with a Coherent Sequence of Courses when they enter the 9<sup>th</sup> grade. Students are required to complete the HISD Core Program for a high school diploma. Diplomas are issued from the student's home school. Students are apprised of the opportunities to seek higher education and financial assistance through such agencies as Texas Rehabilitation Commission and other agencies set up to assist students with disabilities.

Parents needing further assistance are encouraged to contact one of the school counselors.

## **SCHOOL UNIFORMS**

One of our most important changes will be to our school uniform. We have decided to change the **High** school polo shirt to **Grey** and the **Middle** school polo shirt will stay **White**. In addition to our uniform shirt changes we are requiring that all students have **white** tennis shoes with only **white laces** or **black** tennis shoes with only **black laces**. Every student attending Harper Alternative School is required to be in full

uniform at all times. The uniform dress code will be strictly enforced Monday through Friday.

**The following uniform options are acceptable dress for school.**

### **SHIRTS/BLOUSES**

Middle School- 6<sup>th</sup> Grade **White** with collar and sleeves.

7<sup>th</sup> & 8<sup>th</sup> Grade **White** with Collar and sleeves.

High School- **Grey** shirt with collar and sleeves.

### **PANTS (NO SHORTS)**

Khaki Pants (long) **No more than 1 size larger than waist.**

Khaki skirts (one inch above the knee)

### **BELTS**

Must be worn everyday to secure pants/skirts at the waist, belts will not be provided to students who do not have one.

### **UNDERSHIRTS**

Only white undershirts may be worn under uniform shirts.

### **SHOES**

Solid **White** with **White** shoe laces or solid **Black** with **Black** shoe laces.

## **SWEATSHIRTS**

Only **White**, **Yellow**, and **Grey** sweatshirts will be allowed to be worn in the building during school hours. (**NO JACKETS**)

**Parents will be expected to bring clothing to school for students who are NOT in compliance with the Harper Alternative School Dress Code.**

### **STUDENTS WHO DO NOT ADHERE TO THE DRESS CODE:**

- Shall be given an explanation of the dress code policy and shall be assigned to BCC either for the remainder of the day or until a parent or designee brings an acceptable change of clothing to the school.

# ***Dress***

# Code Will Be Enforced

Harper Standard Dress Code Items

Item	Style	Fabric	Color	Specifications
Pants	Docker or Dickey	Cotton, twill	Khaki	<b>Fitted at waist, belted, no flares, no spandex, no cargo, and no parachute fabric</b>
Skirts	Pleats, A-line or straight	Cotton, twill	Khaki	<b>Length: top of kneecap or longer</b>
Skorts	Docker type	Cotton, twill	Khaki	<b>Length: top of</b>

				<b>kneecap or longer</b>
Shirts	Polo-type or button down	Cotton, poly-blend	Navy, gold, white	<b>Short or long sleeves. Tucked in at waist.</b>
Belt	Any style/No decoration	Leather, braided, elastic	Black or brown	<b>Solid plain leather</b>
Sweater/vest/sweatshirt	Any style	Sweater or knit	White, khaki or navy	<b>Solid color, plain</b>
Winter coats	Any style	Any fabric	Navy, khaki or white	<b>No inappropriate language, graphics, stickers, patches, or logos</b>
Slickers, windbreakers or athletic jackets	Any style	Any fabric	Navy, khaki or white	<b>School club or organizational wear acceptable.</b>  <b>No inappropriate language, graphics, stickers, patches or logos.</b>
Socks, stocking, shoes	With visible top basic variety	Any fabric	Solid Black or Solid White Tennis Shoes	<b>Solid Black Tennis Shoes with Black shoe strings or Solid White Tennis Shoes with white shoe strings.</b>

## **Behavior Management Plan**

In order to successfully fulfill both its' mission and purpose, Harper operates under a specific discipline management program to modify student behavior. Only when students satisfy the requirements of this program are they eligible to return to a less restrictive environment. This program consists of (1) A classroom behavior management system, (2) A token economy, (3) A modified level system.

### **Harper's Classroom Management**

#### ***I. Warnings (Short Rule: Three Warnings, Then Time Out)***

- A. Students engaged in non-threatening, yet disruptive, inappropriate behavior will be warned that they should cease the behavior. It is often times helpful at this time to give the student an appropriate behavior to substitute for the inappropriate behavior.
- B. If after 30 to 60 seconds, the student has not ceased the inappropriate behavior, he/she shall be given a warning.



- C. If after 30 to 60 seconds of the second warning and inappropriate behavior does not cease at the time of the second warning, he/she shall be sent to Time-Out.

## ***II. Time-Out***

- A. An isolated area in the classroom should be designated as the “Time-Out” area.
- B. Student’s who do not heed warnings should be directed to the “Time-Out area.
- C. In the Time-Out area, there should be no interaction with the student.
- D. After the student’s referring behavior has been extinguished for a specific amount of time (no longer than five minutes) he/she should be allowed to rejoin the class.
- E. If “Time-Out” does not work or is refused, and if the students behavior disrupts the education process in the classroom, the student should be escorted to administration.

## **Harper's Token Economy System**

The discipline management program shapes behavior by means of a token economy. A brief description of the token economy is as follows:

### **Classroom Point Card Explanation**

Students have the opportunity to earn up to 10 points per class period.

#### ***A. Punctuality Points (The student can earn up to 3 Points)***

- 0= Failure to show up for class.
- 1= Physically present at some point during class.
- 2= Present in class prior to the tardy bell and I assigned seat.
- 3= Present at the beginning of class with required supplies and in assigned seat.

#### ***B. On-Task Points (The student can earn up to 4 Points)***

- 1= Worked on-task less than half of the class period.
- 2= Worked on-task more than half of class period.
- 3= Worked on-task approximately 75% of the time.

4= Worked consistently on-task throughout the period.

**C. Conduct Points (The student can earn up to 3 points)**

0= Student fails to show up for class.

1= Student was sent to administration for failure to control their behavior.

2= Distracting or verbally disturbing others in the classroom (including “minor” swearing, etc.) Placed in “time-out”

3= Consistently good behavior. Student must not have engaged in swearing, throwing of objects, complaining, sleeping, arguing and/or other defiant behavior.

## POINTS

- ***The number of points earned by a student is compiled at the end of each day.***

Maximum classroom points earned per day =70

One citation = (-) 50 points

One merit = (+) 50 points

- Points are used to purchase goods, services and privileges. Purchases at the school store always require points and in some cases money is required as well/ (Items at the school store include supplies, donated clothing, toiletries, and other items that have been purchased based on the student demand and input).

Some Field Trips require points as well as money.

Some enrichment activities can be purchased with points.

## MERITS

***Merits are issued to students by staff for outstanding actions or behaviors.*** Earning merits is a good thing. It gives students an opportunity to earn additional points to move up the level system.

## CITATIONS

***Citations are issued for improper-out-of-class behavior that had not been extinguished by the warning system.***

- Citations cannot be issued for behaviors occurring in the classroom. Inappropriate behaviors in the classroom are documented on the point card and/or the discipline card.
- Citations should be deposited daily in the accordion
- The case manager will determine the value of the citation.

## **Behavior Control Center (B.C.C.) (In School Suspension)**

The alternative to suspension is part of the alternative school program. BCC is a concentrated, intensive effort to improve the attitude of the student toward school through the use of motivational techniques, organizational skills, good study habits, parental support and goal setting. It addresses misbehavior and focuses on developing skills that a student needs to return to the classroom.

- The Center is:
1. Self-contained.
  2. Independent student oriented.
  3. Operated with an incentive system for early release.

## **Bus Reports**

A document written by the bus driver or other bus personnel and given to the attendance department at Harper. The reports are forwarded to the case managers and to administration. A student earns a bus report when their behavior consistently interferes with the safety of students of others.

***Below are some examples of reasons why a bus report can be written:***

1. Leaving the seat during transportation.
2. Verbal/physical aggression on the bus.
3. Throwing objects on the bus or out of the window.
4. arguing or other defiant behaviors.

***Consequences:***

1. Warning
2. Parent phone call and assignment to BCC
3. 3 day suspension

## **HARPER'S LEVEL MANAGEMENT SYSTEM**

Harper's level system consists of three levels; Level I (beginning level), Level II (intermediate level), and Level III (upper level). Each level gives a clear picture to the student, parent and staff members of the progress the student is making in consistently mastering appropriate school behavior while decreasing behaviors that are non-productive.

### **Behavior Management Contract**

All students can earn a possible of 350 points per week. This is the goal. A student's job is to identify the behaviors that impede their school progress as indicated by classroom points, citations, bus reports, etc... Students will practice improving behaviors that are considered appropriate for school, home and returning to a less restrictive setting.

#### ***Level I: The Entry or Beginning Level***

(Student earns less than 70% or less than or equal to 224 points per week for each of the 2 weeks)

- Evaluation time on Level 1: 2 weeks
- Number of Citations: 4 or more
- Number of Discipline Cards: 3 or more
- Number of Bus Reports: 2 or more
- Number of BCC Referrals: 2 or more
- Number of Absences (unexcused or excused) Allowed: 2 in 2 weeks
- Passing grades and classroom conduct of either "E" or "S"

- A ticket from the police automatically moves the student to begging of Level I.

In order to move to Level II, a student must earn at least 70% of their points and no more than the number of infractions listed for Level I.

### ***Level II: The Intermediate Level***

(Student earns up to 84% of their points or from 245 to 294 points per week for each of the 4 weeks)

- \* Evaluation Time on Level II: 4 weeks
- \* Number of Citations: No more than 2
- \* Number of Discipline Cards: No more than 1
- \* Number of Bus Reports: No more than 1
- \* Number of BCC Referrals: No more than 1
- \* Number of Absences (unexcused or excused) Allowed: 2 only in 4 weeks
- \* Passing grades and classroom conduct of either “E” or “S”.
- \* A ticket from the police automatically moves the student to the beginning of Level I

In order to move to Level III, a student must earn 84% of their points and no more than the number of indicated infractions listed for Level II.

### ***Level III: Upper Level***

(Student earns up to 90% of their points or from 295 to 350 points per week for each 6 weeks)

- \* Evaluation Time on Level III: 6 weeks
- \* Number of Citations: No more than 1
- \* Number of Discipline Cards: Zero
- \* Number of Bus Reports: Zero



- \* Number BCC Reports: Zero
- \* Number of Absences: (unexcused or excused) Allowed: None in 6 weeks
- \* Passing grades and classroom conduct of either “E” or “S”.
- \* A ticket from the police automatically moves the student to beginning of Level I.

A student must make 85-100% of their points during the 6-week period to stay on Level III. A student earning 90% of their points for 6 weeks and has stayed within the perimeters of Level III is eligible for exit.

**REMINDER:** The student is responsible for making appropriate choices in their actions when they feel they are ready to leave Harper. The Exit Essay and Exit Interview must be completed prior to the student leaving Harper and returning to their home school.

## **EXIT PLAN**

The Exit Plan includes at least 3 paragraphs include:

1. An introduction of myself of the exit committee.
2. What are the behaviors that brought me to Harper Alternative School?
3. What have I learn at Harper Alternative School?
4. My goals for when I return to m y home school.
5. Conclusion paragraph: Why I feel I am ready for exiting Harper.

## EXIT PLAN

Every student leaving Harper will need to write an exit plan and be interviewed by the Harper staff that works directly with them. This committee consists of teachers, assistants, case manager and administration.

STUDENT'S SIGNATURE: \_\_\_\_\_

Date: \_\_\_\_\_

HOMEROOM TEACHER: \_\_\_\_\_

Date: \_\_\_\_\_

CASEMANAGER: \_\_\_\_\_

Date: \_\_\_\_\_

## Harper Alternative School Point System

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Period:** \_\_\_\_\_

<b>Time</b>	<b>Period</b>	<b>Punctual 3 Points</b>	<b>On Task 4 Points</b>	<b>Conduct 3 points</b>	<b>Total</b>	<b>Comments</b>
8:30- 8:57	Breakfast	Breakfast	Breakfast	Breakfast	****	
8:59- 9:49	1ST					
9:51- 10:41	2ND					
10:43- 11:33	3RD					
11:35- 12:25	4TH					
12:25- 12:55	LUNCH					
12:57- 1:47	5TH					
1:49- 2:39	6TH					
2:41- 3:30	7 <sup>TH</sup>					

**BEHAVIORAL CITATION**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

\_\_\_\_\_ Out of Area

\_\_\_\_\_ Cursing Peers/Adult

\_\_\_\_\_ Refusal to Comply

\_\_\_\_\_ Smoking

\_\_\_\_\_ Horse Playing

\_\_\_\_\_ Disrupting A Class from the Hallway

\_\_\_\_\_ Inappropriate Physicals

\_\_\_\_\_ Sexual Misconduct with Peer/Staff

\_\_\_\_\_ Leaving Campus W/O Permission

\_\_\_\_\_ Other (explain) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Staff Signature \_\_\_\_\_

# Harper Affirmation

**T**oday Begins the Rest of My Life.

**I Will Be My Best  
I Will Do My Best**

**If I Do Something Wrong,  
I Will Accept Responsibility For My Actions.**

**I Am Good !  
I Am Special!  
I Can Achieve!  
I Will Achieve!**

***PLEASE  
READ, SIGN,  
AND  
RETURN  
ALL FORMS  
IN THIS  
SECTION.***

## Harper's Philosophy

Harper's philosophy is based on the idea that education should provide essential knowledge and experience that will prepare students to become self sufficient individuals who can meet the needs of a rapidly changing society... It is necessary to instill in each student the importance of individual worth and to create a positive self image through the personal development of initiative, resourcefulness, and responsibility.

It is the intent of the faculty and staff to lead our students in a disciplined environment to be informed and productive individuals. To achieve these ideas, mutual respect and understanding must be present in the learning process on the part of all participants – the faculty, students, and community.

### **Dear Parent/Guardian:**

We ask that you review the Student Handbook with your child. Please sign and return this form.

My child, \_\_\_\_\_ and  
I have reviewed and understand the Student Handbook.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

**Please sign and return this copy to your Homeroom  
Teacher.**

**HARPER ALTERNATIVE SCHOOL  
STUDENT-PARENT-TEACHER-ADMINISTRATOR  
AGREEMENT**

As we begin a new school year let us enter into an agreement to work together to promote \_\_\_\_\_ education.

**AS A STUDENT I PLEDGE TO:**

- Follow the classroom and school rules.
- Do my best on all my schoolwork.
- Talk with my parents about what I am learning in school.
- Let my teacher know when I do not understand something and ask questions.
- Watch TV less and spend more time reading or have someone read to me.
- Get enough rest and eat breakfast so that I will feel good and do well.

**AS A PARENT I PLEDGE TO:**

- Provide a quiet study time at home and encourage good study habits.
- Talk with my child about his/her school activities every day.
- Reinforce school rules.
- Maintain open communication with the school.
- Encourage my child to read by reading to him/her and by reading myself.
- Limit my child's TV viewing and help select worthwhile programs.



**AS A TEACHER I PLEDGE TO:**

- Provide motivating and interesting learning experiences in my classroom.
- Communicate and cooperate with each parent to insure the best education.
- Find out what techniques and materials work best for the student.
- Advise students and parents about the importance of school rules.

**AS A PRINCIPAL I PLEDGE TO:**

- Maintain a safe and welcoming environment for students and parents.
- Communicate to students and parents the school's mission and goals.
- Reinforce the partnership between parent student and staff.
- Act as the instructional leader by supporting teachers in their classrooms.
- Provide appropriate in-service and training for teachers and parents.

**MOST IMPORTANTLY, WE PROMISE TO HELP EACH OTHER CARRY OUT THIS AGREEMENT.**

**Student**

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**Parent**

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**Teacher**

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**Principal**

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**Please sign and return this form to your Homeroom Teacher.**

## COMPUTER USE

Computers are for educational use only. Only educational web sites are approved for student use.

- chat lines , e-mail , music videos, and violent or sexually explicit web sites are prohibited
- games are an enrichment activity to be used only with the permission of the classroom teacher
- the computer and the network cannot be damaged in any way
- students are not to share their password
- wasting resources and printing capacity is prohibited
- your folders and files are for personal use only, these are not to be shared
- offensive messages and pictures are not allowed
- Copyright laws are to be obeyed.
- Installing illegal software, freeware, or shareware is not allowed.

**YOU WILL BE HELD RESPONSIBLE FOR YOUR ACTIONS AND THE LOSS OF PRIVILIGES WHEN THE RULES ARE VIOLATED**

STUDENT NAME \_\_\_\_\_  
STUDENT SIGNATURE \_\_\_\_\_  
TEACHER SIGNATURE \_\_\_\_\_  
DATE \_\_\_\_\_

*Please sign and return this form to Mr. Warren.*