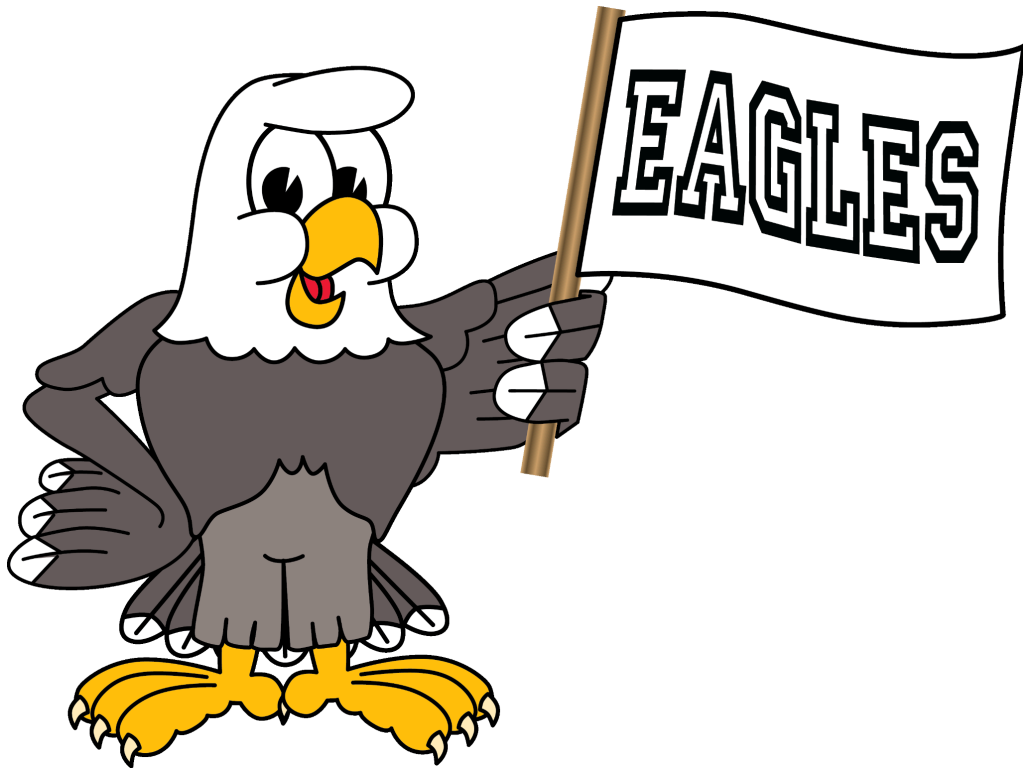




**School-wide Discipline Plan
Parent Handbook
2025-2026**

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Parent/guardian and student, you are responsible for knowing the contents of this document. Please read and discuss the information together. Thank you!!

This handbook provides information about the policies and procedures of our School-wide Discipline Plan. When parents, students and teachers work together toward a common goal, a more enjoyable school experience will happen. The goal of our plan is to help our students be successful. Discipline plays a huge role in a child's education. It is a life-long skill children will rely on as they become active members of their community. Our students deserve the a positive learning environment to achieve academic success. Therefore, this school-wide discipline plan will be in effect at all times.

Harmony Science Academy Cedar Park School-Wide Discipline Plan

What is a School-wide Discipline Plan?

A School-wide Discipline plan is an organized, data-driven system of interventions, strategies and supports that positively impact school-wide and individualized behavior planning.

What are the benefits of a School-wide Discipline Plan?

A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be. This attention to expectations leads to a more positive classroom experience, a stronger learning community and an increase in student learning.

Defining Discipline:

Discipline is a process that uses teaching, modeling and other appropriate strategies to maintain the behaviors necessary to provide a safe, orderly and productive learning environment by changing unacceptable behavior to acceptable behavior.



Our teachers and staff will provide all students with an enriching, challenging and nurturing learning atmosphere each year. Each teacher has a classroom management plan to address procedures and discipline in the classroom. This plan includes positive rewards. Please make sure you and your child understand these rules and procedures. If you have any questions, please do not hesitate to contact your child's teacher.

Strive to do your best

Own your actions

Always work together

Respect yourself and others

Beliefs Related to Discipline at Harmony Science Academy Cedar Park:

- The misbehavior of one student will not be allowed to interfere with the learning opportunities of other students.
- The misbehavior of a student will not excuse him/her from successfully completing learning objectives.
- Every discipline is an opportunity to teach expected behavior.
- Expected behavior must be communicated, taught and modeled throughout the school year.
- Parents have a responsibility to ensure that their children's behaviors do not take away from a safe, orderly and academically productive learning environment of others.

The Classroom Teacher's Commitment

Teachers will:

- Enforce the School-wide Discipline Plan as agreed
- Communicate high behavioral expectations to students and parents
- Commit to follow through to the success of student behavior
- Take responsibility for classroom problems and behavior
- Foster a school climate characterized by a concern for students as individuals
- Take an interest in the personal goals, achievements and needs of their students
- Support the students in their academic and extracurricular activities

Staff Member's Commitment

Staff members will:

- Enforce the School-wide Discipline Plan as agreed
- Communicate high behavioral expectations to students
- Commit to follow through to the success of student behavior
- Take an interest in personal goals, achievements and needs of students
- Support the students in their academic and extracurricular activities.

Administrator's Commitment

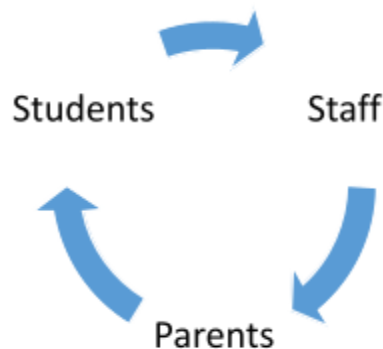
Administrators will:

- Support the teachers in this system
- Model high behavioral expectations
- Maintain a school climate in which everyone wants to achieve self-discipline
- Foster a school climate where the administration is sincerely concerned for the staff and students as individuals
- Take an interest in personal goals of teachers, staff and students

Harmony Science Academy Cedar Park Community's Commitment

- ***Be specific:*** tell the student exactly what they did
- ***Be timely:*** don't wait to praise or correct
- ***Be sincere:*** insincere praise is usually worse than none at all
- ***Be consistent:*** with everything, everywhere
- ***Communicate:*** keep open lines of communication open between home and school

Securing Parent and Student Agreement and Active Support



The success of a school-wide system lies in the relationship built between parents, staff and students of the school community. This relationship begins with communication. Parents will be informed about current school issues, success and concerns through school-wide newsletters, classroom teacher's updates, the school website, parent meetings and parent handbooks. The hope is by keeping parents well-informed the plan will be more successful.

On an individual basis student behavioral issues are addressed with parents through the parent/teacher emails, notes home, phone calls home and parent conferences. A signature is required for any written notification concerning behavior. The signature helps school staff know that the parent is aware of the concerns being raised and is the beginning of establishing an open line of communication. This communication helps to foster the success of the school-wide plan.

Harmony Science Academy Cedar Park School's school-wide plan will be successful because it is based on a commitment to each child's success, to easy-to-follow school rules and to consistency. The system allows for each teacher's style in the classroom and it allows for age appropriate communication and discipline without compromising school-wide policies, expectations and consistency.

Parent's Commitment

Parents will:

- Reinforce the School-wide Discipline Plan
- Communicate high behavioral expectations to their child
- Commit to follow through to the success of their child's behavior
- Take an interest in personal goals, achievements and needs of their child
- Support the students in their academic and extracurricular activities.

Student's Commitment

Students will:

- Follow the School-wide Discipline Plan
- Maintain high behavioral expectations
- Accept responsibility for your behavior
- Set personal goals and work hard to achieve them

Behavioral Expectations

The following chart explains Harmony Science Academy Cedar Park School's Behavioral Expectations. At the beginning of the year students will be explicitly taught these expectations. Our expectations will be reinforced throughout the year. Our goal is through these easy-to-follow expectations a positive learning atmosphere will be established throughout the school.

	Arrival/Dismissal
S trive to do your best	• Stop, listen and follow directions when an adult speaks • Quiet stairways and hallways • Walk quietly to your destination • Be aware of your surroundings • Come prepared with a book to read
O wn your actions	• Enter and exit quietly • Walk when you enter and exit the building • Pay attention and keep the line moving during dismissal • Pay attention to your name on the screen
A lways work together	• Be on time • Be prepared/know how you are getting home • Listen and follow the directions of duty monitors
R espect self and others	• Keep hands and feet to yourself at all times • Use indoor voices • Walk appropriately to and from cars/buses

	Hallway
S trive to do your best	• Stop, listen and follow directions when an adult speaks • Respond immediately to Quiet signal • Stay in line
O wn your actions	• Hands by your side and follow the movement of the week • Walk silently • Pay attention and keep the line moving
A lways work together	• Proceed directly to destination • Remain with your teacher at all times • Report any problems or inappropriate behavior to an adult
R espect self and others	• Keep hands and feet to yourself at all times • Keep silent in the hall at all times

	Classroom
S trive to do your best	• Stop, listen and follow directions when an adult speaks • Respond immediately to Quiet signal
O wn your actions	• Raise hand and wait to be acknowledged before speaking • Do your best • Treat others the way you want to be treated • Participate in class
A lways work together	• Be on time • Be prepared • Complete assignments in school and at home • Remain on task in the classroom
R espect self and others	• Respond kindly and appropriately with peers • Follow school and classroom rules • Keep hands and feet to self • Be patient and wait your turn • Clean up after yourself

	Bathroom
S trive to do your best	• Stop, listen and follow directions when an adult speaks • Respond immediately to Quiet signal
O wn your actions	• Report any inappropriate behavior • Use inside voices • Use restroom time wisely • Enter restroom quietly • Exit restroom quietly
A lways work together	• Clean up after yourself • Flush toilet • Wash your hands with soap and water
R espect self and others	• Give others privacy • Wait patiently for your turn • Keep your hands and feet to yourself at all times • Be considerate of others in the restroom

	Playground
S trive to do your best	• Stop, listen and follow directions when an adult speaks • STOP and get in line when the teacher asks you to
O wn your actions	• Play only in designated areas • Be polite at all times • Be honest
A lways work together	• Use appropriate language • Report any inappropriate behavior to an adult
R espect self and others	• Keep hands and feet to yourself at all times • Play kindly and appropriately with others

	Indoor Recess
S trive to do your best	• Stop, listen and follow directions when an adult speaks • Respond immediately to Quiet signal • Clean up your play area when the bell rings
O wn your actions	• Choose your play area wisely • Stay in your chosen play area • Be polite at all times • Be honest
A lways work together	• Use indoor voices • Use appropriate language • Report any inappropriate behavior to an adult
R espect self and others	• Keep hands and feet to yourself at all times • Play kindly and appropriately with others

	Lunchroom
S trive to do your best	• Enter lunchroom quietly • Stop, listen and follow directions when an adult speaks • Respond immediately to Quiet signal • Choose entrée quickly and progress through line
O wn your actions	• Get utensils and condiments • Remain at assigned table • Food is for eating not for playing
A lways work together	• Stay in single file when walking in the lunchroom • Stop talking when preparing for dismissal from cafeteria • Clean around your sitting area and on the floor
R espect self and others	• Use good manners while eating • Eat only your food; do not share your food • Respect others and their space at the table

	Assemblies/Field Trips
S trive to do your best	• Stop, listen and follow directions when an adult speaks • Respond immediately to Quiet signal
O wn your actions	• Enter and exit quietly • Remain with your teacher and class/group • Do your best
A lways work together	• Follow school and classroom rules • Obey staff members on bus and at destination • Represent your school in a positive manner • Ask appropriate questions
R espect self and others	• Respect all adults • Be patient and wait your turn • Respect materials and property

Defining Unacceptable Behaviors

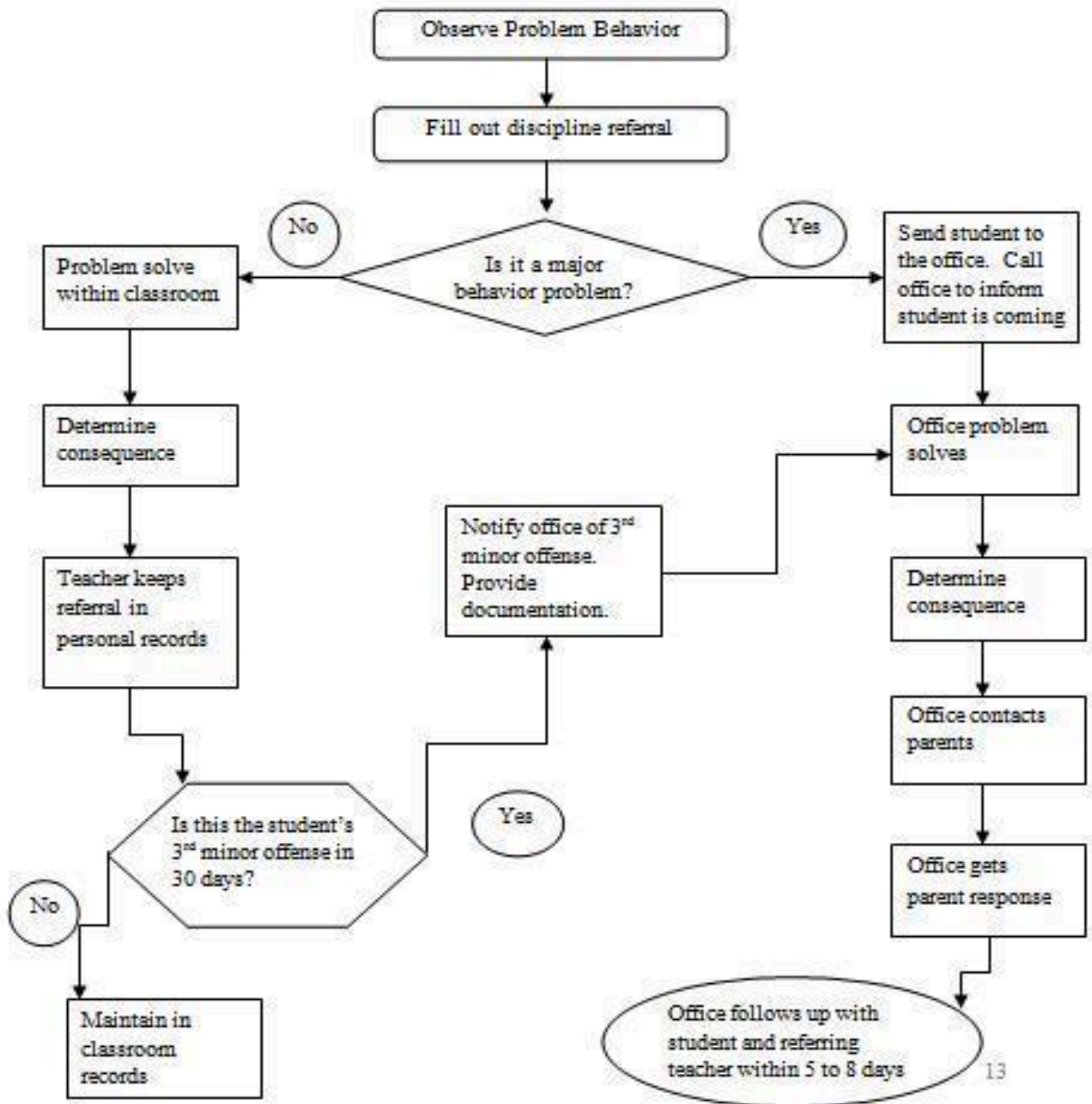
There are two levels of behaviors: minor and major. Minor behaviors will be addressed and handled by teachers. Major behaviors will be referred to the office to be handled by the Dean of Students. *(See flowchart on page 13)*

The following table defines minor and major behavior concerns.

Behavior	Minor	Major
Deface	Something that can be removed, cleaned, or fixed.	Inability to clean or fix.
Disrespect toward a peer	Mildly rude interactions with a peer or peers that may cause a slight upset.	Rude and deliberate interactions or arguing with a peer or peers that is offensive to the peer/peers.
Disrespect toward a staff member/adult.	Mildly rude interactions with a staff member/adult that may cause a slight upset.	Rude and deliberate interactions or arguing with a staff member/adult that is offensive to the staff member/adult.
Endanger	Minor injury to others. Disregard the safety of others.	Major injury- a physical mark, causing someone pain.
Inappropriate Behavior	Slight disruption that hinders the learning of others.	Continued or physical disruption that hinders the learning of others.
Inappropriate Language	Profanity exclaimed, not intended at an individual.	Continuous swearing, offensive gestures or comments directed at an individual
Insubordination	Failure to follow directions in a reasonable amount of time.	Continued refusal to follow direction or arguing with an adult.
Wandering	Wandering the classroom.	Leaving an area without permission.

Behavior Flowchart

The flowchart outlines how staff will handle reported behavior concerns.



Consequences for Minor and Major Incidents

When students do not follow the outlined school-wide discipline plan they will receive consequences based on the Harmony Public Schools Student Handbook.

Minor behavioral issues will be handled by the teacher (classroom, art, music, PE, computer, or STEM). They will use their discretion when they believe the classroom behavior requires a referral. The following is a sampling of the consequences teachers may use:

- Redirection
- Written referral
- Conference with student
- Note to parent
- Phone call to parent
- Teacher detention (afternoon)
- RP (Reinforcement Points)- 1 point may be removed from student's PBA points per violation

Major offenses will be handled by an administrator. Each child is an individual whose needs will be considered when determining the consequence based on the student handbook. The following is a sampling of the consequences administrators may use according to the Harmony Public Schools Handbook:

- Natural consequence (clean desk that student wrote on, letter of apology, etc.)
- Parent phone call
- Referral to Discipline Committee
- Detention (afternoon)
- Suspension (in-school or out of school)

Notice of Receipt of School-wide Discipline Plan

The School-wide Discipline Plan has been written so that students and family members know what behavior is expected. It is helpful when parents are aware of school rules so they can help support our school from home. Please sit down and talk about these rules with your child(ren).

Positive Support System

This component of the school-wide discipline plan is to recognize students for meeting school behavioral expectations. Four incentive programs will be in place to acknowledge students who meet our expectations. The incentive programs are:

PBA (Positive Behavior Awards)

Each day, teachers will award PBA points to students who are displaying our school's core values:

Strive to do your best (**Determination**)

Own your actions (**Responsibility**)

Always work together (**Teamwork**)

Respect yourself and others (**Respect**)

Each time a student is recognized for displaying one of these core values, they will earn 10 PBA points. Students and parents can check their student's PBA points in Skyward.

Once per week, students will be allowed to trade in their PBA points for items on the Eagle Pride Cart. Items on the cart can include: bracelets, bubbles, pencils, stuffed animals, toys, extra gym, recess, lunch with the teacher, gym teacher for a day, assistant principal for a day and many more.

Student of the Month Character Awards

Two students per homeroom will be recognized for exhibiting the "Character Trait of the Month" and will be celebrated at an awards ceremony.

Perfect Attendance

At the end of each month, all students with perfect attendance for that month will be entered into a drawing for a prize. Students with perfect attendance for the year will receive an award at the end of the school year.