

Stone Bridge School

Behavior and Discipline Policy

(Approved by CC 5-12-09, Reviewed/Revised 4/28/26 hms)

“Loving authority needs to precede freedom of thought and independent judgment.”

– Rudolph Steiner

The central tenets of our school discipline policy shall be safety, respect, and responsibility. School rules and consequences are intended to be developmentally appropriate and consistently enforced. They should maintain a balance between respecting individual freedom, and having clearly defined standards that serve our educational environment. Discipline should be proactive, and provide opportunities for learning healthy social interaction skills. Consequences should be logical, non-blaming, non-shaming, and provide opportunities for restitution, learning, and forgiveness.

The ultimate goal of our discipline policy and procedures is the development and fostering of:

- self-discipline in our students,
- the emerging ability of our students to recognize and demonstrate respectful and responsible behavior,
- students monitoring their own actions, and
- students behaving in ways that promote a safe and healthy school community.

Classroom Behavior Expectations

In order to provide a school environment that fosters safety, respect and responsibility, students will be expected to follow these basic rules:

- Courtesy is always expected toward other children, teachers, and parents. Pushing, hitting, kicking, fighting, teasing, swearing, talking back, spitting, and biting are prohibited.
- Students are expected to participate in classroom activities, and to refrain from playing or talking out of turn during lessons. Disruptive behavior will not be tolerated.
- Students are not allowed to bring inappropriate objects to school. This includes tablets, handheld video games, personal media-players, personal toys, candy, illegal substances or any other material deemed detrimental by the teacher. The use of cell phones is specifically described in the SBS [CELL PHONE POLICY](#).
- Activities that are damaging or hurtful to the property of the school and others will not be allowed.

Teachers will communicate specific expectations, and the consequences of failing to meet such expectations, to their students.

Progressive Discipline Process

One of the central aims of Stone Bridge School is that all of the children will have the opportunity to experience the benefits of the curriculum in an environment that encourages their potential and fosters self-esteem and well-being. Certain expectations of the students are therefore essential to achieving these aims. Student attentiveness, cooperation, punctuality, an

attitude of readiness, and respect for adults, peers and property must be sought at all times and at all levels of student participation at our school.

As a general rule, discipline can be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent ones.

In determining the appropriate disciplinary action, school personnel will consider the following:

- the student's age
- the nature of the offense and the circumstances which led to the offense
- the student's prior disciplinary record
- the effectiveness of other forms of discipline
- information from parents, teachers, and/or others as appropriate
- other extenuating circumstances

In situations where the above-mentioned behavioral expectations are not being met, the following progressive discipline process will be followed:

1. The teachers will seek age appropriate, class-based interventions, which redirect inappropriate behaviors into more successful behaviors with the least disruption to the class and which are least restrictive to the individual involved. At the same time, effective results are sought and expected.
2. If the student continues to behave inappropriately despite the class-based interventions, the teacher will complete an *INCIDENT REPORT* detailing the situation and may send the student to the office. The teacher may request that the student speak to the Executive Director (or the Executive Director's designee) and may also request that parents be contacted. The Executive Director's primary role is to support the teacher's authority with the student. A teacher will also issue an *INCIDENT REPORT* if a student is involved in an incident that is inappropriate and that falls short of suspension, or if the student willfully intends to harm another student or damage property.
3. If the incident is of a very serious nature, the NVUSD Suspension and Expulsion processes will be followed (as described below).

In addition to this progressive response to specific behavioral incidents, chronic discipline issues may require an individualized behavior support plan (BSP). In these cases, the teacher will create a plan designed to meet the specific needs of the child, with the help of remedial, resource, behavior or movement specialists, or other professionals as necessary. The Student Success Team (SST) process may also be utilized to support a student in conducting themselves with appropriate behavior while at Stone Bridge School.

The character of interventions should at all times be congruent with the school's perception of the developmental stages of the child. While imitations, re-directions, and noninvasive interventions are appropriate for younger children, more direct interventions may be required for older students. We at Stone Bridge oppose all forms of corporal punishment, public ridicule, shaming or any other form of psychological, emotional, or physical abuse.

Suspension and Expulsion Summary

At times, it becomes necessary to send a student home to work on personal self-control. When this situation occurs, the time away from school should be viewed not as a punishment or long-term problem solving, but as a time to be used by the student to reflect upon personal attitudes regarding positive conduct at school. In the situation where a student's conduct on the school grounds has warranted suspension, and the possible recommendation for expulsion, the following procedures should be utilized:

- The Executive Director or Executive Director's designee may carry out disciplinary procedures involving suspension of any kind; all suspensions will be documented in the student's permanent cumulative file.
- A teacher may recommend suspension of a pupil from their classroom for the day or part of the day as part of an on-campus suspension, where the pupil may be sent to a designated classroom or the office, where he or she will be supervised; this is still recorded as a suspension in the student's permanent file.
- A "Reentry Conference" will typically be held at 8:00 AM on the morning the student returns to school following a suspension, and will include the Executive Director, the student, the parents, the student's class teacher, and any specialty or other teachers involved in the suspension. The Executive Director will lead this conference and will review the reasons why the student was suspended, ensure that the student understands their infraction, and assure the student that they have completed their consequences and now begin with a fresh start and all expectations for future behavioral success.

As per the Stone Bridge School Charter and the Memorandum of Understanding (MOU) between SBS and NVUSD, SBS shall adhere to the NVUSD Student Suspension and Expulsion Policies and Procedures, specifically Board Policies BP5144 (Suspension and Expulsion/Due Process) and Administrative Regulation AR5144.

In the case of an expulsion, the SBS Executive Director shall, upon approval of the SBS Charter Council, prepare and forward to the appropriate district Administrator a report of the recommendation to expel (per NVUSD AR5144). The NVUSD Board will conduct all hearings, dispositions, and other Due Process actions related to the matter. SBS acknowledges that the District may charge SBS for the actual costs of District administration of SBS pupil expulsions per the MOU.