

Hartford University School Upper School Contract

**Return - Required
6th, 7th & 8th Grade**

I. Hartford's Core Commitment: Developing Skills, Nurturing Character

At Hartford University School, we are committed to character building instruction and corrective action to help students develop the tools to manage their own behavior. We want each student to be driven by his or her **heart** and **conscience** to do the right thing. Some steps we take with this goal in mind, include:

- Staff and families work to build community in the classroom and school;
- All students participate in the "Get Real" character/problem solving curriculum;
- Students write mission statements at the beginning of the year, allowing them to reflect on their goals and what they need to do to achieve them;
- Expectations are clearly communicated and practiced;
- We seek to make learning dynamic, challenging, structured and engaging;
- Academic supports are built into the school day in the block schedule, both within core blocks and in the enrichment blocks;
- All staff counsel and guide children on a routine, impromptu basis to make thoughtful choices;
- The school counselor, school psychologist, and social worker are available to any child and family for additional support;
- Individual students may be assigned an adult mentor (any staff member) who checks in with the student every day, usually first thing in the morning;
- Middle-school-wide incentives (such as a dance or fun field trip) are built in each mark period to encourage good behavior and academic achievement;
- We follow a progressive discipline policy – a step-by-step sequence to give students an opportunity to correct their behavior to avoid moving to the next consequence.

II. School-Wide Expectations

We expect every child to:

- Be Responsible
- Be Respectful and
- Be Safe

at all times in all environments. We will be actively teaching students what responsibility, respect and safety looks like in a variety of environments – classroom, hallway, bus, cafeteria, field trips, etc.

III. Sequence of Consequences

Since many adults work with every student, our upper school staff works as a team on discipline, as we do with academics. We strive to build in every young person a sense of responsibility for their own behavior. In addition to incentives for good behavior choices, students earn demerits for poor behavior choices. The goal of the demerit system is to give students an opportunity to check and correct their own behavior. Every third demerit earns a consequence. Students have a fresh start with zero demerits at the beginning of each week.

Demerits Earned per Week and Corresponding Consequences:

- 1
- 2
- 3 **Friday Detention** (Served Friday afternoon while other students get incentive free time.)
- 4
- 5
- 6 **In School Removal - ISR** (Student works on his/her class-work all day in an elementary classroom. ISR goes on the student's permanent record.)
- 7
- 8
- 9 **Suspension**

Students who repeatedly reach level 9 (suspension) may be referred for central office hearing for possible removal from the school.

Notes regarding consequences:

- Some infractions will warrant skipping steps in this sequence. For example, a fight leads to an automatic suspension. Profane language or other serious disrespect toward an adult or in response to an adult directive also results in a suspension and may lead to a central office hearing.
- School administrators and their designees, such as Mr. Greg Bonds or teachers serving as administrators, have the authority to modify a consequence (making it more or less severe) at their discretion, within the MPS Student Rights and Responsibility guidelines. All families receive a copy of the Rights and Responsibility Handbook in the mail from MPS.
- At the administrator's discretion, a student may be assigned to **In-School Removal**. This is not a suspension, but may be assigned by an administrator in lieu of a suspension. This is a serious intervention that should signal to parents and students that a child's behavior urgently needs to change. ISR goes on the child's MPS computer record. Special education students assigned to In In-School Removal will receive services. The student is placed in another (non-middle-school) classroom for one full school day with their day's classwork and homework. Students who fail to abide by the terms of the In-School Removal face suspension.
- Another tool available to students and staff is the **Restorative Circle**. This is a group process for working out problems and agreeing to consequences. The focus is on allowing those harmed to be heard, helping the student(s) face up to how their behavior has affected others, and deciding on consequences that require that the student who misbehaved work to "fix" or address the harm done. In some instances the administration will approve using this tool in place of or along with one of the steps in the sequence.
- Middle school staff members and administrators will earnestly work together to find the best solutions – including attempting to avoid suspensions. Our goal is not to "punish" students, but to help students change their behavior.

V. Requirements for Earning Privileges and Incentives

Hartford is committed to providing positive opportunities, incentives, and acknowledgement to young people who make good choices. To participate in sports/extracurricular activities and incentive field trips or activities, students must meet the following requirements.

1. Maintain a minimum of a 2.0 cumulative GPA for the school year. After school tutoring is available, and parent involvement is strongly encouraged.
2. Have no bus or school suspensions in the mark period(s) designated by the activity/incentive.
3. Abide by the school dress code.
4. Pay all fees by the second Friday in September or dates specified by the activity (e.g., fees must be paid before incentive field trips or the start of an athletic season):
 - Classroom/activity fees
 - Replacement fees for lost library or text books
 - Past due lunch balances
 - Damage to/ loss of equipment uniforms or school properties

VI. Requirements for Participation in Eighth Grade Completion Ceremony and Year-End Activities

The Milwaukee Public Schools does not require any school to conduct a completion ceremony. However, we look forward to celebrating this rite of passage with every one of our students in recognition of their hard work in elementary and middle school.

By state law, to be promoted to ninth grade, a student must meet district proficiency requirements in mathematics, science, social studies, reading and writing. Students must meet promotion/proficiency requirements to participate in the completion ceremony.

To participate in the privilege of the completion ceremony and end-of-eighth-grade class trips and activities, a student must:

1. Have no more than two suspensions per semester.
2. Have no more than two bus suspensions per semester.
3. Be fully paid up for lost books, outstanding balances, and damage to/loss of school property.

More details about class trips and activities will be distributed by your child's teachers.

All Families: If you have any questions or concerns, please call now (906-4700) to discuss them with your child's teacher or an administrator before an issue occurs. Staff will make every effort to keep you updated on your child's progress through notes home, e-mail, the electronic grade book, and telephone contact. Be sure to check your child's Weekly Folder! It contains important information. To learn more about how to use the on-line grade-book to check on your child's progress, please contact your child's teacher. We hope you will be actively involved in your child's experiences by asking for their input and sharing ideas. **Plan to attend Hartford's September Open House. We look forward to collaborating with you on behalf of your child.**

*Each and every Hartford upper school student is
an important human being, full of tremendous promise.
Working together -- students, families, and school staff --
we can ensure that every young person
gives life to his or her greatest self.*

I have read carefully the Hartford Upper School Contract and agree to abide by its terms.

Student name _____ Home Base _____

Student signature _____ Date _____

Parent/Guardian signature _____ Date _____

Home Base teacher signature _____ Date _____

6th Grade Teachers: C. Ciezki, M. Rowen
8th Grade Teachers: R. Clark, K. Schnorenberg
Support Teachers: G. Bonds, N. Straube
Specialists: K. Lathrop, M. Jones, A. Oulahan

7th Grade Teachers: B. Dunning, H. Lane
Resource Teachers: S. Cline, R. Werner
Margaret Kush, School Counselor
L. Poytinger, S. Vande Zande, J. Wamser

Tanzanique Carrington, Assistant Principal

Cynthia Ellwood, Principal

Please read and discuss this contract with your child and return the signed portion to your child's teacher along with the \$20 classroom fee (\$10 for students eligible for free lunch) by the second Friday in September. Lockers will be assigned to students upon submitting the signed contract and fee.