

And so together...

**2025-2026 PARENT &
STUDENT
HANDBOOK**

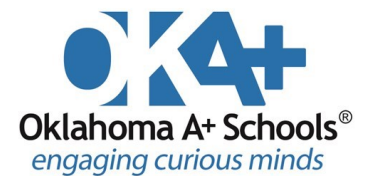


They created a school they loved.



Stanley Hupfeld
ACADEMY
AT WESTERN VILLAGE

1508 NW 106th St • Oklahoma City, OK 73114 • (405) 751-1774
Stanley Hupfeld Academy creates a community of lifelong learners through
positive connections and a rigorous, integrated curriculum to inspire excellence.



MISSION STATEMENT OF INTEGRIS HEALTH

Partnering with people to live healthier lives.

MISSION STATEMENT OF STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE (SHA@WV)

Stanley Hupfeld Academy creates a community of lifelong learners through positive connections and a rigorous, integrated curriculum to inspire excellence.

OUR PHILOSOPHY

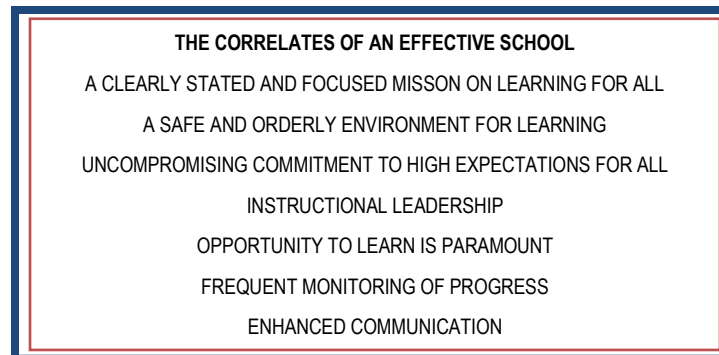
SHA@WV believes all students can learn. Our staff celebrates students as individuals and seeks to provide a safe learning community where students meet high academic expectations through the delivery of a rigorous arts-integrated curriculum and the use of advanced technology as tools for learning and developing higher level thinking skills and problem solving capabilities.

We believe students can become responsible and healthy adults by learning to solve problems and make appropriate choices. We believe exposure to real-life experiences which develop positive character, cultural awareness and life skills, is essential.

School Colors: Blue and Gold Mascot: Eagles

Stanley Hupfeld Academy @ Western Village Annual Goals 2025-2026

- To focus on reading & mathematics curriculum and instructional strategies in a way that increases overall levels of student achievement resulting in upward movements of performance, so that 90% or more of all students in grades 3-4 score at or above standard (satisfactory or advanced levels) on the OCCT Math and Reading assessments.
- To design instructional programs, assessments, and interventions that focus on reading & math results, so that 100% of students at each grade level meet or exceed reading & math benchmarks as measured by performance on local assessments. (Focus on lowest performing subgroups including IEP students, Economically Disadvantaged and ELL students.)
- To design language curriculum and instruction across grades K-4 in a way that aligns with the Oklahoma Academic Standards and sets high expectations for written compositions, so that 95% or more of students at all grade levels demonstrate writing proficiency by scoring at or above standard (satisfactory or advanced) on the writing benchmarks.
- Increase students' scientific knowledge by 10% by providing Science, Technology, Engineering, Art and Mathematics (STEAM) education aligned with state standards.
- Increase parental participation 10% by providing consistent, positive & encouraging activities and communication for the parents and families of SHA@WV students so that student achievement is improved in all areas.
- Increase school attendance 1% and minimize tardies 10% by providing consistent, positive & encouraging activities, incentives and communication for the parents and families of SHA@WV students so that student achievement is improved in all areas.



To assure the safety of all students and staff, ALL VISITORS, INCLUDING PARENTS, must check in at the front office upon entering the building for any reason, any time of the day.

SCHOOL HOURS

Breakfast is served from 7:25-8:00 a.m.
School hours are from 8:00 a.m.-3:15 p.m.

DO NOT DROP OFF STUDENTS BEFORE 7:25 a.m.

The building is locked, and students will not be supervised until the doors are unlocked.

DISMISSAL—3:15 p.m. DAILY **NO EARLY RELEASE BETWEEN 2:45 -3:15 p.m.**

CLASSES BEGIN PROMPTLY AT 8:00 a.m.



Students are expected to report to class on time every day. Arrival time sets a tone for the day. Tardiness often causes feelings of confusion, embarrassment, and exclusion from important morning activities. Students who arrive to class after 8:00 a.m. will be considered tardy. Tardies after 9:15 a.m. will result in a one-half day absence. Early check-out before 2:15 will result in a one-half day absence. Three tardies equal an absence. Excessive absences that violate the compulsory school law can lead to retention.

Attendance is required and enforced in accordance with Oklahoma State Law.

EAGLE MORNING PRIDE—Every Friday from 7:50-8:15 a.m.

Students who need to leave before 2:45 p.m. must be signed out at the office by an adult authorized to check out the student.

DO NOT GO DIRECTLY TO THE CLASSROOM TO PICK UP A CHILD. GO TO THE OFFICE.

Changes in carpool, daycare, or walking arrangements should be sent to the office in writing or by calling the office.

STUDENTS NOT PICKED UP ON TIME MAY BE SUBJECT TO POLICE/DHS REFERRAL.

SNOW DAYS- It is our policy to stay open whenever possible. Tune in to your local TV/radio stations for closing updates.

Look for **HUPFELD ACADEMY**. All announcements are also made through Class DoJo and the local news media.

AFTER-SCHOOL TUTORING & INTERCESSION OPPORTUNITIES are available by teacher recommendations. Clubs are open to students in 2nd-4th grade at a first come first serve basis. After school tutoring supports academic needs for students from 1st-4th grade. All clubs and tutoring are offered free of charge.



General Information

Absent Students: Parents or guardians should contact the school secretary before 10:00 a.m. on days when students must be absent. *Parents must also contact daycare providers if their child will not be in school, as the daycare vans will not leave the premises until all students are present.*

Phones: A telephone in the office is available to students for *emergency* use. Arrangements for after-school social events, etc. should be pre-arranged. Due to safety and security issues student **cell phones are not allowed** at school.

Bicycles: Only 3rd and 4th grade students may ride their bikes to school. Students are expected to park bikes in the appropriate area. The use of a bicycle lock is encouraged. The school is not responsible for any lost, stolen, or damaged bikes. Scooters and skateboards are not allowed at school.

Money: Students should not bring money to school unless it is for a specific school sponsored activity. When ordering book club items, the school can only accept checks made payable to the book club.

Emergency Information: It is important for parents to notify the office any time there is a change of address or new phone numbers for home or office. This is necessary in keeping enrollment data updated in the event of an illness or injury. It is very important that emergency numbers be provided.

Toys/Electronic Items: Students shall not bring toys, gadgets, electronic games, or anything to school that would cause a disruption of the instructional process. (ex: toys, fidget spinners, SMART Wearables, fake fingernails, etc.) Teachers will confiscate these items and parents may reclaim them in the Principal's Office. Toy/water or play guns or play knives are NEVER allowed at school! (See Dangerous Weapons policy.) **SHA@VV will not be responsible for lost, stolen, or damaged items.**

Child Pick-Up: Students will only be released to adults that are listed on the enrollment form by the guardian or parent that enrolled them. If you need to make changes or add someone to the list, this can be done in the front office. Please pick up your children on time. Carpool begins at 3:15 p.m. and students must be picked up by 3:45 p.m. If your child attends after school programs they should be picked up no later than 15 minutes after the activity concludes.

Birthdays: We know birthdays are special days. We want to help our students celebrate while protecting the instructional time of the classroom. We will do this by celebrating birthdays once a month. Students will receive a special birthday treat and be recognized on the last Friday of their birthday month during a student assembly. We cannot allow cupcakes, sugary snacks, balloons and individual student celebrations.

We appreciate your support as we limit the number of distractions in the classroom and ensure that every child's birthday is celebrated.

Be Respectful.
Be Responsible.
Be Ready to Learn!



STUDENT ADMISSIONS POLICY FOR STANLEY HUPFELD ACADEMY at Western Village (SHA@WV) CHARTER SCHOOL

Maximum enrollment at SHA@WV is 330 with a maximum of 20-24 students per classroom (depending on grade level). Students will be admitted to SHA@WV who:

- Are eligible for Pre-K through 4th Grade and
- Whose legal parent/guardian shows identification and legal proofs of residence in our attendance area.

Students will be admitted on a first-come, first-served basis. However, class size will not exceed 24 students in 2nd-4th grades, 22 in 1st, and K & 20 in Pre-K classes. Non-resident students may be admitted on a transfer basis if space permits. Out of area parents will sign an out-of-area transfer agreement which includes attendance and behavior expectations. Transfers may be revoked due to lack of attendance or excessive behavior problems. First preference will always be given to students who have legal proof they live in our attendance area. We provide a free, appropriate, public education and do not charge students for attending our school. (FAPE)

Pre-Enrollment is done each year in April/May. New enrollment papers must be completed each year for returning students. If enrollment is not completed by the end of May, the student may lose their returning student status. Our charter requires that we serve in-area students first. Out-of-area transfer students will be considered after in-area enrollment is complete.

Students will only be referred to another school if a grade level is full. Parents may enroll one of their children if there is an opening and put their other child(ren) on a waiting list. There is a waiting list for “in-area” students and one for “out-of-area” students. In accordance with state law, our open positions will be posted on our website each quarter.

As openings become available, the school will call the first student on the waiting list. Phone messages will be left for parents to call the school at 405-751-1774 to accept or decline enrollment. If a number has been disconnected, the name will be taken off the waiting list. Families who opt not to put their children’s names on a waiting list are no longer considered as a prospective enrollee, until they ask to be added to the list.

Nondiscriminatory Statement

SHA@WV respects the importance of individual dignity and the need for courteous treatment of all persons regardless of their race, sex, creed, color, national origin, sexual orientation, gender identity, religion or disability. No admission decision will be based upon race, sex, creed, color, academic ability, national origin, sexual orientation, gender identity, religion or disability.

STUDENT-TEACHER-PARENT PLEDGE

It is important that families and schools work together to help students achieve high academic standards. When teachers, families, students and community representatives partner together and agree upon certain roles and responsibilities, student success in school and in life will more assuredly occur.

STUDENT

As a **STUDENT**, I will keep my focus on the importance of learning by:

- Being at school on time, every day, with my homework in hand and prepared to work;
- Wearing my uniform clothes ;
- Reading 20 minutes each night ;
- Respecting others and their property;
- Keeping my hands, feet, objects and comments to myself; and
- Allowing the teachers to teach and others to learn.

TEACHER

As a **TEACHER/STAFF MEMBER**, I will provide your child with every opportunity to learn and succeed by:

- Providing a safe and orderly environment;
- Setting high expectations for myself and my students;
- Delivering instruction and assignments aligned to State Standards, and taught through arts integration, and other scientifically research-based strategies;
- Using multiple assessments to determine each child's strengths and weaknesses;
- Communicating often with parents through phone calls, Thursday progress reports, and conferences; and,
- Treating everyone with respect.

PARENT

As a **PARENT/ GUARDIAN** I will support SHA @ WV's school programs, teachers, and students by:




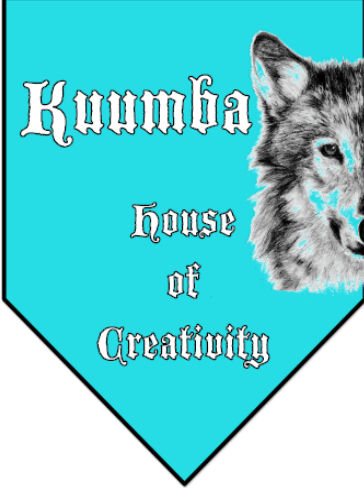
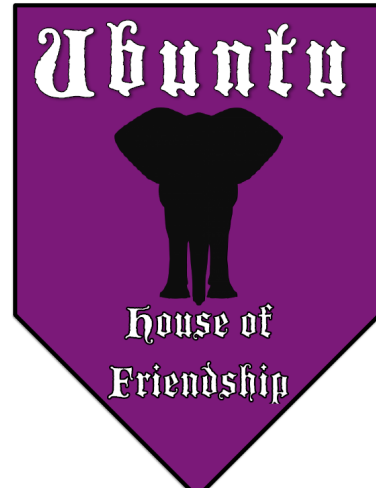
- Making sure my child gets adequate sleep, arrives on time daily, and wears proper uniform attire;
- Expecting my child to complete daily homework assignments;
- Ensuring nightly reading of 20 minutes nightly with my child;
- Supporting SHA's discipline plan and reinforcing SHA's high expectations;
- Attending conferences to discuss my child's progress;
- Participating in school activities;
- Providing updated contact information for my child's records; and
- Treating everyone with respect.



*A copy of the SHA Parental Rights Policy is available on our school website.

HOUSE SYSTEM

The goal of the HOUSE System is to create a community of learners that feel a sense of belonging and security so they are motivated to achieve academically, behave appropriately, and to encourage other students in these pursuits. Other benefits include a culture of kindness, support, pride and a focus on character development. SHA students will be randomly placed in one of 5 HOUSES; students will remain in the same HOUSE during their elementary career. Below are some details about each HOUSE. Students will meet twice per month with all HOUSE members and complete character building activities.

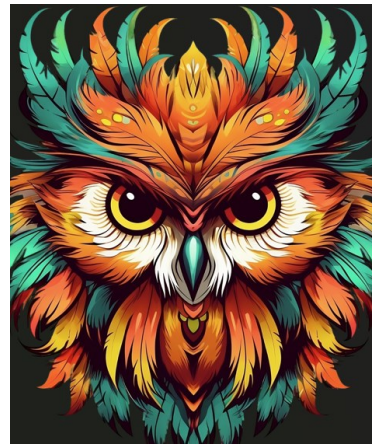
<p><u>House of Wisdom</u> <u>Sabio</u> Pronunciation: Sah-Bee-O <i>Spanish for wise</i> <u>Mascot:</u> Lion <u>Colors:</u> Gold & Black</p>	<p><u>House of Courage</u> <u>Valor</u> Pronunciation: Vah-lore <i>Spanish for courage</i> <u>Mascot:</u> Tiger <u>Colors:</u> Orange and Black</p>	<p><u>House of Perseverance</u> <u>Tiyaga</u> Pronunciation: Tee-ah-gah <i>Filipino for Perseverance</i> <u>Mascot:</u> Owl <u>Colors:</u> Green and Black</p>	<p><u>House of Creativity</u> <u>Kuumba</u> Pronunciation: Kuh-oom-buh <i>Swahili for creativity</i> <u>Mascot:</u> Wolf <u>Colors:</u> Turquoise and Silver</p>	<p><u>House of Friendship</u> <u>Ubuntu</u> Pronunciation: Oo-boon-too <i>Swahili for compassion</i> <u>Mascot:</u> Elephant <u>Colors:</u> Purple and Black</p>
				



SABIO
-House of
Wisdom-
"Read absolutely everything
you get your hands on
because you'll never know
where you'll get an idea
from."
-malcolm X

HELPING
OUR
UNIQUE
STUDENTS
EXCEL

UBUNTU
-House of
Friendship-
"Do your little bit of good where you are.
It's those little bits of good put together
that overwhelm the world."
-Desmond Tutu



TIYAGA
-House of
Perseverance-
"It always seems impossible
until it is done."
--Nelson Mandela



VALOR
-House of
Courage-
"Be brave. Take risks.
Nothing can substitute
experience."
-Paulo Coelho

KUUMBA
-House of
Creativity
"A man who has no
imagination has no wings."
--Muhammad Ali



DISCIPLINE POLICY AND STUDENT BEHAVIOR FOR STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE

(Revised 5-2024)

All individuals at school and home must work together to create and maintain a safe and supportive learning environment

that promotes effective teaching and learning.

The school's primary focus is on utilizing preventive AND positive measures to promote learning and developing appropriate life skills. Students who achieve and behave appropriately will be recognized for their efforts. Students are given lots of encouragement and incentives to behave appropriately. They are also given multiple chances to redirect negative and inappropriate behavior.

At Stanley Hupfeld Academy, we believe that the classroom environment should support teaching and learning. In order to achieve this goal, students who are disrupting the teaching or learning environment and who are unable to regain control of their own behavior will be asked to take some time to "recover" in another location. "Recovery Time" represents a place where students can go temporarily with the goal of eliminating the disruption... so that the teachers can teach and the students can learn.

The student who is in need of recovery time will be invited to return to the classroom as soon as his/her behavior demonstrates that they are ready. Our goal is that students will be able to recover quickly and return to the classroom setting.

Typically, the teacher would begin with a recovery location within the classroom and move to a more restrictive location based on the severity or frequency of the disruption. These areas might include (but are not limited to) "Classroom Recovery," "Recovery in Another Classroom" or "Office Recovery." In extreme situations a student may be asked to "recover" at home.

Recovery in Classroom

Recovery in Another Classroom

Recovery in Office

Goal = Minimize out of classroom time,
maintain mutual respect & maximize learning for all students!



Discipline is based on pride, on meticulous attention to details, and on mutual respect and confidence. Discipline must be a habit so ingrained that it is stronger than the excitement of the goal or the fear of failure. -Gary Blair

Stanley Hupfeld Academy Discipline Plan (cont.)

The following major behaviors will result in an automatic Office Referral:

- Out of control behavior which requires student to be removed from the classroom; including violent/dangerous behaviors (knocking over furniture, throwing objects).
- Theft
- Possession of a weapon or illegal substance
- Aggressive behaviors with physical contact (shoving, pushing, fighting)
- Inappropriate sexual behavior
- Verbal and/or written bullying, threats and/or harassment seen by an adult or reported two or more times
- Non-threatening gang-related dress, words or actions

Consequences may include parent contact, individual behavior contract, alternative school placement, restricted privileges or out-of-school suspension. Community service and/or out-of-school suspensions will occur if previous interventions fail to extinguish inappropriate behaviors. Depending upon the weather and the availability of adult supervision, community service may include cleaning cafeteria walls, wiping down tables, pulling weeds in the community garden, picking up trash to beautify the grounds, cleaning areas the student damaged, and/or other logical consequences. Parents will be contacted by phone or letter whenever their child receives an Office Discipline Referral. Your support of school policies and consistent behavior expectations are greatly appreciated. SWIS Software will be utilized to track student discipline office referrals.

Recovery Procedures will be enforced for the following actions:

- Profanity (written, verbal and/or physical)
- Attitude (deliberate defiance of authority after being told to stop)
- Running or hiding from adult supervision

Recovery Procedures may include the following:

- Communication with Parent/ Guardian
- Community Service / Restitution
- Alternate Location to Work
- Guidance/ Counseling Session

Reasons for Automatic Referral to Principal and Out-of-School Suspension

Fighting, (fist and/or out of control physical contact); illegal activity requiring a police call (larceny over \$50, burglary, robbery; possession, sale, distribution or use of illegal substance; possession of weapon or replica, possession or use of flammable or hazardous materials, arson, vandalism, assault, any direct verbal threat heard by an adult which threatens the life of another student or adult, bomb threat, any gang-related activity, extortion or any felony act.) The appeal process is outlined on the suspension form.

***The Special Education teacher will be consulted for students with Individual Education Plans (IEP) in order to comply with the conditions of the IEP.**

ALL SUSPENSIONS WILL REQUIRE A PARENT CONFERENCE WITH THE PRINCIPAL AND FOR THE PARENT TO SIGN THE STUDENT BACK INTO SCHOOL BEFORE HE/SHE IS ALLOWED TO RETURN TO CLASSES. EACH DAY OF SUSPENSION COUNTS AS AN UNEXCUSED ABSENCE. THE STUDENT IS CONSIDERED AS "DROPPED FROM THE ATTENDANCE ROSTER" WHEN SUSPENDED FROM SCHOOL, WHICH IS WHY THE PARENT MUST "RE-ENROLL" THE STUDENT BY SIGNING HIM/HER BACK IN. NO STUDENT MAY BE ON CAMPUS NOR PARTICIPATE IN ANY EXTRA-CURRICULAR ACTIVITIES DURING EACH 24-HOUR SUSPENSION PERIOD. ASSIGNMENTS THAT ARE MISSED DUE TO A SUSPENSION WILL BE SENT HOME WITH THE STUDENT. ASSIGNMENTS ARE TO BE COMPLETED AND RETURNED WHEN THE STUDENT RETURNS TO SCHOOL.

STANLEY HUPFELD ACADEMY @ WESTERN VILLAGE SERVICES

Counseling services are provided at SHA@ WV in the following ways:

- Focused lessons on monthly character traits
- Small groups (Focused Lunch Bunch Groups, New Kids Club, etc.)
- Individual counseling (Outside Counselors must be approved by the main office)
- Referrals to community agencies



Stanley Hupfeld's School Counselor is Heather Meldrum. She may be reached at 751-1774 ext.125.

Current research indicates that moving a child from school to school negatively impacts the learning process.

Each move puts a child farther behind academically and emotionally.

PLEASE DO EVERYTHING YOU CAN TO KEEP YOUR CHILD IN THE SAME SCHOOL AS LONG AS POSSIBLE,

ESPECIALLY IN PRE-K, KINDERGARTEN, 1ST AND 2ND GRADES.

Strong Readers Act (Grades K-3rd)

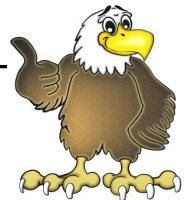
Students who are not reading at grade level will be placed on a Reading Sufficiency Plan which will include additional in-school tutoring, interventions and reading supports. Continual progress monitoring and communication with the parents / guardian will occur when the student is placed on a plan. Stanley Hupfeld Academy's Reading Sufficiency Plan is on file with the State Department of Education and reviewed annually with the SHA Advisory Board. We follow the recommended Oklahoma State Reading Sufficiency Benchmark Cuts for each grade level and use the STAR Reading assessment, as well as all applicable state laws, when making recommendations for retention. Additional assessments are utilized to track progress in comprehension and fluency. The Diagnostic Inventory of Basic Early Literacy Skills (DIBELS) is one of the assessments used.

Stanley Hupfeld Academy is committed to ensuring that all students have adequate time and support necessary to achieve maximum reading growth. Additional support is given with para support during school and after school tutoring for grades 1st- 4th.

Eagles are:

Respectful

Responsible



Media Center

Stanley Hupfeld Academy @ Western Village Media Center is a warm, inviting place that brings children and learning together. It provides a place for discovery and an environment where students can be information seekers through both independent and group activities.

Our fully automated media center houses a collection of books, audiovisual materials, periodicals, and equipment designed to support the curriculum as well as provide for research and recreational reading.



Checking Out Books: Books are available for check out to all students. Students in Kindergarten may check out one book at a time. First through Fourth Grade students may check out two books.

Books are checked out for a two-week period. Students will be given a “date due” slip in the book as a reminder.



Overdue Books: Books kept out longer than two weeks will be considered overdue. Students who have an overdue book will not be charged a fine; but they may not be able to check out another book. Due to the limited resources it is important that students return books on time.

Lost/Stolen/Damaged Books: Parents may be asked to pay for lost or damaged books. Arrangements can be made with the office if payment cannot be made.

Parent Book Check Out: Parents are welcome to check out two books at a time from our library! Reading to your child is one of the best investments you can make in their education!

Book Vending Machine: We have a book vending machine that is used to reward great readers each quarter. Look for more information about this incentive in our Class DoJo app.

Stanley Hupfeld

Multi-Tiered

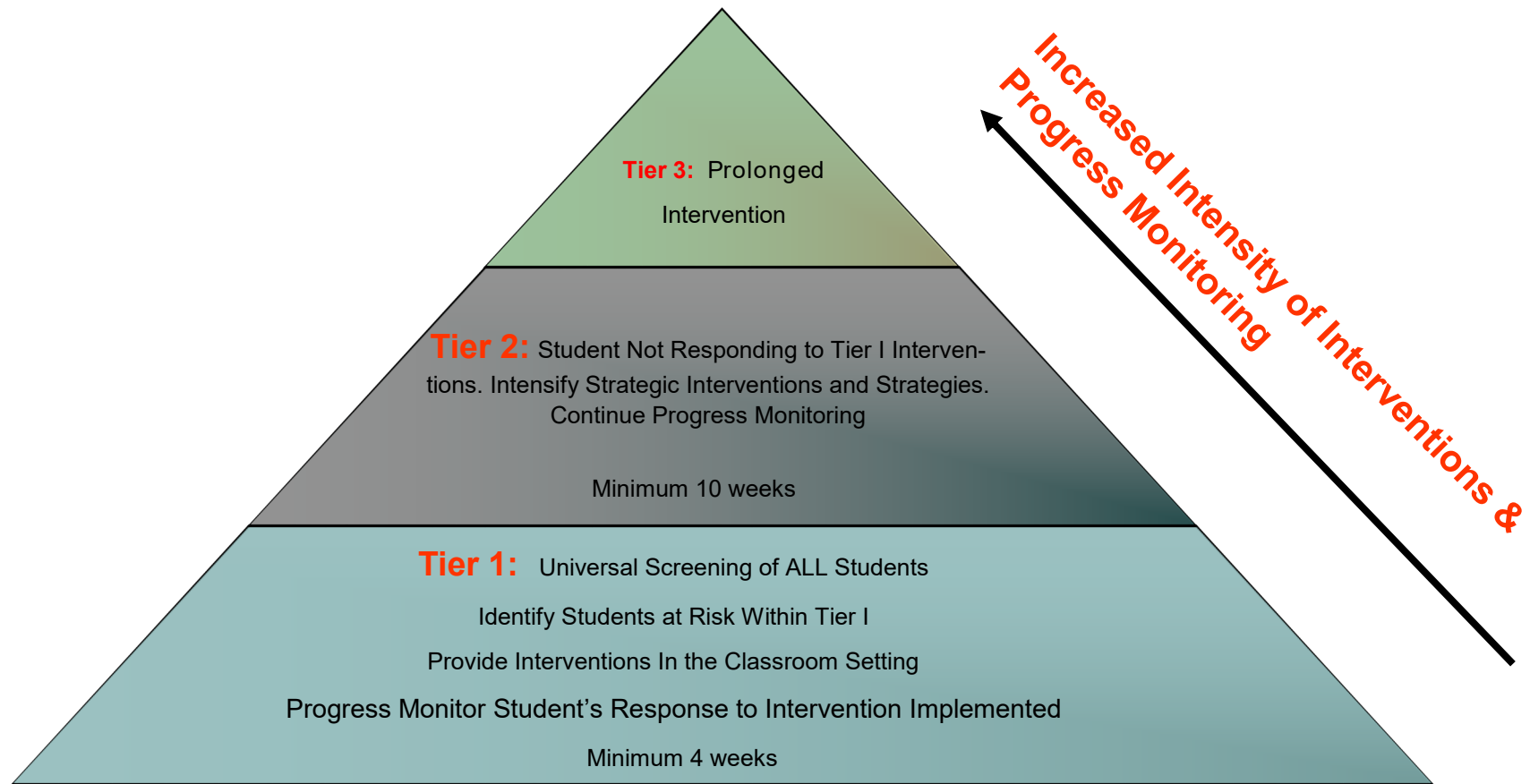
Systems of Support

The framework as shown are the steps of a team-based approach to data-driven decision making. The diagram outlines a three-tiered system of support for students, with Tier 1 being universal school-wide supports, Tier 2 being targeted interventions for small groups of students, and Tier 3 being intensive interventions for individual students. The diagram also highlights the importance of leadership support, sustainable teaming, and evidence-based practices.

These systems of support are available for students with needs in behavior, academics and social-emotional needs. Parents are an integral part of the decision making process as interventions and supports are put into place.



Response to Intervention (RtI)



Response to Intervention is part of the Multi Tiered Systems of Support for students with academic needs. All students will be assessed quarterly with Curriculum Based Measurements (CBMs) in the areas of reading, math and written expression. Parent/Guardian will be notified if their child falls in the “at-risk” category and will be sent a letter explaining the Tiered intervention process. Data will be collected and graphed to determine if the student who is at-risk is responding to the interventions. Decisions will be made based on the data collected. If you have further questions about the Response to Intervention model, please feel free to speak to your child’s teacher or site administrator.

ATTENDANCE – TARDY STATUS

ATTENDANCE IS CRUCIAL TO A CHILD’S ACADEMIC SUCCESS AND IS MONITORED CLOSELY. EVERY DAY MISSED AFFECTS A CHILD’S OPPORTUNITY FOR SUCCESS IN THE FUTURE. OKLAHOMA LAW MAKES PARENTS RESPONSIBLE FOR ANY CHILD BETWEEN AGES 5 & 18 TO ATTEND SCHOOL EVERY DAY. The law also includes that any child who is not in school or at home during the school hours may be taken into custody by a police officer or deputy sheriff and taken to the nearest truancy center. In Oklahoma City, those students will be released to a parent, returned to school, or taken to a Thrive Center sponsored by the District Attorney’s Office.

Ten (10) or more absences and/or tardies in a semester will be reported to the truancy office. A truancy officer will visit the home as a warning. More than ten (10) absences and/or tardies will require the parent to attend truancy court. Parents can be fined up to \$150 for every day their child is truant from school. Once a child turns six years old, truancy papers can be filed. Tardies, early check-out and partial days are considered part of truancy.

Ten (10) unexcused absences in a semester may result in a failing grade (F). After (10) absences, students will be reported to the District Attorney for Oklahoma County. Ten (10) **consecutive** absences will result in the student being dropped from the school’s enrollment.

ABSENCES MUST BE CALLED IN BY 10:00 A.M. ON THE DAY OF THE ABSENCE. **A doctor’s note will be required for an absence to be considered excused.** Excused absences are still absences from school. Students arriving after 9:15 a.m. or leaving before 2:15 p.m. will only receive one-half day attendance credit. **LATE CHILDREN MUST REPORT TO THE OFFICE. All ABSENCES and tardies result in missed instruction and can impact student performance and can lead to possible retention.**

Students may not be on campus or participate in extra curricular activities within 24-hours of a disciplinary suspension.

Attendance: Compulsory School Attendance Law Title 10 of the Oklahoma Statutes 70-10106

If a child is absent without valid excuse for four (4) or more days or parts of days within a four week period or is absent without valid excuse for ten (10) or more days or parts of days within a semester, the attendance officer shall notify the parent, guardian or custodian of the child and immediately report such absences to the district attorney in the county wherein the school is located for juvenile proceedings pursuant to Title 10 of the Oklahoma Statutes. (70-10-106)

....it shall be the duty of any parent, guardian or other person having charge of any child of compulsory attendance age to notify the child's teacher concerning the cause of any absences of such child. It shall be the duty of the principal or head teacher to notify the parent, guardian or responsible person of the absence of the child for any part of the school day, unless the parent, guardian or other responsible person notifies the principal or head teacher of such absence. 70 O.S. Section 10-105

Parent Shadowing Guidelines

The shadowing experience is not always a true representation of a student’s classroom behavior. It can however, be a very beneficial tool. The purpose of student shadowing is to exhibit a cooperative team effort between school personnel and parents. We ask that the parent display an appropriate and positive attitude toward teachers and staff.

- Time and date will need to be scheduled through the administration or the classroom teacher.
- The purpose of shadowing is to observe your child in the classroom setting. The parent is to be an observer and not interact with other students.
- The teacher will designate a location for the parent to sit and observe the child.
- The parent needs to follow the student's regular schedule, including any specials or activities that are scheduled during the day.
- Parents will be allowed to shadow students for 45 minutes.
- To minimize classroom distractions, no other siblings are allowed during a shadowing experience. Cell phones should not be in use for texting, calls or photographs during shadowing.

SAFETY

Regular emergency drills for **Fire, Security (Tornado/Severe Weather), Intruder Lock-Down, and Emergency Evacuation** procedures will be practiced.

When the temperature or wind chill dips below 32 degrees, recess will be inside. Students should come prepared with appropriate clothing as our goal will be to have recess outside when weather allows.

Public Notice

Allegations of incidents which threaten the safety of any individual or group will be referred to the principal and/or counselor for investigation, and if appropriate, reported to law enforcement authorities. ANYONE EXHIBITING DIRECT THREATS OR ACTS OF DEFIANCE, PROFANITY, OR PHYSICAL ASSAULT TOWARD EMPLOYEES, VISITORS, OR STUDENTS OF SHA@WV IS SUBJECT TO A NO-TRESPASSING POLICY AND/OR POLICE RESTRAINING ORDER.

Teachers and staff will stop any visitor they see in the building who is not wearing a visitor's badge. This protects your child, other children, and our staff from intruders. If you are stopped and questioned, please do not take this personally; it is for everyone's safety!

State Laws

In accordance with Oklahoma State Law, Chapter 12, Article III, Section 1039: The chief administrative officer (the principal or anyone designated by him to maintain order) has the authority and power to direct any person to leave an institution of learning who is not a student, officer, or employee thereof and who:

- Interferes with the peaceful conduct of activities at an institution of learning; or
- Commits an act which interferes with the peaceful conduct of activities at an institution of learning; or
- Enters the institution of learning for the purpose of committing an act, which may interfere with the peaceful conduct of activities at an institution of learning.
- In addition, any person to whom this applies who fails to leave the institution of learning as directed or returns without first obtaining written permission from the administrative officer, shall be guilty of a misdemeanor.

SHA@WV is committed to eliminating bullying and harassment. Harassment includes but is not limited to harassment on the basis of race, sex, creed, color, national origin, sexual orientation, gender identity, religion, marital status, or disability.

Asbestos Hazard Emergency Response Notification The Asbestos Hazard Emergency Response Act of 1986 (AHERA) requires the inspection of all school buildings for asbestos. SHA@WV has complied with this act. A management plan documenting these inspections is on file for public review. Upon request, you may view the plan which is located at the main office. We will annually notify all parents, teachers and other employees by posting this notice. Additionally, information regarding any asbestos related activities, planned or in progress, will be disseminated by posting a notice, or using handout bulletins, flyers and/or using newspaper public notice statements.

EDUCATION RECORDS DISCLOSURE POLICY (FERPA)

Stanley Hupfeld Academy at Western Village applies the guidelines established by the Family Educational Rights and Privacy Act (FERPA Buckley Amendment) which pertain to the rights and protection of privacy of parents and students. (Section 438 of the General Education Provisions Act as amended effective 6-16-78). Information having to do with performance and evaluation of students obtained in the course of professional service shall remain confidential and shall not be disclosed outside the school system without written parental consent unless required by law, including without limitation, cases of potential harm to self, potential harm to others, or suspected child abuse. Educational records will be furnished to schools to which students are transferring or other designated individuals with parental permission. Parents have the right to request and obtain information contained in their child's academic records.

DRUG FREE SCHOOLS POLICY

Any teacher, parent, mentor, officer or employee who has reasonable cause to suspect that a student may be under the influence of, or that a student has in his or her possession, alcoholic beverages, or a controlled dangerous substance as defined by law shall immediately notify the principal who shall then notify the police and parent or legal guardian of the situation. Any suspected controlled substance will be confiscated. The student will be subjected to a long-term suspension. Possession of illegal drugs will result in referral to police and a drug test/ breathalyzer test may be conducted.

DANGEROUS WEAPONS POLICY

Federal law prohibits the possession and/or carrying of dangerous weapons or replicas by students, employees, or others while on district property, at a school-sponsored activity, or on a school bus. Dangerous weapons include but are not limited to: an automatic or semi-automatic weapon, rifle, shotgun, any pistol, revolver, B.B. gun, pellet gun and/or imitation firearm; dagger, bowie knife, dirk knife, switchblade knife, spring type knife, sword, and knife having a blade which opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife; manually operated pocket knife, utility, scouting knife or box knife, exacto knife, or knives of any kind or any object with a blade; blackjack, multi-fingered rings, loaded cane, mace, billy hand chain, metal knuckles, pipes or any weapon, item or object capable of or used to inflict bodily harm; knowingly participating in the concealment of a weapon on school campus, bus or at a school-sponsored activity. Students will be held responsible if they are found in possession of such objects or weapons regardless of the circumstances. Security or police officers will be allowed to carry weapons in the performance of their duties.

GUN FREE SCHOOLS ACT

A state law requires educational agencies to suspend from school for a period of not less than one year, a student who is determined to have brought a firearm to school. This law requires that any student who brings a firearm to school be referred to the criminal justice or juvenile justice system.

NON-SMOKING ENVIRONMENT

Stanley Hupfeld Academy at Western Village is a smoke-free, tobacco-free, e-cigarette free and vapor-free environment. NO SMOKING, E-CIGARETTES, VAPES OR CHEWING TOBACCO IS ALLOWED BY STUDENTS, STAFF, PARENTS, OR VISITORS ON ALL SCHOOL GROUNDS (INSIDE OR OUTSIDE), OR IN SCHOOL VEHICLES, 24 hours a day, 7 days a week. This includes all activities that take place on the SHA @WV property including after-hour neighborhood use of the facility.

Stanley Hupfeld Academy Dress Code/ Uniform Policy

SHA@WV adheres to the following uniform policy and expects parents to be responsible for reinforcing it by assuring that their children are **dressed in clean uniform clothes daily**. Uniforms unite us as a community of learners.

SHIRTS: Solid white, light blue or navy with a collar and buttons; T-shirts/sweatshirts with school logo are allowed. Only Stanley Hupfeld Academy or Western Village Academy t-shirts are to be worn. Uniform shirts should be plain with no embroidered logos. **NO COLLARLESS SHIRTS. SHIRTS MUST BE TUCKED IN AT ALL TIMES.** Bras and undershirts need to be white or not seen under the uniform shirt. **No hoodies with print or visible logos are allowed.**

BOTTOMS: PANTS, TAILORED SHORTS, SKIRTS, SKORTS, JUMPERS: Solid khaki or navy blue; slacks to be fitted—not baggy, no side pockets, no sagging below waist; shorts and skirts need to be no shorter than 2” above knee. Belts preferred. **NO BLUE JEANS, DENIM-TYPE PANTS, SHORTS OR SKINNY JEANS ARE ALLOWED.**

ACCESSORIES: Belts are optional. If worn, only brown or black leather (plain or braided) are acceptable. No belts with logos on buckles or belts hanging 6 inches past the buckle are allowed. No items attached to or hanging from belts or belt loops will be permitted. Suspenders and neckties are not allowed as they pose safety concerns. Hats and head apparel.

SHOES: Tennis shoes or enclosed-toe flat shoes are to be worn with socks at all times. **NO HEELIES or SHOES with wheels, NO SANDALS OR OPEN-TOED SHOES ARE ALLOWED BECAUSE THEY ARE TOO DANGEROUS DURING PHYSICAL EDUCATION, RECESS, AND DANCE ACTIVITIES.** All shoe strings must be white or match the shoe color. No mixing of colored shoelaces of any kind is allowed. Tights and socks must be black, navy, tan or white. No decorations or writing is allowed on leggings w/ skirts or on long socks. Socks must match in color and be either white, tan, black, blue or navy. Leggings are not allowed to be worn in lieu of uniform pants or skirt. Crocs, slippers or slides are not allowed.

JEWELRY: Post earrings are allowed, however, no dangling earrings, attachments, cuffs or oversized earrings are allowed due to safety concerns. **CHAINS, ROPE NECKLACES, DANGLING EARRINGS, MULTI-FINGERED RINGS, FAKE FINGERNAILS, SMART WATCHES, ELECTRONIC WEARABLES, JELLY BRACELETS, ETC. ARE NOT ALLOWED.**

A REMINDER NOTE WILL BE SENT HOME WHEN A STUDENT IS OUT OF UNIFORM COMPLIANCE. STUDENTS WHO ARE OUT OF COMPLIANCE WILL BE INSTRUCTED TO CHANGE INTO SOMETHING PROVIDED TO THEM FROM THE SCHOOLS UNIFORM CLOSET. The non-uniform item will be sent home with the student.

IF YOU NEED HELP WITH UNIFORMS, PLEASE CALL THE COUNSELOR, 751-1774 EXT. 125



MEDICAL CARE

A part-time health aide is at the school **Monday through Friday** from 8:00 a.m. -12:00 p.m. to assist parents and students with medical needs. In accordance with state law, no drug or internal medicine of any kind, except those prescribed by a physician, may be given to a pupil at school. **If your child has asthma and uses an inhaler, please talk to the health aide about the Inhaler Use Policy.**

DISPENSING MEDICATION

Only medication prescribed for a student by a physician will be administered by school personnel. Medication brought to school must be in a prescription container with the pharmacy label that states the physician's name, name of the medication, and the directions for administering. Non-prescription medicines must be in the original container and accompanied by the physician's written request and instruction for administering at school. A written request, signed by the parent or guardian must accompany the medication stating the name of the medication, the amount and time it is to be given. Medication that is to be given for longer than ten (10) days or "only when necessary" will require a written and signed statement by the physician. Forms for the **physician's statement** are available **in the school office.**

EXCLUSION FROM SCHOOL

The health aide, principal, administrative assistant, or counselor may exclude any child from school activities who is suffering from or exhibiting the following symptoms:

- Fever, 100 degrees Fahrenheit or higher
- Any eruption of skin or rash
- Sore throat or tonsillitis
- A severe cough
- Any inflammation of the eyes or lids
- Head Lice
- Vomiting and/or diarrhea

Accidents involving injury which occur on the school property during school hours will be reported immediately to the health aide. If the incident is an emergency that requires ambulance transportation, and contact cannot be made with a parent/guardian, the child will be transported to the nearest hospital by ambulance, and the parent/guardian will be held responsible for all ambulance expenses.

Every parent must sign a "Consent to Treat A Minor", and "Emergency Medical Treatment " form. One copy will be placed in the child's classroom file (for field trips), and one in medical student file. This form will be used **ONLY** in the event parents cannot be reached within a reasonable length of time in an emergency situation.



COVID-19 Response

Preparing for Intermittent Closures:

SHA has a digital communication plan for all parents through the *Class DOJO* app and maintains a constant state of preparedness throughout the school year. This will include packets of learning materials for students' distance learning from home, and considerations for blended learning in lesson planning should the need arise. We will implement the following policies to assist in social distancing .

Safety Actions

Promote healthy hygiene practices:

- SHA will teach and reinforce students to wash hands and cover coughs and sneezes.
- SHA will have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol, paper towels, tissues, and no-touch trash cans.
- SHA will post signs on how to stop the spread of germs, properly wash hands, promote everyday protective measures.
- SHA utilizes UV lights after hours and HEPA Air Filtration Units to mitigate the spread of air borne illnesses.

Intensive cleaning, disinfection, and ventilation

- SHA will clean and disinfect frequently touched surfaces within the school at least daily.
- SHA staff will ensure safe and correct application of disinfectants and keep products away from children.
- SHA will ensure ventilation systems operate properly and increase circulation of outdoor air through the HVAC system.
- SHA has water fill stations and provides water bottles for each student.

Check for signs and symptoms

- Encourage staff to stay home if they are sick and encourage parents to keep sick children home.
- Encourage immunization against diseases.

Plan for when a staff member, child, or visitor becomes sick

- SHA will identify an isolation room or area to separate anyone who exhibits symptoms.
- Parents will be called to immediately transport sick students home.
- SHA will close off areas used by a sick person for cleaning and disinfecting.

Closings

- SHA will check state and local health department notices daily about transmission in the area and adjust operations accordingly.

Distance Learning

Distance Learning Days may be required school wide to prevent the spread of an illness. During these times of distance learning, attendance and absence policies will be in place for students and staff:

- Resources are provided free of charge to all students to ensure the ability to access the virtual instruction, and if not, that equitable measures are in place and provided to students free of charge; and
- Chrome Book Devices will be available for student check-out as necessary.
- A hybrid approach of paper-pencil packets and technology based learning will be provided to maximize learning to all students.
- All grades/courses are designed in a manner that facilitates and appropriately aligns with the Oklahoma Academic Standards.

COMMUNICATIONS

CLASS DOJO Every parent is required to download and utilize the Class DoJo Communication App. This application allows two-way communication from the school to the parent and is our primary source of notices and information sharing. In the event of school closure, this will be our main source of communication.

SHA FOLDER

Each week, your child is responsible for bringing home his/her SHA Folder containing a weekly progress report, notes from the teacher, homework to be completed and class work. **PLEASE ask to see this folder EVERY Week, READ IT, sign the teachers' report and have your child return it to school when they return.**

DEFICIENCY MEETINGS

Teachers will call and arrange a meeting in January if your child is below the academic target for mid-year benchmarks. This meeting is to inform you of your child's current needs required to improve.

REPORT CARDS

Report cards will be sent home at the end of the 2nd and 4th quarters and require a return signature from each parent/guardian. The 1st and 3rd quarter report cards will be handed out at parent-teacher conferences.

PARENT/TEACHER CONFERENCES

At the request of any parent/guardian, a staff member will schedule a pre-arranged time for a conference. During the school day, teachers are responsible for teaching students and are not available for unscheduled conferences. Please respect their time commitment to your children. **FORMAL PARENT TEACHER CONFERENCES WILL BE HELD in October & March.**

WEBSITE The SHA website has important information including a copy of this handbook. Notices of school closure, emergency plans and educational resources are posted on the website.

Website Address: www.wvacademy.com



Thinker Space



Thinker Space is a place for students to explore Science, Technology, Engineering, Art & Math (STEAM) concepts. Through free exploration and guided lessons students think creatively to solve problems and work cooperatively. Communication, Collaboration, Creativity and Critical Thinking are the four essential skills students are building to prepare them for the 21st Century.



Action Based Learning Lab (ABL)

The Stanley Hupfeld Academy's Action Based Learning Lab (ABL) is a place for students to move and learn. Each grade level has the opportunity to utilize the lab as a supplement to their classroom. Action Based Learning Lab was granted from Schools for Healthy Lifestyles and incorporates kinesthetic teaching strategies that teach specific academic concepts in a student friendly, time efficient, fun way that has proven results for a positive learning experience.



Students engaged in Action Based Learning improve memory retention, reinforce academic concepts and balance brain chemicals while experiencing whole-brain, whole-body learning. Educational research suggests that about 85% of school age students are predominantly kinesthetic learners. The concepts in the Action Based Learning Lab are based on the brain research that supports the link of movement and physical activity to increased academic performance. Students at Stanley Hupfeld Academy visit the lab a minimum of three times per week.

GROWING UP GREEN COMMUNITY GARDEN

The Stanley Hupfeld Academy's "Growing Up Green Community Garden" is in its fourteenth year of production. Each grade level has the opportunity to plant seeds and work in the garden. The garden allows students to experience hands-on science learning as well as the production of food from seed to the table.

Volunteers are always welcome in the garden. The produce from the garden is utilized by the Garden and Nutrition Clubs at SHA. Families of SHA students are welcome to access the produce in the community garden. Special thanks are expressed to the many volunteers who have worked to make our community garden a huge success. These volunteers include: Bob Eichenberg, Crossings Community Church, Whole Foods Volunteers, SHA Staff and other caring friends.



Stanley Hupfeld Positive Directions Mentoring Program

Each year students in grades 1st-4th are matched with a mentor from the community. Our mentors spend one hour per week working on academics, building relationships and providing a positive role model. Mentoring makes a difference in the lives of the mentor and the mentee! Behavior and academic issues decline when a child has a mentor.

If you would like to volunteer to be a mentor, please stop by the front office for more information. The “Power of an Hour” is multiplied when you are mentoring the future!



Mr. Stanley Hupfeld, founder of Positive Directions Mentoring and former CEO of INTEGRIS Health, meets with his mentee each week.

Stanley Hupfeld Academy

Student Creed



I am the author of my own life story.

My intelligence and aptitude are my outline.

The paper on which I write guides my future.

My conscience is my editor.

My perseverance and integrity are my pencil and eraser.

I am committed to solving problems intellectually, not physically.

I understand that I am responsible for the success or failure of my creation.

My words and actions will empower the efforts of others.

I expect to achieve, not just receive.

This is my time and this is my place.

At the conclusion, I will have earned the respect of all who read my story.

