

## DISCIPLINE

Corporal punishment of any kind is strictly forbidden at Eagle Academy. **Corporal punishment may not be used on a student even with parent/legal guardian approval.** Parents/legal guardians may not use corporal punishment in the school or on school grounds. Failure to comply with this policy may result in a parent/legal guardian's immediate removal from school premises, and DC Child & Family Services and/or the Metropolitan Police Department may be notified.

Discipline is one aspect of the school's operation that is of equal concern to teachers, parents/legal guardians and students. Without some system of order, very little learning takes place. The dictionary defines discipline as "training that teaches one to obey rules and control behavior." Before we consider some guidelines concerning discipline, we should first be aware of the fact that the parent/legal guardian is the first teacher.

Our goal at Eagle Academy is to create a caring school community where everyone is treated with dignity and respect. To discipline is to teach acceptable behavior and respect to each student, teacher, parent/legal guardian, and staff. All outward expressions of concern and support for students are applauded. Efforts to improve behavior and study habits are also encouraged. The following suggestions may be of help to parent/legal guardians

1. Try to find ways for your child to achieve in class. Help them to know that they always belong.
2. Do not hold the threat of failure over a child's head. Your child's reaction may be, "If I must fail, I will have a good time doing it."
3. Make homework exciting and meaningful. Help the teacher at home by continuously selling the teacher's subject.
4. Establish routines at the beginning of the school year. Discuss with your child why it is important to have rules and regulations. Allow them to take part in establishing rules and regulations at home and as well as what is expected of them in school.

# EAGLE ACADEMY

## Behavior T-Chart

<b>Discipline offenses handled by the Teacher/Staff</b>	<b>Discipline offenses that result in an Pride Room Referral</b>
<ul style="list-style-type: none"> <li>● <b>Physical Aggression:</b> Non-serious, but inappropriate physical contact that is not wanted by another &amp; done in an unfriendly manner (such as bumping into others, kicking under the desk, or rough-housing)</li> <li>● <b>Minor Theft:</b> Taking something of minimal value that can be easily replaced</li> <li>● <b>Minor Vandalism/Property Damage:</b> Misuse of property and/or minor destruction resulting in damage that can be easily fixed (by student w/or w/o help)</li> <li>● <b>Teasing/Taunting:</b> Name-calling, words or gestures that are used to make someone unhappy, but do not include serious threat or intimidation</li> <li>● <b>Defiance/Disrespect:</b> Brief or low intensity failure to respond to adult requests</li> <li>● <b>Disruption:</b> Behavior that interferes with the ability of others to engage in learning activities (such as talking out, moving out of area, and making noise)</li> <li>● <b>Inappropriate Language:</b> Low intensity instance of profanity or rude language</li> <li>● <b>Other:</b> Any other minor problem behaviors</li> </ul> <p><b><u>When intervention attempts have not been successful in reducing/eliminating such behaviors:</u></b>  <i>Before</i> referring students to the Pride Room for offenses listed above, Teacher/Staff will:</p> <ol style="list-style-type: none"> <li>1. Have implemented and taught the school-wide common expectations, procedures, and routines</li> <li>2. Utilize intervention strategies to address/redirect/correct problem behaviors (such as choice/choice, choice/consequence)</li> <li>3. Follow individual classroom management plan</li> <li>4. Contact parent/legal guardians/legal guardians to problem-solve.</li> </ol>	<ul style="list-style-type: none"> <li>● <b>Fighting/Serious Physical Aggression:</b> Actions involving serious physical contact where injury is intended or highly likely (such as two individuals exchanging blows that could result in serious injury) or contact of a sexual nature</li> <li>● <b>Theft:</b> Student in possession of, having passed on, or being responsible for removing someone else's property that has significant value and cannot be easily replaced</li> <li>● <b>Vandalism/Property Damage:</b> Student participates in an activity that results in substantial destruction or disfigurement of property: damage that cannot easily be fixed</li> <li>● <b>Harassment/Bullying:</b> Student delivers sustained or intense, disrespectful messages (verbal or gesture) to another person that includes threats and intimidation, pictures or written notes</li> <li>● <b>Defiance/Disrespect:</b> Refusal to follow directions, talking back and/or socially rude interactions that <u>continue despite several interventions</u></li> <li>● <b>Disruption:</b> Behavior causing serious interference in a class or activity that <u>continues despite adult intervention</u>. Disruption includes CONTINUOUS loud talking out of turn, yelling or screaming, noise with materials; horseplay/rough-housing, and/or SUSTAINED out-of-seat behavior.</li> <li>● <b>Abusive language:</b> Words used to threaten/intend harm or profanity used to hurt another individual</li> <li>● <b>Inappropriate Language:</b> Student continues to curse or use profanity <u>despite adult intervention</u></li> <li>● <b>Other:</b> Student engages in other major problem behaviors that do not fall within the above categories or behavior that escalates or continues <u>despite repeated intervention strategies</u></li> </ul>

	Examples of Behaviors by Tier	Responses/Approaches	Consequences/Escalation of Behavior
<p>Tier #1 Behaviors:</p> <ul style="list-style-type: none"> <li>- Handled by classroom teachers, does not include removal from classroom</li> <li>- Teacher must document behavior in writing</li> <li>- Teacher can inform parent/legal guardian when appropriate</li> </ul>	<p>1.1 Attendance (tardiness, excessive absences, unexcused absences)</p> <p>1.2 Dress (out of uniform)</p> <p>1.3 Disrespectful Behavior (walking away, talking back, false information, swearing, inappropriate gestures, derogatory written materials)</p> <p>1.4 Disruptive (talking during lesson/activity, rude noises, leaving seat without permission, horseplay, throwing minor objects, false alarms),</p> <p>1.5 Insubordination (refusal to work in class, refusal to participate in school alternatives, refusal to comply with direction or instruction),</p> <p>1.6 Intimidation (harassing, teasing, instigating, minor threatening towards a peer)</p> <p>1.7 Possession/Misuse of Personal Property (using toys in class, using cell phones and listening to music devices during school hours)</p> <p>1.8 Improper Use of Technology (damaging computer software, accessing inappropriate websites),</p> <p>1.10 Theft (of minor items such as toys brought to school by other students)</p>	<ul style="list-style-type: none"> <li>- Avoid power struggles</li> <li>- Refer back to classroom or school rules, ask the student to repeat the rule</li> <li>- Restate expectations and the expected behavior (model, engage in positive practice, or watch videos about expected behavior)</li> <li>- Redirect student</li> <li>- Sit the student in closer proximity to teacher or assistant, move them to a seat away from distracting student</li> <li>- Parent/legal guardian contact in writing or by phone</li> <li>- Track student behavior weekly or daily</li> <li>- In-class time out for an identified time</li> <li>- Loss of classroom privileges</li> </ul>	<ul style="list-style-type: none"> <li>- Behavior contract</li> <li>- Teacher/Parent/legal guardian conference</li> <li>- In-school disciplinary action (exclusion from extracurricular activities, and/or written reflection, mediation, or similar actions of short duration minimizing the student's loss of academic instruction time)</li> <li>*Three consecutive offenses within same day or three continual days of a specific behavior may escalate to Tier 2</li> </ul>
<p>Tier #2 Behaviors:</p> <ul style="list-style-type: none"> <li>- Can be handled by teacher with assistance from administrator if needed, does not include removal from school</li> <li>- Teacher/administrator must document behavior/resolution in writing</li> <li>- Teacher informs parent/legal guardian</li> </ul>	<p>2.1 Disruptive (excessive talking, refusing to remain in seat, throwing objects that may cause injury or damage property)</p> <p>2.2 Disrespectful Behavior (continual walking away and talking back, directing profanity or obscene offensive gestures towards staff)</p> <p>2.3 Intimidation/Threats to others (threatening behavior directed towards a staff member or adult of authority, inappropriate/threatening physical contact between students)</p> <p>2.4 Insubordination (chronic refusal to follow staff direction or participate in school activities, refusal to serve detention, refusal to report to office, unauthorized presence in hallway during class time, running out of the classroom or other common space, unintentional injuries to others)</p> <p>2.5 Improper use of Technology (using computer equipment without permission, intentional misuse of school equipment, accessing files/school information without permission)</p> <p>2.6 Theft (possession of property less than \$250)</p> <p>2.7 Documented pattern of persistent Tier 1 behavior</p>	<ul style="list-style-type: none"> <li>- Avoid power struggles</li> <li>- Redirect student</li> <li>- Reinforce expectation/rules and provide student with clear, direct and concise consequences/options</li> <li>- Speak to student one-on-one</li> <li>- Take away privileges and unstructured time</li> <li>- Parent/legal guardian contact in writing or by phone</li> <li>- Track student behavior weekly or daily</li> <li>- In-class time out for an identified time</li> </ul>	<ul style="list-style-type: none"> <li>- Administrator/parent/legal guardian conference</li> <li>- Temporary removal of student from classroom for less than 1 hour <ul style="list-style-type: none"> <li>1. Buddy Room (Try 1<sup>st</sup>)</li> <li>2. Pride Room (Try 2<sup>nd</sup>)</li> </ul> </li> <li>- Behavior contract</li> <li>- In-school disciplinary action exclusion from extracurricular activities, and/or written reflection, mediation, or similar actions of short duration minimizing the student's loss of academic instruction time)</li> <li>-Possible suspension for K-3 students at administrator's discretion</li> </ul>
<p>Tier #3 Behaviors:</p> <ul style="list-style-type: none"> <li>- Generally handled by teacher or administrator depending on the situation and severity</li> <li>- Administrator involves SPED team when appropriate</li> <li>- Teacher/administrator must document behavior/resolution in writing</li> <li>- Administrator notifies guardian</li> </ul>	<p>3.1 Academic Dishonesty (cheating, altering report cards or notes)</p> <p>3.2 Bullying/harassment (using severe humiliating and/or intimidating language/behavior including on the internet)</p> <p>3.3 Abusive language (written or verbal use of slurs, based on actual or perceived race, color religion, national origin, sex, age, personal appearance, sexual orientation, gender identity, familial status, disability, and/or place of residence, including derogatory sexual language)</p> <p>3.4 Fighting/Serious Physical Aggression (engaging in reckless behavior that may cause harm to self or others, fighting where there is no injury or weapon)</p> <p>3.5 Defiance/Disrespect (excessive lying to or giving misleading information to school staff, possession or distribution of obscene/pornographic material on school premises)</p> <p>3.6 Inappropriate language (obscene and/or seriously offensive language or gestures)</p> <p>3.7 Disruption (verbal, written or physical threat to person/property, continuous talking out of turn, yelling, noise with materials; horseplay/ rough-housing and/or sustained out of seat behavior when redirected)</p> <p>3.8 Theft (possession of stolen property more than \$250)</p> <p>3.9 Documented pattern of persistent Tier 2 behavior</p>	<ul style="list-style-type: none"> <li>- Verbal redirection</li> <li>- Temporary student removal from classroom for less than half of the day <ul style="list-style-type: none"> <li>1. Buddy Room</li> <li>2. Pride Room</li> </ul> </li> <li>- Behavior contract</li> <li>- In-school disciplinary action (exclusion from extracurricular activities, and/or written reflection, mediation, or similar actions of short duration minimizing student's loss of academic instruction time)</li> <li>- Parent/legal guardian contact in writing or by phone by administrator</li> <li>- Administrator/student conference</li> <li>- In-school suspension for ½ day for first time offense (with instructional work)</li> </ul>	<ul style="list-style-type: none"> <li>- Parent/legal guardian conference</li> <li>- Alternative assignment or academic penalty</li> <li>- Out of school suspension, excluding Pre-K (Second offense: one day out of school suspension, third offense: two days out of school suspension)</li> </ul>
<p>Tier #4 Behaviors:</p> <ul style="list-style-type: none"> <li>- Handled by administrator and may include additional actions to support the student and stimulate corrective behaviors</li> <li>- Administrator involves SPED team when appropriate</li> <li>- Administrator documents the incident</li> <li>- Administrator notifies parent/legal guardian</li> </ul>	<p>4.1 Fighting/Serious Physical Aggression (fighting which creates substantial risk of or results in injury to an individual, assault with a weapon)</p> <p>4.2 Harassment/Bullying (inciting other to violence or disruption, using an article that is not normally considered a weapon to intimidate or threaten another person)</p> <p>4.2 Theft/Property Damage/ (cause of major damage to another student's property, vandalizing school/staff property that cause disruption to the school environment)</p> <p>4.5 Abusive language (continual/excessive written or verbal use of slurs based on actual or perceived race, color religion, national origin, sex, age, personal appearance, sexual orientation, gender identity, familial status, disability, and/or place of residence, including derogatory sexual language)</p> <p>4.6 Other offenses (any behavior/conduct including, but not limited to, possession/distribution of alcohol and/or drugs, gambling, arson, possession of knife, explosives/handgun, or</p>	<ul style="list-style-type: none"> <li>- Parent/legal guardian conference</li> <li>- Seek administrator support</li> </ul>	<ul style="list-style-type: none"> <li>- In-school suspension for 1 day (with instructional work)</li> <li>- Out of school suspension for 1-3 days</li> <li>- Expulsion</li> </ul>

	other illegal conduct that causes disruption to the school operation or causes substantial harm to self or others) 4.7 Documented pattern of persistent Tier 3 behavior		
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