

CANYON RIM ACADEMY

Discipline Policy

The Canyon Rim Academy Discipline Policy recognizes that **discipline primarily concerns itself with learning**, whether that learning is intellectual, social, interpersonal, emotional, or physical. The school and classroom settings provide a unique forum for opportunities and challenges to students.

Canyon Rim Academy seeks to create an environment in which students are willing to test intellectual, physical, and other boundaries in the process of discovery; and teachers are willing to draw a firm line creating a culture of sportsmanship – honesty, positivity, egos in balance, police ourselves, and supporting one another. Such an environment requires that all students be physically safe and free from harassment.

The school anticipates that students will, at times, make mistakes and poor decisions in the course of their educational experience. Canyon Rim Academy recognizes that these mistakes are opportunities for learning and that the discipline measure of the school can act to support the correction of these behaviors.

The discipline policy has four main objectives:

- The creation and maintenance of a safe, healthy, and nurturing environment.
- The support of productive teaching and learning.
- The teaching of appropriate conduct.
- The development of students' emotional intelligence and sportsmanship
 - Self-awareness - knowledge of one's internal states, preferences, resources & intuition.
 - Self-regulation - management of one's internal states, impulses and resources.
 - Motivation - emotional tendencies that guide or facilitate reaching goals.
 - Empathy - awareness of others' feelings, needs, and concerns.
 - Social Skills - adeptness at inducing desirable responses in others.

Tier 1 - Teaching, Experiencing, Contributing - Classroom & School-wide Behavior

- Effective classroom instruction and management - daily teaching, experiencing & contributing to emotional intelligence and sportsmanship.
Sportsmanship is teaching respect, honesty, positivity, egos in balance, police ourselves & supporting one another.
 - Effective Tier 1 instruction
 - 'Sportsmanship PE' training and support is offered to every teacher.
 - Behavior expectations are explicitly and positively taught to students.
 - Each teacher uses his/her behavior plan including consistent consequences, re-teaching expectations and providing added support as needed when students are not being good sports.
 - Breaks
- Positive reinforcement for all students
 - Simple acknowledgments and encouragement (e.g., "Thanks," "I saw that," "You did it!").
 - Thumbs up, pat on back, high five, use student's name, smile, individualized greetings
 - 'Caught being a Good Sport' cards with celebration by the classroom teacher
 - Use direct requests—not questions
 - Acknowledge compliance publicly, correct privately
 - Establish eye contact
 - Give time to respond
 - Use start requests more than stop requests
 - Follow through and be kind
- Consequence system for minor infractions in each classroom
 - Warning
 - Brief private conference
 - Privilege loss
 - Time out (frequently with "think sheet")
 - Parent contact
 - Office discipline referral
 - 1-5 minutes off recess
 - A child should not miss more than 5 minutes.
 - SPE games during recess to encourage sportsmanship and emotional intelligence.
 - *SRR is a Tier 2 consequence (Structured Recess Referral).*
- Consistent school-wide behavior expectations and consequences for non-classroom areas - halls, library, specialty classes, lunchroom (MPR), outside line-up, etc.
 - Verbal reminders and prompting
 - Expectations clearly posted
 - Every CRA adult is empowered to HELP kids by knowing & teaching the expectations and firmly drawing the line. Once students are in non classroom areas, the school-wide expectations and consequences begin.

Tier 2 – Additional Teaching, Increased Support & Consequences

Effective implementation of Tier 1 forms the base for implementing Tier 2 strategies.

Tier 2 provides additional interventions to support the smaller percentage of students who do not sufficiently respond to Tier 1 strategies.

Tier 2 interventions:

- Think time with recess duty (teacher keeps data)
- Structured Recess Referral SRR provides structured "think time" during recess (email admin & logged)
- Behavior Reflection Form with buddy class
- Behavior Reflection Form with administration
- Work completion with buddy class
- Written contract/home note
- Targeted social skills group
- Parent Meeting
- Counselor support
- Increased academic and/or behavior support with teacher / aide

Tier 2 Data Driven Interventions Checklist - Teacher must identify:

- Locations in the school or times of the day that are especially problematic, and then problem-solve simple solutions for those situations.
- The need for additional classroom management support.
- Small groups of students who are demonstrating similar behavior problems and provide them with more intensive instruction in social skills or replacement behaviors.
- Students who could benefit from daily monitoring, increased feedback, an adult mentor, a simple behavior plan in school, or a behavior plan coordinated between home and school.
- Students who need more academic or organizational support.

Tier 2 Teacher Support Team Response:

1. Continuous availability to the students.
2. Rapid access to the intervention.
3. Low effort by teachers with maximum benefits to student.
4. Consistent with universal school wide expectations.
5. Implemented uniformly by all staff/ faculty at Canyon Rim Academy.
6. Flexible intervention based on student need and assessment of behavior.
7. Observation of student's behavior of concern.
8. Adequate resources through administrative support and team meetings with time to implement and to follow up with review and revision.
9. Student voluntarily participates.
10. Continuous monitoring of student behavior for decision making.
11. Intervention packages based on student need that "fits" the culture of Canyon Rim so that students can be connected to these packaged interventions.

Tier 3

Tier 3 focuses on the individual needs of students who exhibit ongoing patterns of problem behavior and typically require intensive intervention. Tier 3 supports are layered on top of Tier 1 and Tier 2 supports. Students receiving Tier 3 supports also need the foundation and structure provided by Tier 1 and Tier 2 supports.

Tier 3 interventions are developed following a comprehensive and collaborative assessment of the problem behavior by people who know the student best. Interventions and supports are then developed based on this information and are tailored to the student's specific needs and circumstances.

The goal of Tier 3 interventions is not only to diminish the problem behavior but to also increase the student's adaptive skills and opportunities for an enhanced quality of life.

Tier 3 intervention is considered when problem behavior is:

- Chronic and frequent
- Dangerous
- Highly disruptive
- Impeding learning
- Resulting in social or educational exclusion

Tier 3 Interventions:

- Customized behavior plan
- Alternatives to suspension:
 - ISS
 - School service
 - Parent supervision
 - Detention
 - Seclusion
 - Behavior assessment

How is Tier 3 implemented?

The following steps illustrate the general process of Tier 3 implementation:

- Step 1 Create a process for identifying students in need of Tier 3 supports.
- Step 2 Create a team to develop an individualized behavior support plan.
 - Conduct a functional behavior assessment.
 - Link functional assessment results to the development of a behavior intervention plan.
- Step 3 Allocate resources to implement the behavior plan.
- Step 4 Collect data on student interventions.
- Step 5 Evaluate successes and modify the program.

The discipline policy and procedures aim to support students in their efforts to become mindful, innovative, cooperative, inclusive and curious students.

The discipline policy makes the following assumptions about student behavior:

- Each student has the responsibility to manage his/her own academic and social behavior.
- Each student must acknowledge his/her personal responsibility for his/her words and deeds.
- Each student has the responsibility to develop the motivation to learn and to realize goals through effort and reflection.
- Each student has the responsibility to develop and utilize organizational, interpersonal, and intellectual skills to solve, resolve or manage academic, social and personal problems.
- Each student has the responsibility to contribute positively to the safety and ethos of the school community.
- Each student must respect others by acknowledging his/her own and other's dignity.
- The Administration, teachers, and staff at Canyon Rim Academy have a responsibility to give significant support to help students achieve their academic and behavioral goals, and to cultivate the safety and ethos of the Canyon Rim Academy community.
- The Administration has the responsibility to provide training for its teachers, staff and volunteers specific to the disciplinary policies and procedures of CRA.
- The Administration has the responsibility to provide training for its teachers, staff, and volunteers related to overtly aggressive student behavior, bullying, hazing, harassment, the development of students' social skills, and constructive interventions and strategies.
- The Administration has the responsibility to instruct teachers, staff, and volunteers on the reporting and documentation of disciplinary incidents and on the discipline or actions that may result if teachers, staff, and volunteers fail to do so.
- Parents have a responsibility to teach students appropriate conduct and to support the disciplinary measures and culture of the school.

Discretionary Privilege of the Administrators and Faculty of Canyon Rim Academy:

In the interest of their students' development and growth, the Administration and Faculty of CRA retain the privilege and acknowledge the obligation to determine disciplinary consequences based on the following factors related to student infractions:

- The age of the child or children involved;
- The degree of harm inflicted;
- The surrounding circumstances;
- The nature and severity of the behavior/s;
- The relationship between the parties involved;
- The contest in which the alleged incident/s occurred;
- The pattern of behavior demonstrated by an individual student.

The Administration will determine whether an action constitutes a minor or major infraction and when the action does not fall neatly into defined categories or when no specific legal or policy definition seems applicable.