



Preparing Students for 21<sup>st</sup> Century Experiences

Behavior Management Procedure

Cedar River Academy  
Enumclaw, Washington

Revised 11/03/13

# Cedar River Academy Behavior Management

Teachers will monitor student behavior and take the following steps to manage behavior that negatively impacts other students, adults, or classroom function.

1. Verbal Reminder: Student is reminded of inappropriate behavior by teacher.
2. Quiet Time/Time Out: Student relocates to a teacher designated place to relax, refocus, and reflect. This gives the student a chance to reset their emotions so they can return to learning. Teachers will have a creative, non-punitive name for this area.
3. Parent and Teacher Conference: The parent is emailed, contacted by phone, or contacted in person regarding this conference and an informal behavior plan is implemented. Teachers will collaborate with other teachers / administrators prior to initiating an on-line incident report to notify the parent, teacher, Principal, and CEO of the incident.

Teachers will create an incident report using the NextGen facility for any of the following student activities occur:

## Behavior

- Refusal to complete classwork
- Breaking a playground rule
- Inappropriate language/put down
- Disrespectful of people and property
- Unorganized/cleanliness of space and property

## Academic

- Unorganized/cleanliness of space and property
- Missing homework
- Incomplete work
- Missing a due date for a project or assignment
- Refusal to complete an assignment
- Not contributing to their group
- Not prepared to learn (missing pencils, binder, laptop, folders, novels, etc.)
- Refusal to complete classwork

## Health

- Ice pack
- Visible cut,bruise, mark of any kind
- Temperature
- Had to sit out of an activity for a time due to an injury
- Head of bump/bonk

## Uniform Non-Compliance

- Being-There tie/button up shirt missing
- No logo piece
- Outside coat not Navy Blue
- Shoes not black or brown
- Distracting jewelry
- Wearing makeup
- Not wearing a blue or white polo shirt
- Not wearing khaki colored pants, skirt, etc.
- Tights/socks that are not white or navy blue

At the parent/teacher conference, it may be necessary to discuss what future behaviors could constitute the student moving to step four of the Hierarchy of Discipline Strategies.

4. **Teacher/Parent/Student Intervention:** The teacher meets with the parent and student to construct and implement a formal intervention plan, which will be filed on Aspen. This intervention plan will be used for parents and teachers to monitor, view, and evaluate the student's behavioral progress. At this meeting, it may be necessary to discuss what behaviors could constitute the student moving to step five of the Hierarchy of Discipline Strategies.
5. **Principal, Parent, and Teacher Conference:** Principal and teacher meet with the parent(s) to review and adjust the written intervention plan and/or discuss further consequences. The student is removed for the rest of the day or longer until this conference is held.
6. **Specialist Referral:** If the above strategies are not effective in preventing disruptive or unsafe behavior, the Principal will initiate a referral to appropriate, professional specialists. Under the provisions of the Washington Administrative Code, WAC 392-172A-03005, local public school districts are required to provide specific services to children following parental consent. Appendix A.13 includes this Administrative Code. Parents may, at their option and expense, engage private specialists to provide CRA with guidance and plans to manage the student's behavior.
7. **Enrollment Evaluation:** A meeting with the parent(s), the teacher, Principal, and the CEO will be held to determine if enrollment should continue based on an evaluation of the effectiveness of our educational and behavioral model with the particular student.

NOTE: If any purposeful, violent, physical or sexual behavior is observed, Step 5 is immediately in effect. Also, students will move through the steps in a time frame that is age and developmentally-appropriate and is based on teacher discretion.