

Academy Charter School Behavior Management System

ACS Eagle Expectations guide our Behavior Management System:

1. Walk quietly in the hallways.
2. Follow our dress code.
3. Be respectful to all teachers, adults and peers.
4. Follow classroom rules.
5. Display good character and good choices.

At the beginning of each school year and on the first day back following Winter Break, students will be taught what each **Eagle Expectation** looks like in various locations throughout the school building and grounds, including the classroom, hallways, bathrooms, lunchroom, playground, and gym. One facet of our Behavior Management System is to teach students the positive behaviors we expect and then recognize/reward these same behaviors when we “catch” students demonstrating them.

Individual classroom behavior management systems may vary, but each will focus on reinforcing the positive or desired **Eagle Expectations**. Classroom expectations will be set on the first day of each school year.

In the event a student fails to demonstrate one or more of the **Eagle Expectations**, we will move into the second phase of our Behavior Management System, as outlined below:

Level 1-Teacher/Student: Applies to behaviors that are irritating, disruptive and/or annoying and impact classmates, staff or the learning environment.

- Establish general classroom expectations
- Clarify classroom behavior management system (pennies, beans, “dollars”, etc.)
- Teach, Model, Review, and Remind students of ACS Eagle Expectations
- Create/post **Eagle Expectations** in the classroom
- Apply Love & Logic strategies, as appropriate
- Establish both an ‘in class’ and ‘outside of classroom’ RECOVERY area
- Log behavioral incidents, as appropriate, in weekly behavior log or Student Folder (keep a running record)

If all the above does not bring about desired behavior change(s) move to Level 2

Level 2- Teacher/Student/Parent: Applies to behaviors that have not abated using Level 1 strategies; student is not responding to teacher corrections. Please note-Teachers will be assigning detentions if an infraction gets to a level two.

- Phone or e-mail parents to advise of behavior issue(s)
- Agree upon a plan for correcting undesirable behavior(s) that involves the parents
- Conference with parents first, then student
- REPEAT process until desired results are achieved
- Notify Yvette (K-5) or Kendra (6-8) of situation; parent and student responses.
- Clarify consequences for student if behavior does not correct (loss of privileges, **detentions**, etc.)
- Use the in class or outside of classroom RECOVERY area as needed and continue with Love & Logic strategies; continued EMPATHY is key.

If all of the above does not bring about desired behavior change(s, move to Level 3

Level 3- Administrator/Teacher/Parent/Student: Applies to all **MAJOR** behavior violations and/or continued willful disobedience/open and persistent defiance of proper authority.

- All parties meet with an Administrator; severe issues are logged into IC.
- Disciplinary action(s) taken or Behavior Plan developed
- Home RECOVERY, if necessary.