

COLCHESTER HIGH SCHOOL DISCIPLINARY MODEL

Our mission is to support all students in displaying acceptable behavior and participating fully in their education. As a result, the CHS disciplinary model has been created using a stair-step approach. The model contains five levels (A, B, C, D, E) that have been defined with progressively more problematic student behaviors on each level. On each level, consequences have been identified to support the improvement of a student's behavior and also to clarify expectations regarding future incidents of unacceptable behavior. When a student behaves in an unacceptable way, he/she will be assigned to the appropriate level as defined in the model. When a student is considered for placement on a level, the administration reserves the right to regulate the movement from level to level.

Colchester High School reserves the right to discipline a student who engages in dangerous or illegal behavior outside of school the result of which may directly harm Colchester High School. (VT Statute Act 113).

A student will move to a higher level by exhibiting behavior that is listed at a higher level than he/she is currently placed; exhibiting behavior that is defined as chronic at a lower level or at the same level; and exhibiting behavior that is listed at the same level.

LEVEL A BEHAVIORS

Behavior:

Classroom Disruption

Disrespect to Teacher or Peers

Failure to return to class

Lack of Cooperation

Out of Classroom - beyond a reasonable amount of time (as defined by the teacher)

Profanity (classroom)

Refusal to do work in class

Tardiness

Staff Action:

Meet with student.

Call parents.

Communicate with counselor or special educator.

Student develops behavior plan.

Include student management secretary if appropriate.

Administrative Action: None

Chronic: One or more behaviors at Level A may result in movement to Level B.

Student Expectations: The student is expected to understand the nature of the problem, be able to identify his/her behaviors that contribute to the problem, and, if necessary, meet with the counselor and other school personnel. The student will meet with the teacher to develop a reentry (behavior improvement) plan and should miss not more than one mod of class while this step is in process.

LEVEL B BEHAVIORS

Behavior:

Cheating
Closed Campus Violation
Cutting Class
Cut Office Detention
Excessive Classroom Disruption
Lying to a Staff Member
Minor Harassment/Hazing
Second Cut Teacher Assigned Detention
Truancy
Other

Staff Action:

Call parents.
Notify administration.

Administrative Action:

Assign detention (1 or 2).
Placement in Planning Room.
Communicate with parents.
Communicate with counselor/special educator.
Develop improvement plan.
Saturday School or suspension as appropriate.

Chronic: One or more behaviors at Level B may result in movement to Level C.

Student Expectations: The student is expected to understand the nature of the problem, be able to identify behaviors which contribute to the problem, and, if necessary, meet with the counselor and other school personnel. The student will meet with the counselor or special educator and/or the planning room supervisor to develop a student behavior improvement plan. The plan will be shared with the assistant principal.

LEVEL C BEHAVIORS

Behavior:

Abusive Obscenity	Student Endangerment
Bullying	Threatening Behavior
Cheating (second offense)	Tobacco Violation
Cutting Saturday School	Vandalism/Theft
Fighting	
Gross Disrespect	
Harassment	
Hazing	
Insubordination	

Staff Action:

Notify administration.

Administrative Action:

Contact counselor or special educator.
Meet with student.
Communicate with parents.
Suspension for 1-5 days.
Develop improvement plan.
Refer to EST.

Student Expectations: Administrative interventions will occur when student behavior is serious and detrimental to the student's success and the success of others. During the suspension and in the planning room, the student is expected to make a plan for reentry and to change the behavior. This will include a clear identification of the problem behavior, the student's role, steps to improve the behavior, and a timetable to implement the behavior changes. The counselor or special educator, the planning room supervisor, and parents will be involved in the reentry plan. The plan will be shared with the assistant principal. The counselor or special educator will process the plan with the student while in the planning room.

LEVEL D BEHAVIORS

Behavior:

Alcohol or Drug Use
Gross Insubordination
Harassment (second offense)
Hazing/Bullying (second offense)
Intimidation
Obstructing an Investigation
Stalking/Gross Threatening Behavior

Staff Action:

Notify administration.

Administrative Action:

Communicate with counselor or special educator.
Meet with student.
Communicate with parents.
Suspension for 5-10 days.
Last two days in Planning Room.
Develop improvement plan with student and parents.
Refer to EST.
Reentry meeting with student, parents, and administration.

Chronic: One or more behaviors at Level D may result in movement to Level E.

Student Expectations: Administrative interventions are crucial when student behaviors become chronic, serious in nature, and detrimental to the student's success and the success of others. During the suspension period, the student is expected to make a plan for reentry and for change in behavior. This includes a clear identification of the problem behavior, the student's role, and time line for improvement. The counselor and/or the special educator must be involved in forming and implementing the plan. The EST will examine additional interventions.

LEVEL E BEHAVIORS

Behavior:

Chronic Level B, C, and D Behaviors
Endangering School Personnel
Endangering School Property
Excessive Intimidation
Excessive Obstruction
Gross Student Endangerment
Gross Theft/Vandalism
Possession of Weapon
Sale/Distribution of Alcohol or Other Drug (see policy)

Staff Action:

Notify administration

Administrative Action:

See relevant policies.
Long-term Suspension/Expulsion.

Administrative Actions: The Level E administrative response will occur when the student behavior is extremely serious and the student's continued presence in the school is detrimental to the education of other students. Initially the student will be suspended for 10 days while a recommendation for expulsion is submitted to the superintendent. The suspension will be requested for either the duration of the school year or 90 days from the onset of expulsion.

Student Expectations: In order to re-enter the school the student will develop a re-entry (student behavior) plan. This will include a clear identification of the problem behavior, the student's role, and steps to improve. The administrative team and the parents will be involved in the re-entry plan. The plan will be submitted to the administrative team for final approval. Parents may be required to provide transportation, if required.