



Malletts Bay School

Comprehensive Discipline Plan

Our school philosophy embraces the goal of creating a safe, caring and respectful environment at Malletts Bay School. Everyone has a right to feel safe and welcome in our school, and we all have a responsibility to work together on our own behavior choices that affect others. To realize this goal, we have worked to develop a consistent approach to supporting the social learning of our students. We have three simple expectations for everyone, students and staff alike:

- We keep ourselves and others safe.**
- We respect others, property and ourselves.**
- We are responsible for what we say and do.**

All adults in the school community work with students to understand and practice the important social skills they have learned in their experiences in previous schools. Students have the opportunity to learn and practice these skills in their guidance lessons and throughout the school day.

Our administration works with all members of the school community, adults and students alike, to understand three levels of behavior that make it challenging to achieve our goal. These are:

Level 1: Your choice of behavior is starting to make it difficult for the teacher to teach and others to learn.

Level 2: Your choice of behavior continues to make it difficult for the teacher to teach and others to learn.

Level 3: Your choice of behavior has threatened the safety and security of people/and or the environment.

At each level, responses from the adults will be designed to teach self-control and responsibility. Parents will always be informed and involved with “Level 2” and “Level 3” challenges. In accordance with State law, bullying, harassment, possession of regulated substances, or any form of weapon are not tolerated and are considered a “Level 3” conduct.

Discipline Procedures

Level 1: Your choice of behavior is starting to make it difficult for the teacher to teach and others to learn.

1) Proactive strategies

Teacher or supervising adult will use positive reinforcement, redirection, encouragement, reminders, or other proactive strategies to guide student behavior. No documentation is necessary. Parents will not be notified.

Level 2: Your choice of behavior continues to make it difficult for the teacher to teach and others to learn.

1) Separation

Student will be removed from the classroom until the teacher is available to process with the student. This may be a buddy classroom or other pre-arranged spaces supervised by an adult. If no supervised space is available, the student may be referred to the office.

2) Referral

If the student is sent to the office, the teacher will complete an office referral form. Students sent to the office will meet with an administrator, social worker, special educator, or guidance counselor as appropriate. The teacher or will meet with the student at a convenient time, which may include recess, centers or choice time, break/snack time, before school, or after school. If an instructional assistant was involved, she/he will be included in the planning session if at all possible.

3) Parental Notification

Teachers will notify parent via a phone call, home/school log, email or other method.

4) Documentation

The behavior incident will be documented, including the date, time, nature of the incident, and response to the event.

5) Follow Up

The student, teacher, and other supporting adults will develop a plan to prevent further disruptive behavior choices. Parents, guidance counselors, social worker, or others may become involved in the planning.

Level 3: Your choice of behavior has threatened the safety and security of people/and or the environment.

Note: If a student is highly agitated or aggressive, s/he will be removed immediately by trained school staff to a quiet “time away” space to calm down and regain self-control.

1) In-School Suspension

Once student is calm, she/he will be escorted to the Academy or Reflection Room to be supervised by the appropriate adult.

2) Processing and Planning

- a. An administrator will contact the parent to notify them their child has chosen behavior that constitutes a Level 3 violation.
- b. The student will discuss the situation with the supportive adults with others present as necessary.
- c. Parent(s) or guardian(s) will meet with an administrator, the teacher, and any other members of the student's team to discuss the student's behavior choices and factors that may be affecting student success. At this initial meeting, the team will determine the need for and membership of a planning team that may include other school or agency personnel. As needed, a schedule for regular planning team meetings will be established. The adults will also determine who should meet with the student to develop a plan for success.
- d. Student meets with identified team members to develop a re-entry plan that includes review of the situation, acceptance of responsibility, a plan for restitution, and a discussion of what is needed for classroom re-entry.
- e. Teacher, administrator, counselor, special educator, and/or other staff develop a plan to support the other students as necessary.
- f. Notes of all meetings along with a completed referral sheet are included in the student's file and the incident is documented in PowerSchool.

3) Ongoing support

Administrators, guidance counselors, or special educators consult with teacher and student to support the planning for positive behavior choices. As needed, regularly scheduled planning team meetings with the parents are held to monitor and adjust the student plan.

4) Other restrictions and consequences

- a. Students who engage in Level 3 misconduct may not participate in any after school activities sponsored by the school. Students may begin after school activities once they reenter their classroom program successfully.
- b. If a student chooses behavior that constitutes a Level 3 violation more than two times, the following options will be considered by the administration:
 - Intervention team meeting including law enforcement, social services, mental health providers, or others who may assist the student and family.
 - Formal Coordinated Services Plan meeting involving representatives from DCF and Howard Mental Health.
 - Out of school suspension for up to 10 days as per school policy.

Please note: If a student makes statements and/or exhibits behaviors the administration deems are an immediate threat or serious risk to the safety and welfare of the students and/or staff, then the child will be immediately removed from the general school

population. This action may involve the police and other community support agencies. The parents of the child will be notified as soon as possible and the appropriate School Board policies will be followed.

Behavioral Expectations and Procedures for Transportation

1. Go directly to your seat. Stay seated while the bus is in motion.
2. Talk softly so you will not distract the driver.
3. Keep the aisles clear.
4. When waiting to load, do not approach the bus until it is completely stopped and the door opened. While loading or unloading, wait for the driver's signal to cross, check for traffic, and then cross 10 feet in FRONT OF THE BUS.
5. Help keep your bus clean.
6. Know where the emergency door and fire extinguishers are. If an emergency arises, stay calm, and quickly follow directions.

Our school wide rules apply on the bus – please be respectful, responsible, and safe while riding the bus.

NOTE: Children must wait outside for busses. A bus is a hazard when it is stopped in the road. Bus drivers cannot wait for late students.

BUS DISCIPLINARY PROCEDURES

Our school standards for behavior apply on the bus (see page 5). Safety is our main concern! When behavior choices result in distraction of the driver, all students are put at risk.

If a student's behavior is making it difficult for the driver to operate the bus safely, a referral will be made to the school administration. The student will meet with an administrator to discuss the behavior and make a plan for appropriate conduct on the bus, and parents will be notified. If the plan is not successful and difficulties continue, parents may be asked to attend a meeting with school staff and representatives from the bus company. A warning or suspension may result.

The administration reserves the right to suspend a child if the infraction involves a physical altercation and/or presents a safety threat. Riding the bus is a privilege extended to parents and their children by Swanton taxpayers. If a child's behavior requires removal from the bus, parents are responsible for providing transportation.

Bicycle, Skateboard, Roller Blade, and Scooter Rules

1. Students will put these items in the appropriate location (bike rack for scooters and bicycles or back pack for roller blades and skateboards).
2. Students may not congregate around the bike racks.
3. Students riding to school will be dismissed with walkers.

4. For safety reasons, we strongly urge students to wear a helmet when riding a bicycle, skateboard, scooter, or roller blades to school.
5. If students ride these items to school, the school will not be liable for damage or theft.
6. Students will not be allowed to ride during the regular school hours.

Behavioral expectations and procedures for recess and lunch

Our school wide expectations apply on the playground and lunchroom as in the classroom. The three levels of behavior choices also apply. Serious or ongoing behavior problems may result in a student missing one or more recess periods or eating lunch in an alternative setting.

Recess Guidelines

1. Students may not leave the playground without permission (get pass from supervising adult).
2. Students will use the equipment in a safe manner.
3. Students will wear clothing appropriate to the weather conditions when outside.
4. Students will follow all directions from the supervising adults.
5. Children are not permitted to bring trading cards or expensive toys including radio controlled cars to school for use during indoor or outdoor recess. Cell phones and radios should not be used at school. The school is not responsible for items brought to school that may be damaged or lost.
6. Any adult visiting the playground during school hours must sign in at the front office and wear a visitor's badge.

Lunchroom Guidelines

1. Students will line up quietly when waiting for their lunch.
2. Students will say please and thank you when being served. Cafeteria staff must be addressed politely and with respect.
3. Students must demonstrate good table manners.
4. Conversations at the table must be at a low volume and may only be with those seated with you.
5. Students must clean up their eating area (both the table and the floor).