

South Royalton School Discipline Philosophy

South Royalton School's mission is to promote academic rigor and challenge all students to develop 21st-century skills through a diversified curriculum. In partnership with parents and the community, we aspire for students to develop into responsible global citizens – socially, physical, and emotionally. Our age appropriate and/or developmental expectations are that students will be able to realize their intellectual and social potential, demonstrate respectful behavior, make choices that promote the health and safety of themselves and others, and listen to instruction and take direction. Our goal with discipline is to help students succeed by further developing their self-control and teaching them to take responsibility for their actions. This is best accomplished through the systemic implementation of positive behavior interventions and supports. These interventions include the teaching of pro-social skills and positive replacement behaviors. Student supports are found throughout the school system. Teachers, aides, kitchen staff, coaches, custodians, bus drivers, and administrators will make every attempt to handle discipline with a proactive, positive approach. Students are given an opportunity to be heard, understood, and to explain the reasons for their undesired behaviors. Students may be guided through planning sessions to help encourage positive behavioral changes that will result in an enhanced academic and social experience. Our school is committed to providing a safe and supportive learning environment for all. Our discipline philosophy is based on these core beliefs:

- a conducive learning environment is created where high expectations help realize potential
- individuals are responsible for their behavior,
- parent involvement influences learning
- respect is essential.
- whenever possible, discipline is proactive and instructional, rather than reactive.

School-wide discipline data, both short term and long, collected from referrals is used to drive individual, group, and/or school-wide behavior initiatives. Public recognition of positive behavior is an important part of our discipline philosophy.

Individual discipline data, both short term and long, may be collected as part of a functional behavioral assessment to help guide the development, implementation, and revision of a behavioral intervention plan. A behavioral intervention plan details strategies to address behaviors that impede learning, or are ongoing, and do not readily respond to general intervention or classroom management techniques. These plans may include, but are not limited to, program or curriculum modifications and supplementary aids and supports required to address undesired behaviors.

To clarify this discipline policy, the following are offered as examples of behavior which would initiate disciplinary action: The examples in parentheses are not intended to constitute an exhaustive or finite list of inappropriate behaviors, but to illustrate types of behavior which are unacceptable.

1. Actions which are disruptive to the educational process. (i.e., bullying behavior, destruction of property, disrespect of an adult, disrespect of a student, disruptive behavior, innuendoes or harassing, repeated task refusal, insubordination, and theft).
2. Actions which are physically or mentally injurious to any individual or group of individuals. (i.e., fighting, hitting, name calling, intimidating).
3. Preventing or attempting to prevent any staff member or student from carrying out his/her responsibilities and learning activities. (i.e., making loud noises, talking back, throwing things, purposeful physical interference, refusal to provide information and or providing false information, leaving school or class without permission.).

4. Inappropriate physical contact. (i.e., aggressive behavior, fighting, shoving, pushing, horseplay).
5. Actions or expressions that are profane, obscene, prejudiced or abusive to any individual or groups of individuals. (i.e., swearing, belittling, name calling with ethnic and/or religious references).
6. Loitering on school property. (A student is loitering when she/he continues to remain on school property after being asked to leave).

SCHOOL-WIDE DISCIPLINE PROTOCOLS

Fair and consistent application of all school policies and behavioral expectations is central to effective discipline models. **Prevention is our priority.** All school employees will make every effort to notify students of undesired behavior before it becomes distracting to the school's educational and social environment. When proactive interventions fail to change students' undesired behaviors, they may be referred to the Planning Room. The referral process includes sending the student to the Planning Room and sending a Discipline Referral Form to the Planning Room Coordinator as soon as possible (no later than the end of the day). The Planning Room Coordinator will review the antecedent behavior with the student and prepare the student to return to the academic environment at the soonest possible time.

Referring teachers are encouraged to suggest disciplinary action to the Planning Room Coordinator directly on the referral form. Students who are repeatedly referred to the Planning Room may perform a Functional Behavior Assessment (FBA) with the Planning Room Coordinator and/or teacher(s). The FBA may be used to develop a Behavior Intervention Plan (BIP) designed to help the student maintain positive behavior within the classroom. BIPs should be revised as needed and phased out once a student has maintained a positive presence in the classroom for a reasonable period of time. Students unable to change undesired behaviors through the use of BIPs may be referred to the Assistant Principal or Principal.

More serious infractions may be referred directly to the Assistant Principal or Principal for immediate action to possibly include a parent conference, extended time out, detention, and /or suspension.

Dangerous student disruption and/or violent misconduct will immediately be referred to the Safety Team. The Safety Team's role is to respond to and support students through a behavioral crisis in a manner that preserves the safety and dignity of all using procedures consistent with Rule 4500.