

## **MCCA Guidance and Discipline Policy**

The MCCA Guidance & Discipline Policy is based upon and consistent with the Positive Behavior Intervention Support model implemented by Portland Public Schools.

### **Children are expected to:**

- follow Markham School and MCCA rules: “Be Safe, Be Respectful, Be Responsible”
- be considerate of others.
- respect the property of others.
- use equipment with care and as it was intended.
- cooperate with program staff.
- not engage in physical confrontations.
- not bully, make threats or intimidate others

MCCA rules and behavior expectations apply to MCCA classrooms, gym, playground and all areas of Markham School. Expectations and rules are clear and consistent and shared with both students and parents.

MCCA staff provide students with positive reinforcement for appropriate behavior. Logical consequences are implemented when children do not follow program rules.

### **Policy Implementation**

Positive program environments and staff-child interactions promote positive behavior in children. To promote a positive environment, each staff member will :

- model appropriate behaviors through their own actions.
- set and enforce clear, reasonable and consistent expectations that protect the child's health and the safety and rights of others, as well as the environment.
- provide positive directions and choices.
- acknowledge appropriate choices and behaviors with positive statements.
- encourage children to make choices and to become more responsible and independent.
- provide a clean, safe and nurturing environment for children.
- provide a daily schedule which meets the needs of the group.
- plan and implement developmentally appropriate program activities of interest to children.
- report concerns and problems to the Executive Program Director or Board President.

### **Behavior Interventions**

The following behavior intervention strategies are used by staff and are a consistent way of communicating behavior expectations to children:

- reminders/non-verbal cues
- warnings
- redirection
- role play/model with children
- teach problem solving skills
- problem solving “Think Sheet”
- missed privilege/activity/choice time
- conference with child
- referral to the Executive Director
- family contact or conference
- behavior contract

In the case of a recurring problem or when a child “loses control”, the following may take place.

- Efforts will be made to deescalate the situation and to help the child regain self-control.
- The child may be removed from the environment to provide a safe space to self-manage.
- If the child is unable to regain and maintain self-control, a parent may be contacted to pick up the child.
- A conference with parents, staff and the child may be scheduled.
- A behavior contract may be developed and implemented.
- The child may be suspended or removed from the program.