



Family Handbook Addendum

In order to maintain the health and safety of staff and students, the following practices have been put in place. These practices work in conjunction with the policies and procedures in the Discovery Club Family Handbook.

Inclusion of Students with Specific Needs

Discovery Club values children with special needs as an integral part of our diverse community and strives to support their success in the program. Our program will work collaboratively with families to provide reasonable accommodations as needed to make physical and social inclusion successful.

If your student has a specific need, such as a disability, diagnosis, health condition, or has an IEP/504 for special education services, please indicate so upon registering. Your student's school does not automatically share information about your student with Discovery Club. An individual conference and/or signed release of information may be required before the child's anticipated first day of the program to discuss what reasonable accommodations are needed for the student to be successful. Failure to indicate a child's special needs upon enrollment or participation in a conference with Discovery Club staff could result in a delayed start date while reasonable accommodations are arranged, or unenrollment if reasonable accommodations are insufficient to keep the child safe within the program's model and behavior guidelines.

Development of Support Plans

Discovery Club is a large group, social recreational program. We are committed to providing reasonable accommodations to facilitate access and success to our program. Parents and program staff will work collaboratively through our process.

Orientation Meeting & Proactive Plan

- When a contract is submitted to enroll a student with additional needs, families will be contacted for a pre-enrollment meeting to assess how Discovery Club can effectively support the student's specific needs. The program will collaborate with the family and relevant professionals to create reasonable accommodations within the programming if necessary. Reasonable accommodations will be documented in a support plan prior to establishing the student's start date. Parents/guardians can request a meeting with staff at any time
- Staff will implement the child's support plan
- Please note that Discovery Club is not an educational program. With the family's permission, staff will access and use information from a student's 504 plan or Individual Education Plan (IEP) to help identify and develop reasonable accommodations. Not every accommodation or modification identified in an IEP or 504 plan will be appropriate or applicable to Discovery Club participation. It is critical for families to work with program staff to identify the reasonable accommodations needed for success in the program

Discovery Club enrolls Saint Paul Public Schools students on a first-come, first-served basis. The program and its staff operate in compliance with SPPS Policy 102.00: Equal Opportunity/Non-Discrimination, Minnesota state law, and federal law. No student will be discriminated against on the basis of their race, religion, disability, national origin, sex, familial status, sexual orientation, or gender identity.

CHILD GUIDANCE

Discovery Club Expectations & Protocols

Discovery Club program abides by the Saint Paul Public School approved policies including those outlined in the “Rights and Responsibilities Handbook”, and the Positive Behavioral Interventions and Supports (PBIS) framework. A copy of the policies can be found by visiting www.spps.org. The following are program expectations for all important roles:

Staff Expectations

- Review and model expectations frequently
- Provide positive feedback for expected behaviors
- Be a resource for students to process and create “fix-it” plans for unexpected behaviors
- Provide reasonable accommodations to engage all students during programming time
- Communicate respectfully with families

Parent Expectations

- Inform staff of any needs their child has
- Discuss any accommodations that are important for their child’s success
- Work with staff to create and implement ideas for correction of behavior concerns
- Communicate respectfully with staff and students

Student Expectations

- Refrain from engaging in serious behavior concerns listed below
- Have fun!

Guidelines for Participation

Discovery Club utilizes a broad area within the school building in addition to outdoor space. With a staff to student ratio of 1:15, it is necessary for enrolled students to be able to meet the following behavioral guidelines in an age-appropriate way. If parents are aware that their child might struggle with these guidelines due to a unique need or disability, they should indicate that on their enrollment form, or contact site leadership immediately if issues arise during the school year. Discovery Club staff will meet with the family to determine what reasonable accommodations can be made to help the student be successful.

In general, students must be able to:

- Attend Discovery Club without presenting a direct threat of harm to self or others.
- Toilet independently.
- Remain in one of the designated spaces where programming is occurring in order for staff to sufficiently supervise all students.
- Transition between activities and spaces with minimal direction from staff.
- Participate in a large group setting without direct adult support in order for staff to sufficiently supervise all students.
- Follow the behavior safety guidelines as outlined below.

Positive Behavioral Interventions & Supports (PBIS) Framework

PBIS is an educational, preventative, and restorative approach to behavior. This approach helps schools create and sustain effective and culturally-inclusive environments that support success for all students.

During Discovery Club program time, we follow a Behavior Expectations Matrix that establishes and teaches student expected and unexpected behaviors. Classification of behavior allows us to provide the best support to all of our students and to address behaviors as an opportunity for learning.

Supports through PBIS include the following: reviewing and modeling expectations, site-wide rewards systems, Second Step social-emotional instruction and activities, tracking of all major/minor behaviors, data review of behaviors to implement supports and a constant focus on building relationship (see matrix below)

Major/Minor Behavior Matrix

	Warning/Reteach No Documentation Behavior Communication Form Possible Plan to teach a new skill.	Minor Behavior Reporting form after 2 instances. Plan to "Fix-It" or teach skills.	Major Behavior Reporting Form Parent Notification Plan to "Fix-it" or teach skills	Expected Behavior What are the expectations?
Inappropriate Language	Unkind, impolite, inappropriate language	Repeated pattern of unkind, impolite or inappropriate language.	Threatening language or language that specifically targets an individual.	Kind, respectful and school appropriate words.
Defiance	Directive requested was not a safety concern.	Directive requested was a single instance safety concern.	Repeated pattern of not following safety directives from staff.	Follow staff safety direction.
Disruption	Noise making, outside voice level when indoors, attention-seeking jokes or acts, bugging others, etc.	Repeated pattern of disruptive behaviors that are not developmentally appropriate.	Behavior that requires a "hold" to manage and create safety for other students or exposure of body parts normally covered by a swimsuit.	Be respectful of others' activities and time.
Property Misuse	Not returning items to appropriate places, accidentally damaging property.	Single instance of intentionally damaging property.	Repeated pattern of intentionally damaging property that totals the program site's seasonal supply budget.	Use toys and equipment respectfully and safely.
Leaving the Space	Going right outside the space to calm body, remains in staff sight.	Leaving a space without permission returning to the space within 2 minutes. For example, going to backpack or bathroom without informing an adult.	Leaving a space that is open without staff permission to visit a programming space that is closed or not part of the daily schedule.	Stay in programming space. Ask a staff person before leaving.
Fighting/Physical Aggression	Rough play, Spitting on the ground	Isolated acts of physical aggression. Spitting at a person once.	Multiple acts of physical aggression. Staff or student accident report is required for incident. Spitting at a person more than once.	Keep body to self. Take a break to calm body
Leaving School Building	Uses language that suggests that they would like to leave the building.	Touches/opens door, but does not leave the school building.	Leaves school building.	Remain in the school building unless outside on the playground.
Leaving School Grounds	Uses language that suggests that they would like to leave school grounds.		Leaves school grounds.	Remain on school grounds.
Possession of weapons or illegal substances.	Makes a weapon out of play materials.	Makes a weapon out of play materials after repeated reminders.	Threatening a person or animal with a weapon or possessing an illegal substance.	Engage in kind behavior, and do not threaten others with weapons or possess illegal substances.

Serious Behavior Concerns

Discovery Club has a responsibility to ensure the safety of all students and staff. Severe behaviors that are frequent, prolonged, or intense may lead to immediate parent pick-up, and a pause in or termination of care. Severe behaviors include, but are not limited to:

- Leaving program space without permission to an area that is out-of-program or to an unsupervised area in the building
- Refusing to transition to a program space at the request of staff
- Acts of aggression that present a direct physical or emotional harm to self or others
- Acts that violate the rights of others, including those outlined in district policies 415 “Discrimination, Harassment, Violence, and Retaliation Policy” and the “Rights and Responsibilities Handbook”
- Causing significant damage to personal or school property
- Leaving the school building without permission, or eloping from outdoor areas being utilized by the program
- Requiring excessive staff attention that prohibits adequate supervision of other enrolled students
- Threatening others with or possessing a weapon
- Possession or being under the influence of alcohol, marijuana, unapproved medication, or illegal substances
- Leaving school grounds
 - If your child leaves school grounds during programming, staff will call SEM & 911 for assistance
- Having four (4) behavior reporting forms with major behaviors as defined by the Behavior Matrix above

Every effort will be made to engage families if serious behavior concerns arise. Support plans and reasonable accommodations will be developed when necessary and appropriate. Serious behavior concerns may result in an accelerated application of the student behavior support process outlined below.

Student Behavior Support Process

In an effort to provide clear expectations and consistent process, redirection, reeducation, and discipline will be utilized in accordance with the plan below:

1st/2nd Minor/Major Behavior Incident

Staff will provide behavior redirection and time for the student to reflect on expected ways to handle unexpected situations. Opportunities to “Fix-It”, parent/guardian input/feedback, and social skill building will be used.

1st Serious Behavior Incident

A break in care for one day or until a re-entry meeting can occur will be implemented.

- Staff will document the behavior on the program’s behavior reporting form and inform parents/guardians at pick-up, drop-off or by phone. Staff will also send a follow up email with details of the incident
- A re-entry meeting to solicit feedback from the child’s parents/guardians will be required before the child is able to return to programming. This meeting will include the Program Manager for Inclusion
- Staff will then review data, request feedback/input from parents/guardians and implement a support plan with accommodations/interventions to correct the behavior

2nd Serious Behavior Incident:

A break in care for two days or until a re-entry meeting can occur will be implemented.

- Staff will document the behavior on the program’s behavior reporting form and inform parents/guardians at pick-up, drop-off or by phone. Staff will also send a follow up email with details of the incident
- A re-entry meeting to solicit feedback from the child’s parents/guardians will be required before the child is able to return to programming. This meeting will include the Program Manager for Inclusion
- Staff will then review data, request feedback/input from parents/guardians and implement a support plan with accommodations/interventions to correct the behavior

3rd Serious Behavior Incident

A break in care for three days or until a re-entry meeting can occur will be implemented.

- Staff will document the behavior on the program’s behavior reporting form and inform parents/guardians at pick-up, drop-off or by phone. Staff will also send a follow up email with details of the incident
- A re-entry meeting to solicit feedback from the child’s parents/guardians will be required before the child is able to return to programming. This meeting will include the Program Manager for Inclusion
- Staff will then review data, request feedback/input from parents/guardians and implement a support plan with accommodations/interventions to correct the behavior

- Parents/guardians will be notified at the meeting that should another major behavior occur, the child's contract will be terminated until a change has occurred that may indicate the child will be able to be successful in Discovery Club with the accommodations we are able to provide

4th Serious Behavior Incident

The child's contract will be terminated

Daily fees will not be refunded for breaks in care caused by unexpected major/minor behaviors or serious behavior concern.