



MACCLAY SCHOOL

2026-2027
Student Support
Handbook



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Student Support at Maclay School

Introduction and Overview

At Maclay School, we believe in fostering the holistic development of each student and supporting the whole child. We recognize that education encompasses more than academic achievement, and we are committed to nurturing students' emotional, behavioral, social, and cognitive well-being. Our school philosophy is grounded in the understanding that when students' diverse needs are met, they can flourish and reach their full potential. To ensure the well-being and success of all students, we are committed to de-siloing the work of student support. This means breaking down the barriers between various support services and fostering collaboration among educators, administrators, counselors, and other school professionals. By working together and sharing expertise, we can provide comprehensive and coordinated support that addresses the diverse needs of our students.

Members of the Student Support Team Roles and Responsibilities

Student Support at Maclay School is central to the school's mission to support *each* child. This tenet is the work of all Maclay faculty, administration, and staff.

The Student Support Manual is a comprehensive "one-school" document that outlines the policies, procedures, and resources available to support students with their academic, social, emotional, and behavioral needs. It serves as a manual for the Maclay Student Support Team and a reference guide for our faculty, administrators, and support staff to ensure consistent and effective student support across the school. *This manual is reconsidered and revised annually. Any revisions that need to be immediately implemented will be communicated to participatory parties in an official addendum.*

The Student Support Team is a collaborative group of Maclay professionals who come together to address the academic, social, emotional, and behavioral needs of students. This team is responsible for coordinating and implementing interventions and support services to help our students succeed. The Student Support Team consists of the following school members: the Director of Student Support, Lower, Middle, and Upper School Division Directors, Deans of Students, Deans of Academics, School Counselors, Director of the Center for Academic Excellence, and the Pre-School Director.

The key responsibilities of the Student Support Team include:

1. **Collaboration:** This team works collaboratively with one another and the school faculty, administration, and support staff at large, sharing information, insights, and expertise to develop comprehensive support plans for students.
2. **Data Analysis:** This team analyzes academic, behavioral, and social emotional data to identify students who may require additional support and to monitor progress over time.
3. **Problem Solving:** This team engages in problem-solving discussions to determine appropriate interventions, strategies, and resources to support student success.
4. **Intervention Planning:** Based on data analysis and discussions, this team develops and implements targeted interventions and support plans for individual students.

5. **Monitoring and Evaluation:** The team regularly monitors and documents students' progress, evaluates the effectiveness of interventions, and adjusts as needed.
6. **Communication and Collaboration with Families:** The team maintains open lines of communication with parents/guardians, involving them in the decision-making process and seeking their input and support.

Expectations of the Student Support Team

Student Support Teams for PreK-5th and 6th-12th meet and collaborate weekly to review student referrals and monitor progress. These meetings are facilitated by the Director of Student Support. The weekly meetings will consist of collaborative problem solving and discussion of students who have been referred using Educator's Handbook *Incidents+*, engaged in an "Office Referral" incident, referred to School Counseling, identified by a concerned parent, or whose academic or behavioral performance demonstrates recurring or escalating trends and who warrants additional support or intervention.

The Student Support Team is committed to documenting communication and supporting information as is related to the monitoring of student progress on the Microsoft SharePoint "Student Support Team" in the method established by the team.

Referral and Evaluation Process

The Student Support Team has outlined procedures for identifying and referring students who may require additional support in each of the three areas of student support: academic, behavioral, social and emotional, as well as guiding practices, procedures, and policies for proactively supporting student needs. These policies are outlined in each of the three sections (behavioral, academic, and social emotional) below. All referrals from faculty or administration are to be submitted on Educator's Handbook *Incidents+*. Parent referrals made to members of the SST team should be noted and then communicated in a student support meeting for discussion and next steps.

Community & Character Development

Student support at Maclay is proactive before it is responsive. While the Student Support Team provides coordinated interventions when students experience academic, behavioral, or social-emotional concerns, much of our work focuses on preventing those concerns from occurring in the first place. By intentionally building relationships, fostering belonging, teaching character and life skills, creating meaningful opportunities for connection, and recognizing positive student behaviors, we help create the conditions in which students can thrive.

These proactive supports strengthen school culture, reinforce shared expectations, and promote the qualities outlined in Maclay's Portrait of a Graduate. They are most effective when all faculty intentionally participate in and reinforce them.

Community Time

Community Time is an intentional part of the Middle and Upper School experience designed to develop students beyond the traditional classroom. Through assemblies, grade-level gatherings, academic programming, school-wide initiatives, and other shared experiences, students build community, develop character, strengthen communication, and cultivate the qualities outlined in Maclay's Portrait of a Graduate.

Community Time provides opportunities for students to build meaningful relationships, celebrate accomplishments, explore topics that support their personal growth, and strengthen their connection to the Maclay community. Faculty play an important role by actively participating, reinforcing shared expectations, and helping create a positive and engaging experience for students.

Merits

Merits are an important part of Maclay's approach to student support and school culture. They provide meaningful opportunities to recognize students who consistently demonstrate the values and behaviors that strengthen our community. By intentionally celebrating positive choices, contributions, growth, and character, merits reinforce the expectations we hope to see every day while fostering a culture of belonging, encouragement, and shared responsibility.

Students may be recognized for demonstrating Maclay's core character pillars of being Honorable, Respectful, and Accountable, as well as for other actions that positively contribute to the life of the school. Faculty and administrators recognize student merits through the *Incidents+* platform, helping celebrate individual achievements while reinforcing the habits and values that define the Maclay community.

Foundational Frameworks

The following evidence-based frameworks provide a shared foundation for teaching, learning, and student support at Maclay. While each framework has its own focus, together they help create learning environments that are accessible, relationship-centered, and responsive to the diverse academic, social, emotional, and behavioral needs of students. These frameworks guide our daily practices and support a consistent, school-wide approach to fostering student success.

Universal Design for Learning

Universal Design for Learning (UDL) is based on three core principles or tenets:

- *Multiple Means of Representation*: This principle emphasizes presenting information and content in multiple ways. It acknowledges that learners have different preferences and needs when it comes to how they perceive and comprehend information. Providing content in various formats (e.g., visual, auditory, textual) ensures that all learners can access and understand the material.
- *Multiple Means of Action and Expression*: This principle focuses on providing learners with options for demonstrating their knowledge and understanding. It recognizes that learners

vary in how they can express what they know and what they can do. Offering choices in how students can respond to learning tasks (e.g., through writing, speaking, creating visuals) allows them to showcase their learning in ways that are most effective and comfortable for them.

- *Multiple Means of Engagement:* This principle addresses the importance of engaging learners by tapping into their interests, offering appropriate challenges, and providing motivating learning experiences. It acknowledges that learners differ in what motivates them and how they stay engaged in learning activities. Providing varied opportunities for engagement helps to sustain learners' interest and effort.

These principles of UDL aim to create flexible learning environments that can accommodate the diverse needs of all learners, promoting equity and inclusivity in education.

Responsive Classroom

Maclay follows the core principles of the Responsive Classroom approach. Responsive Classroom is an educational framework aimed at creating a positive and engaging learning environment for students. It emphasizes the importance of social-emotional learning, academic excellence, and a strong sense of community.

The following are a few of the core principles of Responsive Classroom:

- *Teaching for Academic Success:* Academic success is tied to social-emotional well-being. When teachers create a safe and inclusive environment that promotes learning by using engaging instructional strategies, the setting of clear expectations, and providing student-tailored academic support, students are more successful.
- *Social-Emotional Learning:* Responsive Classroom focuses on the development of social-emotional skills in students. Teachers should explicitly teach and model skills such as cooperation, empathy, self-regulation, and problem-solving. Students learn to manage their emotions, build positive relationships, and resolve conflicts constructively.
- *Positive Community:* The Responsive Classroom framework emphasizes the importance of building a strong and inclusive classroom and school community. Administrators and teachers foster a sense of belonging and collaboration. Students actively participate in decision-making, problem-solving, and taking responsibility for the well-being of the community.
- *Effective Classroom Management:* The Responsive Classroom approach emphasizes proactive and preventive approaches to classroom management. Educators establish clear routines and expectations, ensuring that students understand and can meet them. They use positive language, logical consequences, and respectful communication to address behavioral challenges.

Behavior Management and Interventions

At Maclay, we are committed to creating a safe and conducive learning environment for all students. We recognize that addressing student behaviors effectively is crucial to maintaining a positive school climate

and ensuring the well-being and academic success of our students. The following outlines our approach to addressing student behaviors: establishing proactive and inclusive supports and measures, promoting accountability, and providing appropriate support.

Guiding Practices

The work of establishing and maintaining a safe, inclusive, positive climate is proactive at its core. Our faculty and administration work to build a positive and supportive environment by establishing norms, rules, agreements for behavior, and community expectations.

The following is a list of proactive behavioral measures that all students are entitled to while at Maclay.

- Clear behavior expectations
- Consistent and fair discipline
- Logical consequences
- Greeting students
- Using language that reminds, reinforces, and redirects students
- The teaching, modeling, and practice of strategies for self-regulation, self-management, and conflict resolution
- The building of relationships with faculty that extend beyond the scope of the classroom
- Empowerment of our students by providing choice, agency, and shared ownership

Logical Consequences

The Student Support team acknowledges that students, like adults, break rules for any number of reasons. They may forget, be distracted, act on impulse, or simply be dysregulated. They may also test limits or seek attention. Intervening with logical consequences helps students understand the connection between their behavior and consequences, supports them in repairing mistakes, reorients them to community rules, and helps them make better choices going forward.

Logical consequences are respectful both verbally and nonverbally. They are relevant and logically related to the child's behavior in a way that refers to community rules and the impact of behavior on others. They are realistic. Repair work is reasonable in both scope and time and there is a clear, developmentally appropriate time frame attached.

Examples of logical consequences include:

- *Repair*: This type of consequence is used when something has been broken, a mess has been made, or a relationship has been damaged. These are opportunities for students to receive support in solving problems that they caused.
- *Loss of Privilege*: This type of consequence is for when children do not meet established expectations. Loss of privilege must be directly related to the behavior and adults must make sure that expectations are reasonable and understood by children.
- *Taking a Break*: This type of logical consequence is used when a teacher, or sometimes the student, believes that the child needs some space and time to calm down and regulate. The students move to a predetermined space, practice pre-established regulation

strategies, and rejoin the group when ready. Adults model, teach, and provide opportunities to practice self-regulation strategies that can be used during a break.

Data Collection and Response

Data collection is an essential part of the Student Support Team's efforts to meet the needs of each child. Data collection provides an objective assessment of behavior. It allows educators to gather accurate and reliable information about students' behaviors, patterns, and progress. By tracking and documenting behaviors, the student support team can also recognize recurring patterns, triggers, and antecedents which enables them to understand the underlying causes of behavior and make informed decisions.

The Role of *Incidents+*

Educators Handbook *Incidents+* is the tool that Maclay School uses to report behaviors and document actions. It also allows the Student Support Team to monitor recurring patterns of behavior and monitor the progress and growth of our students. Teachers, administrators, and support staff are expected to login student behaviors as soon as possible (and by the end of the incidents' school day at latest) and upload any supporting documentation. The Student Support Team monitors this data to determine interventions and supports for individuals and groups of students.

Student Behaviors and Response

The behavior framework below is designed to provide clear expectations and a consistent approach to supporting student behavior across the school. While no two situations are exactly alike and these examples are not exhaustive, the framework helps guide decision-making and provides students, families, and faculty with a predictable understanding of how behaviors are addressed.

Behavioral responses are determined by both the severity and frequency of a student's behavior. Most low-level concerns are addressed by the classroom teacher through proactive classroom management and restorative practices. As behaviors become more frequent, more significant, or require additional support, responsibility shifts to the Dean of Students and, when appropriate, the Division Director. Some behaviors, because of their severity, may warrant an immediate Tier 3 response.

Teachers should document behavioral concerns in *Incidents+*, where the Student Support Team monitors entries for patterns, trends, and opportunities for intervention. While incidents may remain teacher-managed, documentation allows the team to identify students who may benefit from additional supports before concerns escalate. Incidents requiring an immediate administrative response should be submitted as an Office Referral, which receives same-day review by the Dean of Students. Academic and social-emotional concerns should be documented using their respective *Incidents+* categories.

The goal of Maclay's behavior support framework is not simply to respond to behavior, but to provide students and teachers with the support needed to maintain a safe, productive, and relationship-centered learning environment while fostering student growth and independence.

	Tier 1: Classroom Management	Tier 2: Coordinated Student Support	Tier 3: Major Discipline and Intensive Support
Who leads	Teacher	Dean of Students leads; School Counselor coordinates support	Division Director leads; Dean of Students manages the immediate response
Definition	Developmentally expected behavior addressed within the classroom without significantly interrupting learning.	Behavior requiring coordinated support beyond the classroom.	Behavior that is severe, dangerous, illegal, or significantly impacts safety or well-being.
Example behaviors	• Unkindness • Off-task behavior • Minor non-compliance • Dress code • Non-threatening inappropriate language • Tardiness • Isolated incomplete work • Isolated academic dishonesty • Classroom disruption • Lack of preparedness • Inappropriate technology use • Emotional Dysregulation	• Behavior continuing after documented Tier 1 intervention • Derogatory language • Exclusionary behavior • Minor property damage • Plagiarism/cheating • Skipping • Relational aggression • Physical aggression (Dean's call)	• Fighting • Abusive, racist, or threatening Language • Bullying, harassment, cyberbullying • Significant property destruction • Drugs or paraphernalia • Criminal behavior • Running away • Unsafe behavior • Dangerous items or weapons
Teacher Role	Teach and reinforce expectations, respond using classroom strategies, communicate with families as appropriate, and document in Incidents+.	Continue classroom supports, partner with the Student Support Team, and implement agreed-upon interventions.	Notify administration.
Possible Actions	• Redirection • Logical consequences • Quiet reset • Re-teach expectations • Parent communication • Lunch detention (MS/US)	• Conduct meeting • Logical consequences • Detention (MS/US) • Restorative conversation • Behavior Support Plan • Honor Council (US)	• Restorative Actions • Behavior Contract • Behavioral Review Board • Disciplinary Committee • Suspension • Social probation • Expulsion or contract non-renewal
Family communication	Teacher communicates with families.	Dean of Students meets with parents.	Administration contacts parent the same day.
Entered in Incidents+ as	Minor incident (used to identify patterns and inform support)	Office Referral or collected pattern of minors.	Office Referral, unless safety concern.

Tier 1: Classroom Management

Tier 1 includes developmentally appropriate behaviors that are addressed by the classroom teacher without removing the student from instruction or significantly disrupting learning. Teachers respond using proactive classroom management strategies, including re-teaching expectations, redirection,

logical consequences, restorative conversations, classroom resets, and parent communication as appropriate. Behavioral concerns should be documented in *Incidents+* as Minor Incidents to help identify patterns over time.

Most student behavior is successfully addressed at Tier 1. When documented patterns emerge across time, settings, or teachers, the Student Support Team reviews the data to determine whether additional supports are needed. Existing Learning Profiles, accommodations, and classroom supports should always be implemented before considering additional intervention.

Tier 2: Coordinated Student Support

Tier 2 provides coordinated support for students whose behavior requires intervention beyond the classroom. Behavior may enter Tier 2 after a documented pattern of Tier 1 concerns or through significant incidents that may warrant an immediate Tier 2 response. The Dean of Students leads case management in partnership with the Student Support Team to identify underlying needs, coordinate interventions, and monitor student progress.

Support at Tier 2 may include restorative conversations, a Support Plan, counseling services, family partnership, and individualized interventions designed to help students develop the skills necessary for success. Teachers remain essential partners by continuing classroom supports, implementing agreed-upon strategies, documenting incidents, and communicating observations to the Dean of Students.

Tier 3: Major Discipline & Intensive Support

Tier 3 addresses behaviors that are severe, dangerous, illegal, or significantly impact the safety or well-being of the individual or school community. Severity alone may warrant an immediate Tier 3 response. The Division Director leads the disciplinary process, while the Dean of Students coordinates the immediate response, investigation, documentation, and communication with the Student Support Team.

Responses at Tier 3 are individualized based on the nature of the incident and may include restorative interventions, behavior contracts, suspension, probation, referral to the Behavioral Review Board, expulsion, or contract non-renewal. Throughout the process, the school remains committed to balancing accountability with appropriate supports, helping students learn from their actions while protecting the learning environment.

Teacher Role

Teachers play a critical role at every tier of support. They establish clear expectations, respond to behavior using effective classroom practices, document concerns in *Incidents+*, and partner with the Student Support Team to implement supports as needed. Accurate documentation and timely communication allow the school to identify patterns early, provide proactive interventions, and ensure students receive the appropriate level of support.

Review Boards and Disciplinary Committees

Incidents may result in referral to the Behavioral Review Board, chaired by the Director of Student Support. The Behavioral Review Board determines the appropriate review process, including whether a matter involves academic dishonesty to be referred to the Honor Council, a violation of the Statement of Community to be referred to the Disciplinary Committee, or a concern that should remain with division administration.

Honor Council cases involve academic dishonesty. In the Upper School, these cases are heard by the Honor Council. In the Middle School, incidents of academic dishonesty are reviewed by the Middle School Director and the Deans of Students.

The composition, procedures, voting processes, penalties, and appeals for these review bodies, as well as policies related to Social Probation, suspension, and expulsion, are outlined in the Maclay Student and Family Handbook, which serves as the authoritative source for these policies. Teachers involved in a matter under review will be contacted directly by the Dean of Students or Division Director regarding any information or support needed, such as written statements, student work, or classroom expectations during the review process, and are expected to maintain strict confidentiality throughout.

Bullying and Cyberbullying

Maclay is committed to maintaining a safe, respectful, and welcoming learning environment where every student is treated with dignity. Bullying and cyberbullying are inconsistent with our Statements of Community and Belonging and will be addressed promptly through education, intervention, accountability, and partnership with families.

Bullying is the systematic and chronic infliction of physical hurt or psychological distress on one or more individuals. Bullying behaviors may include, but are not limited to:

- Physical aggression, intimidation, or unwanted physical contact
- Verbal harassment, threats, or derogatory language
- Social or relational aggression, including exclusion, rumor spreading, or manipulation of relationships
- Psychological intimidation, coercion, or other behaviors intended to undermine a person's emotional well-being

Cyberbullying is bullying that occurs through digital technologies, including text messaging, email, social media, online gaming, messaging platforms, or other electronic communication. Because the impact of online behavior often extends into the school environment, Maclay may respond to off-campus cyberbullying when it substantially disrupts the learning environment or affects the safety or well-being of members of the school community.

Preventing and responding to bullying is a shared responsibility between students, families, and the school. Parents are encouraged to monitor their child's online activity, establish healthy expectations for technology use, and maintain open communication about responsible digital citizenship. Maclay provides students with education related to respectful relationships, digital citizenship, and bystander

responsibility while investigating reports of bullying promptly and responding in accordance with school policy.

Reporting Bullying

Students, parents, and employees are encouraged to report concerns regarding bullying or bullying behaviors as soon as possible. Reports may be made to a School Counselor, Dean of Students, Division Director, the Director of Student Support, or any trusted school employee. Students and families making a report related to bullying will complete the one-school “Community Standards” document. Reported concerns will be documented, investigated promptly, and addressed in accordance with the Maclay Student and Family Handbook.

Academic Monitoring and Support

At Maclay School, we strive for academic excellence by providing a rigorous and comprehensive curriculum. We also recognize that every child has unique strengths, interests, and learning preferences. Therefore, we employ a student-centered approach that encourages differentiated instruction and support options. Our goal is to create an inclusive and stimulating environment where students are challenged, encouraged to take academic risks, and are empowered to become lifelong learners.

The Academic Concern Pathway

An Academic Concern identifies a gap or delay in a student's demonstration of grade-level academic skills in reading, writing, mathematics, or content knowledge that is observable regardless of behavioral or emotional state.

Academic concerns may be identified by teachers through *Incidents+*, by students or families, or through grades, screening data, or other school-based observations. Once a concern is identified, the Student Support Team collaborates to determine the primary area of need and the most appropriate next steps.

Depending on the circumstances, responses may include:

- Classroom instructional strategies or interventions
- Consultation with the Dean of Academics or Center for Academic Excellence
- Collaboration with teachers and families
- Progress monitoring
- Referral for additional assessment or formal support planning, when appropriate

Teachers who submit an Academic Concern will be informed of who is coordinating the response, any classroom strategies or supports to implement, and the outcome of the concern. The goal of the Academic Concern process is to identify concerns early, provide timely and appropriate support, and ensure every student has the opportunity to be successful.

Multi-Tiered Systems of Support

The Student Support Team promotes a multi-tiered system of support intended to meet the diverse needs of our students. This framework is comprised of three tiers, each offering varying levels of support to ensure every student receives appropriate interventions and opportunities for success.

Universal Support—Teachers Differentiating for All Students
High-quality instruction and support to all students within the general education setting. Some of the key components include: • Teachers utilize research-based instructional strategies to meet the diverse learning needs of students through differentiated instruction. • The Universal Design for Learning approach is employed to promote and increase inclusive and accessible instruction for all • Teachers collaborate with other teachers to seek out effective strategies and problem-solve ways to address student needs • Teachers monitor the progress of their students and document their students' growth • Teachers provide timely feedback to parents in an ongoing manner through direct communication (phone or email) and the use of Schoology and Veracross to post assignments and grades.
Targeted Support—Teachers and Student Support Team
For students who require additional support beyond the classroom. A few of the features of these supports include: • Small group instruction and/or short-term interventions • Additional support or guidance from a class advisor/homeroom teacher/class sponsor • A referral to the Student Support Team for additional consultation and problem-solving • A classroom observation by a member of the Student Support Team or department to identify curricular or instructional scaffolds and supports • An Informal Assessment conducted by the CAE and/or further evaluation recommended (determined by the Director of CAE) • Conferencing and shared problem solving with students, caregivers, teachers, community partners, and Student Support Team
Intensive Support—Teachers, Student Support Team, and Learning Specialists
For a small percentage of students who need it, we provide more interventive and tailored interventions and resources: • Learning Profiles: Students with identified disabilities receive LP/Accommodation Plans that outline specific goals, accommodations, and related services to support their learning needs. • Small-group or 1:1 instruction and remediation by a member of the Learning Specialist Team who collaborates with the general education teachers and parents/guardians to ensure the success of the student in the classroom.

Data Collection and Screening Measures

The Student Support Team regularly evaluates the progress of students through data analysis and student progress monitoring to make informed decisions and necessary adjustments to supports and interventions. Some of the data collected and reviewed quarterly includes:

- True Progress K-8 quarterly ELA and Math Scores
- Imagine+ Dyslexia and Word Reading Assessment (Pk4-1)
- Student grades and exam scores
- Curricular screeners (Oral Reading Fluency Scores, Predictive Reading Assessments, Math Unit Assessments)
- Teacher feedback and referrals
- Parent feedback
- Student observations

Academic Actions

Most academic concerns are successfully addressed through classroom support, collaboration with the Student Support Team, and individualized interventions. When a student continues to experience significant academic difficulty despite these supports, additional levels of academic monitoring and intervention may be implemented. These actions are designed to provide increased structure, accountability, and partnership with families while helping students return to good academic standing. The criteria, procedures, and expectations for each level are outlined in the Maclay Student and Family Handbook.

Action	Trigger	What happens	Duration
CARES List	Lower than a C– cumulative average in any class, via weekly progress report	Required additional academic support the following week; student and parents/guardians notified by email	One week at a time
Academic Warning	Two or more grades of D+ or below at mid-semester or on a report card	Official letter home to parents, Athletics, and Administration; improvement window set by the Dean of Students	Until improvement, or moved to Probation
Academic Probation	Class average(s) do not improve within the window set on Academic Warning	Meeting with the academic support team; Support Plan created; SST reviews progress; restricted from co-curricular activities; Admissions notified	Set period, not to exceed one semester; insufficient improvement is considered for contract non-renewal

The Center for Academic Excellence

Maclay's Center for Academic Excellence (CAE) serves as the central hub for academic support and enrichment on campus. Students come to the Center for Pathways (Lower School small group reading instruction and Orton-Gillingham based support), ACCESS (Middle and Upper School small group academic coaching and classroom content support), one-on-one support, test proctoring, and/or enrichment programming (iThinkers STEM, iThinkers Math, Math@Maclay). Other services provided include occupational therapy, speech language therapy, and behavioral support. Services

that require intensive support, the use of a test proctor, or those who work with an independent contractor or tutor are charged an additional program fee or bill rate and are billed monthly.

The Center for Academic Excellence also monitors student accommodations for all students who require it. Members of the CAE team review psycho-educational testing, write individualized Learning Profiles, and monitor accommodations in the classroom. The CAE Team also includes the SSD (Students with Disabilities) coordinator who applies for accommodations for students through College Board and ACT.

Additionally, the Center for Academic Excellence believes in supporting each person to fulfill their potential, including the growth and development of its faculty and staff. The Center for Academic Excellence provides professional development and training for staff to enhance their understanding of classroom supports, interventions, and behavior management techniques. By equipping our staff with the necessary knowledge and skills, we ensure a consistent and supportive approach to addressing student behavior across all grade levels.

Services Provided on Campus

The Center for Academic Excellence partners with our families to provide specialized services on campus including Speech Therapy, Occupational Therapy, and Intensive Behavioral Support. These services are conducted by pre-approved local practitioners who serve as independent contractors. Families pay a surcharge to receive these services on campus. All referrals for these services must be communicated by the Director of CAE or Director of Student Support. If a faculty or administrator believes that a student needs an additional service (such as speech, behavioral, or occupational therapy), they must submit a referral through incidents+ or email the Director of CAE or Director of Student Support with that recommendation.

Least Restrictive Environment

Maclay adheres to the Least Restrictive Environment (LRE) principle that students with disabilities should have equal access to educational experiences and opportunities and should not be unnecessarily segregated or isolated from their peers solely based on their disabilities. Therefore, referrals for an increase in tiered support are considered collaboratively among the parents, teachers, and the Student Support Team to determine the most inclusive setting possible for students receiving additional support.

Protocol for Testing Referrals to Community Partners

Maclay believes that supporting the whole child behaviorally, academically, and social-emotionally requires collaboration among educators, parents, and the wider community. We actively involve parents and guardians in their child's development, maintaining open lines of communication and providing resources for support. We also collaborate with community partners and mental health

professionals to offer comprehensive services for our families. In cases where students require additional testing or support, we collaborate with external agencies such as school psychologists, speech therapists, occupational therapists, behavioral analysts, and mental health practitioners.

Referrals to an external agency are determined by the Director of CAE in collaboration with the Student Support Team and faculty. Direct recommendations for additional interventions, testing, therapies, tutoring, or referrals to parents for community partners are issued *only* by the Director of CAE or Director of Student Support. This approach ensures a comprehensive network of support for students and a consistent and equitable approach to communicating student needs to Maclay families.

Accommodations

Students with an academic or behavioral diagnosis may require additional support to address their specific needs. Classroom accommodations are adjustments made to the learning environment, instructional strategies, or materials to support students with diverse learning needs. These accommodations are designed to ensure that students can access and participate in the curriculum effectively. To receive accommodations, families must submit a copy of the child's psycho-or-neuro-educational testing completed by a licensed psychologist.

Accommodations provided vary depending on the student's learning profile, strengths, challenges, and identified disabilities. Students may receive a temporary Learning Profile while awaiting new or updated testing. All academic accommodations are written and communicated by the office of the Center for Academic Excellence. The following are examples of classroom accommodations students may receive:

- Extended time to complete assignments, assessments, or classroom activities to accommodate their processing speed or to allow for breaks as needed.
- Seating away from visual or auditory distractions.
- Alternative testing environments or the use of a test proctor as a scribe or human reader.
- Visual supports such as visual aids, graphic organizers, charts, or visual schedules to assist students in understanding and organizing information.
- Note-taking assistance. Students may receive copies of lecture notes or access to note-taking supports, such as outlines or note templates.
- Accommodated assignments that involve adjusting the complexity, length, or format of the assignment. Some students may have reduced problem sets, questions, or items to complete so long as the mastery of the standard is still the objective.
- Assistive technology devices or software such as text-to-speech software, speech recognition tools, or calculators to support learning and communication.
- Breaks or movement opportunities.
- Visual or verbal prompts, reminds, cues, to support students in staying on task, following instructions, or managing their behavior.
- Simplified instructions. Complex directions or tasks may be broken down into smaller, more manageable steps to support students' understanding and completion.

Maclay Learning Profiles and accommodations are reviewed annually by the Center for Academic Excellence staff to determine adjustments to the level of support in the classroom. These annual reviews are also in collaboration with the families and guardians to determine appropriate accommodations.

Mental or Physical Health-Related Accommodations

Occasionally, there are mental or physical health related adjustments or supports provided to students with conditions or medical needs that ensure their safety, well-being, and equal access to education. Examples of mental or physical health related accommodations may result from:

- Physical accessibility: students with mobility impairments may require accommodations to ensure physical accessibility within the school environment.
- Dietary accommodations: students with dietary or food allergies may require accommodations in the school dining hall or during classroom activities. This may involve providing alternate meal options, implementing allergen-free environments, or allowing additional time or breaks for students with health conditions that cause fatigue or pain.
- Temporary classroom accommodations: students experiencing conditions such as short-term anxiety, depression, concussions, and/or difficulty managing sensory stimulation. Accommodations can include providing noise-canceling headphones, sensory breaks or spaces, adjusting lighting and visual stimuli in the classroom, and providing other classroom accommodations such as extended time on assignments.

Protocol for Developing Temporary Mental or Physical Health Related Accommodations

For temporary mental or physical health-related accommodations, recommendations are developed in collaboration with the appropriate members of the Director of Health and Athletic Training as needed. Temporary accommodation plans are then communicated to the student's educational team and caregivers.

Counseling and Student Well-Being

At Maclay, we believe that a student's emotional well-being is fundamental to their overall success. We cultivate a supportive and caring school community where students feel safe, respected, and valued. Our faculty foster positive relationships with students, promoting empathy, understanding, and effective communication. We prioritize character development by integrating it into our curriculum in advisory or homeroom classes, equipping students with essential life skills such as self-awareness, self-management, responsible decision-making, and building healthy relationships.

The School Counseling Team, comprised of the school counselors in each division and overseen by the Director of Student Support, meets regularly during the school year to review patterns and trends in the emotional and relational needs of our students, outline proactive services,

programming, and determine resources and further training needed to support students in developing and managing their emotions and behavior effectively.

The Counseling Concern Pathway

A Social-Emotional Concern records an observed worry about a student's emotional well-being or social functioning, including mood, coping, peer relationships, self-perception, or response to life circumstances.

Social-emotional concerns may be identified by teachers or staff through *Incidents+*, by students or families, or through observations by members of the Student Support Team, including the Clinic. If a concern involves an immediate risk to a student's safety or the safety of others, teachers should contact a School Counselor or administrator immediately rather than waiting to submit a referral.

Once a concern is identified, the School Counselor receives the information to determine the student's needs and the most appropriate level of support. Depending on the circumstances, responses may include:

- Individual student check-ins or counseling
- Collaboration with teachers and families
- Short-term monitoring and follow-up
- Consultation with the School Clinic or other members of the Student Support Team
- Referral to community-based services or additional evaluation, when appropriate

Teachers who submit a Social-Emotional Concern will be informed of any classroom strategies, supports, or follow-up relevant to their role. The goal of this process is to identify concerns early, provide timely support, and partner with families to promote students' emotional well-being and success at school.

Counselor Check-In Notifications

Students may occasionally meet with a School Counselor during the school day. When teacher awareness will help support a student's successful return to class, the counseling team may send a Counselor Check-In Notification. These brief, confidentiality-protected emails provide teachers with the level of classroom support a student may need without sharing confidential counseling information.

Counselors use professional judgment to determine whether a notification is appropriate, considering the student's readiness to return to class, whether temporary flexibility may be helpful, and whether teachers are likely to notice a change in the student's presentation. If teacher awareness is not needed, no notification is sent and the counseling meeting is documented internally.

Counselor Check-In Notifications are designed to support students while protecting confidentiality. They are not disciplinary notices, crisis alerts, or a replacement for direct communication regarding safety concerns, self-harm risk, threat assessment, or major behavioral incidents. Those situations always require immediate, direct communication.

Protocols for Recommending Specialized Support

In cases where students require specialized mental health care, Maclay collaborates with external agencies. The Director of CAE or the Director of Student Support are responsible for communicating a pre-determined list of Community Partners directly to families and a Release of Information. Referrals for counseling or mental health care must be documented on the SharePoint and discussed with the Student Support Team.

Faculty, administration, and staff are not permitted to recommend testing, therapy, or any specialized support directly to families unless in direct collaboration with the Director of Student Support (counseling and mental health supports) or the Director of CAE (testing, academic or behavioral therapies, tutoring/intervention).

Proactive Counseling Services

To equip students and faculty to navigate student well-being and support, the School Counseling Team utilizes the following programs and curriculum through small groups, one-on-one counseling, advisory or homerooms, wellness classes, and professional development for faculty.

- Zones of Regulation
- 6th Grade Wellness
- Guest speakers on topics related to mental health and resiliency
- Annual mandatory reporting training for faculty and staff
- Annual training for students and faculty on suicide prevention

Protocols for the School Counseling Team

The following are documentation and communication protocols that the School Counseling Team utilizes to communicate expectations and issues to and from families. These documents are “one-school” templates and accessible on the Student Support SharePoint. Decisions about when to employ the following protocols/templates must be determined in the Student Support Team, and once communicated home, the following letters must be signed by the Director of Student Support, the division School Counselor, and Division Director and uploaded and documented on the Student Support SharePoint.

- Outside Therapy Request: utilized by the School Counseling Team when a student requires additional support from an external mental health practitioner and the administrative team seeks to communicate expectations on related communication and frequency.
- Student Care Plan: comprehensive plan of support to reduce stressors for the student in the home and school environments, identifying supportive interventions, monitoring, and follow up measures. It is developed collaboratively between the school and the family to outline expectations for managing and improving the mental health of the student.

- Duty to Warn: template for communicating to families that their child has demonstrated high or medium level of risk to self or others and requires an emergent assessment by a licensed mental health professional prior to returning to school.
- Notice of Concern Letter: is a template for communicating to families that their child has presented with low level risk of harm to self or others and that the Risk Assessment Team recommends the child be seen by a licensed mental health provider.
- Fitness to Return to Campus Letter: is a clearance letter provided by a healthcare professional to confirm that an individual is physically or mentally fit to return to campus. This letter indicates that the individual has sufficiently recovered or is seeking ongoing support and poses no risk to themselves or others.

Grief and Loss Crisis Procedures

The following is a one-school protocol and procedure for addressing grief, loss, or crisis:

- The School Counselor gathers information from the family to determine what they prefer to be shared with the school community. They also inquire about best ways to support the family.
- Within 24 hours of the crisis, a member of the division SST team communicates the information to the relevant staff and families.
- Members of the SST team determine which classrooms will be most impacted and send a more detailed message of support within 48 hours.
- School Counselors reach out to students known to be impacted by the crisis and develop a plan for monitoring them. They also offer check-in times during the school day for all impacted students and follow up with those impacted weekly/monthly after crisis.

Responding to a Student Mental Health Crisis

When a student's mental health condition raises concern for their own safety or the safety of others, the school follows a coordinated process of identification, assessment, and support involving the School Counselor, Director of Student Support, Risk Assessment Team, and the student's family. Depending on the level of risk, this may include recommending the family have the student evaluated by a licensed mental health professional or, in situations involving immediate danger, involving law enforcement.

If the school becomes aware that a student has experienced a mental health crisis or emergency intervention outside of school, including hospitalization or evaluation initiated by the family, the School Counselor will reach out to discuss available support and the school's return process.

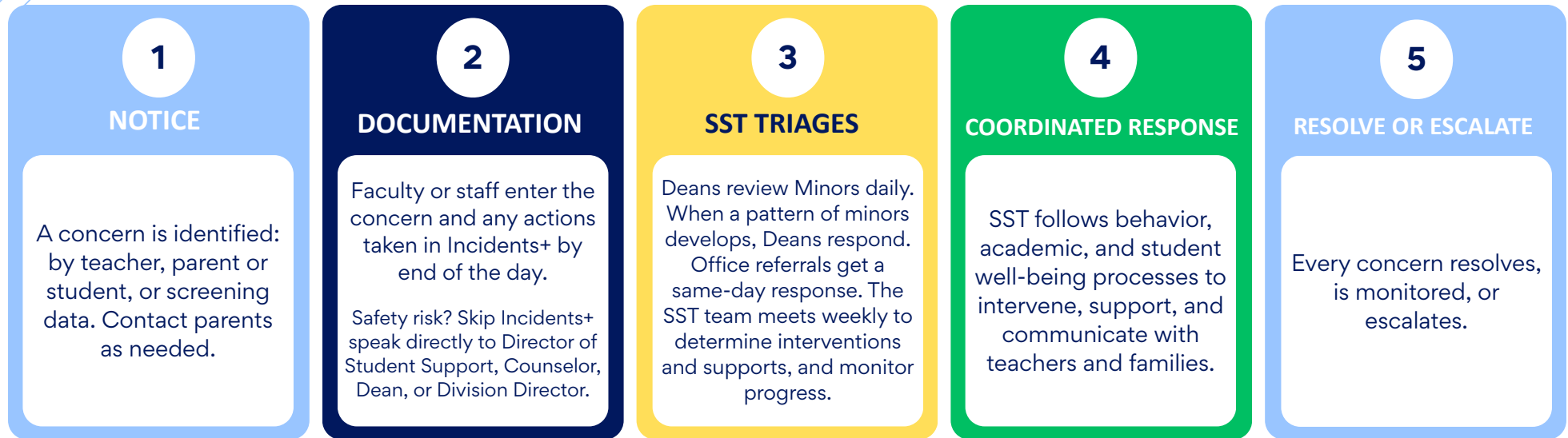
Students returning to school following a mental health crisis or emergency intervention are required to submit a Fitness to Return letter, documenting evaluation by a mental health professional, before resuming attendance.

Procedures for Reporting to The Department of Children and Families (DCF)

Mandatory Reporting is a term used to describe a combination of policies, practices, and state-based laws that require certain people to report suspected child abuse, abandonment, or neglect to the Department of Children and Families. In Florida, everyone is a mandatory reporter. This includes any person who knows or has reasonable cause to suspect that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare.

Child abuse, abandonment, or neglect should be reported to the Florida Department of Children and Families (DCF) through either the statewide hotline or website. Maclay School remains current with and follows state statutes regarding mandatory reporting processes.

Appendix A: Student Support Workflow



If a concern resurfaces after resolution, it re-enters the workflow and is reassessed.

Who is on the Student Support Team (SST)?

Director of Student Support
Division Directors
Dean of Students
Dean of Academics
School Counselor
Director of Center for Academic Excellence
Assistant Head of School for Academics

High Expectations + High Support

Our goal is to support students holistically and collaboratively, in alignment with our mission.

If you have a question about a student, reach out to any member of the Student Support Team.

Appendix B: One-School Behavior Support Plan

Maclay uses a progressive behavior response model for both consequences and supports. Behavior responses and support can escalate by a confirmed pattern of behavior in *Incidents+*, any safety concern, a concern raised by multiple teachers, or based on severe, dangerous, or illegal behavior

Incident is logged in *Incidents+*

TIER 1: Classroom Management Teacher managed

Incidents are managed by teachers within the classroom and documented in *Incidents+*.

May look like:

- Being unkind to others
- Off-task behavior
- Minor non-compliance
- Dress code violations
- Non-threatening inappropriate language
- Tardiness
- Isolated incomplete work
- Academic dishonesty
- Classroom disruption
- Emotional Dysregulation

Possible Teacher response:

- Redirection
- Logical consequences
- Quiet place/rest
- Re-teacher expectations
- Parent Communication
- Lunch Detention (MS/US)
- Other actions as in *Incidents+*
- Document in *Incidents+*

Behaviors documented in *Incidents+* are checked daily by Deans of Students to review for patterns and escalated as necessary.

TIER 2: Coordinated Student Support

Dean of Students lead, Counselor coordinates support.

Deans of Students respond to recurring or escalating behaviors.

May look like:

- Behavior continued after documented Tier 1 intervention
- Inappropriate or derogatory language
- Exclusionary behavior
- Minor property damage
- Physical aggression
- Plagiarism/cheating
- Skipping
- Behavior affecting multiple classrooms or settings simultaneously

Possible Dean response:

- Conduct meeting with student
- Parent contact
- Logical consequences
- Detention
- Restorative conversation
- Behavior support plan
- Honor Council

Possible Counselor response:

- Check-in/monitoring
- Restorative conversation
- Social-emotional support
- Referral to community partner as needed

Deans notify parents and lead next steps.

TIER 3: Major Discipline & Intensive Support

Division Director leads, Deans manages immediate response.

Behaviors that continue to escalate after support and consequences or are severe, dangerous, or illegal are lead by Division Directors.

May look like:

- Further escalation of Tier 2 Behavior
- Physical aggression/fighting
- Abusive, racist, or threatening language or behavior
- Bullying or harassment
- Significant destruction of school property
- Possession/use of drugs or paraphernalia
- Criminal behavior
- Cyberbullying
- Unsafe behavior posing risk to others
- Possession of a dangerous item or weapon

Possible Actions:

- Same day response
- Parents contacted
- Behavior Contract
- Review Board
- Suspension
- Social Probation

Division Directors notify parents and lead next steps.

Appendix C: Review Board and Disciplinary Process Flowchart

Violations of the Maclay School Student Handbook and violations of the Maclay School Statement of Community

**Level 3 Incident is Reported
(Severe, Illegal, or Dangerous)**

Honor Council (US only)

Chaired by Dean of Students (non-voting)

Composition: elected student representatives (four seniors, four juniors, two sophomores, two freshmen)

Intended to consider violations of the Honor Code related to academic dishonesty and, if so, recommend penalties for violations.

Possible Actions:

- Apology of Action
- Academic Penalty
- Work detail
- Detentions
- Written apologies
- Out-of-school suspension
- Having to redo an assignment for no credit
- Social Probation
- Referral to Review Board

Disciplinary Appeals Committee

Chaired by Head of School (non-voting)

Composition: Assistant Head of School for Academics, Director of Admissions, CFO, faculty or administrative representative from another division

Appeals can be submitted to HOS within seven days of the DC decision. Appeals are limited to issues related to due process.

Action: Uphold or repeal the decision of the disciplinary committee

Review Board

Chaired by Director of Student Support (non-voting)

Composition: Deans of Students PK-12, Division Director

Intended to review probable cause and review impact vs. Intention.

Action: determine whether the behavior should be referred to the HC, referred to DC, or should be managed by admin

Disciplinary Committee

Chaired by Dean of Students (non-voting)

Composition: Division Directors, Director of Student Support, Director of Center for Academic Excellence, a faculty member, and Dean from the opposite division (US might include: member of College Counseling and Athletics representative). A student advocate is also appointed to the committee as a non-voting member.

Intended for disciplinary offenses related to the Statements of Community and Belonging and for cases resulting in criminal conduct including, but not limited to:

- Any harassing language, behavior, or discrimination based on race, sex, ethnicity, religion, or sexual orientation
- Willful and severe damage to property on campus or at a school related event
- Bullying as defined by the repeated targeting or harassment of another person
- Possession of a controlled substance including illegal drug paraphernalia
- Possession of a firearm or instrument designed to harm others on campus
- Theft
- Cyberbullying
- Violence

Possible Actions:

- Apology of Action
- Detentions
- Written apologies
- Out-of-school suspension
- Separation of a student
- Expulsion, dismissal, or contract non-renewal
- Social Probation
- Mandated counseling services
- Restorative conversations

Admin Managed Behavior

Willful physical harm of a peer, staff, school employee, or volunteer
Relational aggression seeking to isolate and/or disrespect
Cell phone violation
Chronic tardiness to class or skipping of class
Disrespectful behavior
Dress code violation
Inappropriate use of technology, including social media usage and the recording of any other member of our community in a way that can negatively impact anyone involved.
Physical aggression, threats, or intimidation
Profanity
Public displays of affection
Smoking or vaping
Intentional damage to school property
Vehicular violations
Lack of consistent academic progress (MS/LS): Honor Code violations of lying, cheating, theft

Possible Actions:

- Apology of Action
- Detentions
- Written apologies
- Out-of-school suspension
- Expulsion, dismissal, or contract non-renewal
- Academic Probation
- Increased tiered support
- Behavior Contract
- Social Probation

Appendix D: Counselor Check-In Notifications

Students often meet with a school counselor during the day. When helpful, the counseling team may send a Counselor Check-In Notification email to help teachers best support the student while protecting confidentiality.

Green Alert - Good to go!

- Student met with a counselor and is regulated and ready for class.
- Continue normal classroom expectations. A friendly check-in is always welcome.

Yellow Alert - Support Helpful

- Student may feel overwhelmed or distracted and could benefit from some patience or flexibility today.
- Offer a warm greeting, allow extra processing time, avoid putting the student on the spot, and allow a short break if needed.

Red Alert - Extra Support Needed

- Student may be having a difficult day and may need greater flexibility to remain engaged in class.
- Reduce pressure, avoid unexpected participation, allow breaks if needed, and reach out to counseling if concerns continue.

This System Is:

- A way to keep teachers informed
- A way to support students while protecting privacy
- A quick signal about classroom readiness

This System Is Not:

- A disciplinary notice
- A crisis alert system
- A replacement for direct communication in serious situations

Appendix E: Faculty Guide for Documenting Concerns

Navigating Incidents+

BEHAVIORAL

Incidents+: Minor Incident | Office Referral

Log a minor incident by the end of the day. Minors build the pattern record. Enter Office referral for serious incidents or when directed for a student on a support plan.

What happens next? Minors are tracked for patterns, reviewed daily and analyzed weekly. Patterns of behavior prompt Dean of Students check-in and case management. Office referrals get a same day response from Deans of Students.

ACADEMIC

Incidents+: Academic Concerns

A gap or delay in grade-level skills (reading, writing, math, content) observable regardless of behavior or emotion.

What happens next? Dean of Students check in with teacher and student and triage concerns with Student Support Team.

STUDENT WELL-BEING

Incidents+: Social-Emotional Concern

An observed worry about well-being or social functioning: mood, coping, peer relationships, self-perception, response to life circumstances.

What happens next? School counselor receives the concern and checks-in with student. Look for Counselor Notification Email.

SAFETY RISK

Direct Contact: Dean, Counselor, Division Director

Possible harm to self or others, threats, abuse or neglect, major incidents.

What happens next? Speak directly with a Dean, Counselor, or Division Director, immediately. Safety and risk protocols will be followed.