



Student Success & Classroom Management Plan

→ FOR MTSD PRE-K

Guiding Belief Statements

The MTSD Pre-K Program works under the district's overarching mission to provide a high-quality educational experience that prepares the students to reach their potential as life-long learners and responsible citizens. There are five critical belief statements that our program follows and underscores our mission:

- Families play a critical role in student success.
- Each student is important and is treated with dignity and respect.
- All students should have the opportunity to participate in academic programs that are relevant and rigorous.
- A learning community embraces diversity and allows individuals to achieve their maximum potential.
- Learning is a life-long experience and does require different approaches.

Working within this mission and these guiding beliefs, the MTSD Pre-K Program envision providing every child the educational experiences he or she needs to be successful in his or her academic career and life.

Student Success Plan

With the Mission and Guiding Belief Statements in mind, qualified and caring staff provide each child with guidance that helps him/her acquire a positive self-concept and self-control via the following program practices and structures.

Activities / Curriculum / Schedule:

- Activities are developmentally appropriate for whole group, small group, and individual student needs.
- Differentiation occurs based on students' strengths and needs, interests, and learning styles.
- The physical environment and atmosphere are engaging, positive, and respectful.
- Schedules are developmentally appropriate, providing a consistent flow to the children's day that meets their cognitive, social & emotional, and physical needs.
- Each program implements a positive behavior management system aligned with the system used by the school. Characteristics such as responsibility, caring, and teamwork are modeled and reinforced on a daily basis.
- The strategies of re-direction, distraction, and active listening to determine the underlying cause of the behavior are utilized when an unacceptable behavior occurs or is about to occur. (Corporal punishment and shaming are never permitted. Also, discipline shall never be related to food, rest, or toileting.)

As children are learning and developing their social and emotional skills, staff support their growth by ensuring the following:

- Correct behaviors are taught, modeled, coached, and reinforced. • Behavior guidance is constructive, positive, and suited to the age of the child.
- Interventions are proactive rather than reactive, are minimally intrusive as possible, use positive techniques, and are respectful of the student's human dignity.
- Classroom rules are clear, positive, in child-friendly language, developed with student input, visible, and reinforced.
- Children are encouraged to solve as many of their problems as possible, with staff guidance as necessary. (Physical or emotional danger require immediate staff intervention.)

The overall key behavior expectations for students are:

- Act in ways that promote the physical safety and welfare of children and others.
- Respect of rights, feelings, and property of others.
- Cooperate with other children and adults and follow established consequences.

Additional Student Supports

When the above strategies and practices in the 'Student Success Plan' section do not result in the appropriate behavior, the following may occur based on the nature of the inappropriate behavior:

1. The child may be removed from the activity. The child and staff member will engage in a brief discussion to decide upon a solution to the behavior and how the student can make a better choice the next time s/he finds him/herself in a similar situation. The child is supported as he/she transitions back into the same activity or is redirected to a different activity.
2. Occurrences of inappropriate behavior may require staff to complete a Behavior Report which will be reviewed with the parent. The parent, the student, and the staff person will determine if additional supports such as an individualized behavior plan is needed.
3. If needed, several data/monitoring strategies are available to use to monitor student behavior and collect data to inform decisions on how best to work with the student.
 - a. Anecdotal journal: Daily, or periodically throughout the school day as needed, document observed behaviors – objective notes, dates, times.
 - b. Charts/Logs – Behavior Frequency Counts: For specific behaviors being considered, tally the number of times the behavior occurs in a given timeframe and/or record time and context each time behavior occurs during the day.
 - c. Identify and document antecedents to specific behaviors of concern and document the subsequent consequence of the behavior. Look for trends.
 - d. Have a conversation with the student about the behavior. Gather input from the student (and/or the family).
 - e. School records: Consider attendance information, incident reports, behavior reports, student interest inventory, academic strengths.
 - f. Individual behavior management plan documentation.
 - g. Parent and staff conferences may be required to discuss the behavior and establish a plan of action.
 - h. An individualized behavior plan may be required. The appropriate staff person will gather data regarding the frequency, timing, and context in which the student is engaging in inappropriate behaviors. Working with the appropriate Child Development Personnel and the child's family, a behavior plan will be developed that outlines direct instruction and managed reinforcements that works to decrease/eliminate the child's inappropriate behaviors.
 - i. A referral to the Northwest Tri-County Intermediate Unit may be made for the possibility of a more formal evaluation to determine if the child needs more support than is available at the MTSD Pre-K Programs.
4. Other, as appropriate per the student's needs.

Alignment with Federal Policies

The MTSD Pre-K Programs' Student Success & Classroom Management Policy ins in compliance with the American with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Civil Rights Compliance

Suspension-Expulsion

All efforts, as noted above, are made to help ensure student success. In the extremely rare situation when the severity and/or frequency of a child's inappropriate behavior jeopardizes the health, safety, or well-being of him/herself or others within the program, the MTSD Pre-K Program Supervisor reserves the right to suspend or dismiss a child from the program.

Staff Support

Staff received supports to ensure their proficiency working with children with challenging behaviors.

- Located in each campus, each MTSD Pre-K Program follows the positive behavior support system of the school. Staff are provided an orientation to their school's system. Staff reinforce their school's Character Pillars, verbally recognizing students, handing out recognition cards, and accumulating credits toward a program/class goal when they demonstrate Character Pillars.
- The MTSD Pre-K Programs supervisory team responds with any request from staff if/when they experience challenges working with their students. Strategies are shared specific to the staff and student needs, including materials are created/provided (e.g. If-Then charts, visual schedules). Individualized behavior management plans are developed, implemented, and monitored.
- Each year staff complete a self-assessment. They are encouraged to consider their self-assessment results and the students they have that year to select specific trainings that align with the students they have. Training sessions on the topic of working with challenging student behaviors is available to all staff.
- Observations occur by the MTSD Pre-K Program supervisory team and outside supports (e.g. IU Behavior Specialist) to help identify strategies the staff can use with challenging students. Modeling of strategies is also provided.

