



Discipline/ Expulsion Procedures

“Like all children, it is critical for children with disabilities (physical, mental and/or intellectual) to be exposed to a variety of rich experiences where they can learn in the context of play and everyday interactions and engage with their peers with and without disabilities. In partnership with families, high-quality early childhood programs can facilitate the experiences that foster learning for all children.” (U.S.D.E., 2015.) Whether the child has a disability or not, our methods of discipline are proactive, not a reactive approach. We do not want there to ever be any barriers to prohibit our high quality learning environment for all students.

All children are different so we must differentiate our approach for individual students. We utilize a Multi-Tiered System of Support (MTSS). MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005). Simply put, we do the following: first, we start with classroom based accommodations, second, we move to individual intervention strategies, third, we try individualized instruction, fourth, we promote community partnerships for outside consultation and finally, we refer to an appropriate professional organization. More information about our approach is listed below:

Tier I-

- The MASD Pre-K Counts staff will communicate using positive statements, interact with children on their level in a calm, thoughtful manner, encourage personal exploration and self-motivated choices, demonstrate appropriate classroom behaviors and social interactions, listen and respect the children’s needs, desires and feelings, and use social storybooks and discussion to model appropriate and fair ways to handle common conflicts.
- The MASD Pre-K Counts staff will work to create a safe and structured learning environment. They invest time in teaching classroom rules and expectations, set and explain the necessity for limits in the classroom, apply rules consistently, set up the classroom to promote order and a positive learning environment and limit the number of rules and review them often so children can be successful.
- The MASD Pre-K Counts staff will utilize the social-emotional component of the curriculum entitled "Funshine Express Early Learning Curricula – Fireflies".
- The MASD Pre-K Counts staff will screen all Pre-K students using the “Ages and Stages Developmental Screenings” during the first 45 days of school.
- The MASD Pre-K Counts staff will ensure all students receive the following screenings: vision, hearing, dental, health, and mental health (social emotional screen) in the first 60 days.

- The MASD Pre-K Counts staff will give each child a speech and language screening. If the screeners are inconclusive or not passed, parents are notified that there may be a need for further evaluation.
- The MASD Pre-K Counts staff will offer other supports such as: appropriate choices and redirect children to acceptable activities, help children work through problems and plan solutions, propose appropriate words to help solve conflict, and provide picture routine, schedule, and rule cards to achieve desired behaviors. In some instances, these proactive approaches will not always prove to be successful so Tier II strategies will be utilized.

Tier II-

- The MASD Pre-K Counts staff will give repeated verbal or picture reminders.
- The MASD Pre-K Counts staff will aid the child in transitioning to a different space or center in the classroom or have a private conversation with the child to explain in child-friendly, simplistic terms the expectations of the classroom.
- The MASD Pre-K Counts staff will consult outside agencies like CONNECT to inquire about other strategies and services available and/or other supports available.
- The MASD Pre-K Counts staff will use other outside resources available (could be a consult with an early intervention specialist and/or the use of Positive Behavior Instructional Strategies (PBIS World) for additional techniques to address non complaint behavior.
- The MASD Pre-K Counts staff will place limitations on the child's ability to move freely around the room for an extreme non-compliant behavior, notify the parent via phone call if the limitations do not redirect the inappropriate behavior.
- The MASD Pre-K Counts will set up a parent conference to discuss concerns and brainstorm additional strategies for implementation, and/or offer outside support information.
- The MASD Pre-K Counts staff will remove a child temporarily if he or she is causing harm to himself/herself or others in extreme instances. In some instances, the proactive approaches Tier II will not always prove to be successful so Tier III strategies will be utilized.

Tier III-

- The MASD Pre-K Counts staff will begin the referral process or review placement after working with the families and outside consultations have proven unsuccessful and the child continues to exhibit a developmental challenge and/or a behavioral challenge or if a parent or fellow professional suggest potential impediments to a child's overall growth and progression.
- The MASD Pre-K Counts staff will contact the AIU Early Intervention employees to report the ongoing concern after a child is identified as an early intervention student and developmental challenges and/or behavioral challenges continue.

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