

Preschool Behavior and Discipline Policy:

The word Discipline comes from the word Disciple, and just like Jesus' Disciples learned from Jesus through his modeling and encouragement of how to live a Christ lead life, our teachers lead through modeling as well. The design of the classroom environment, the schedule, routines, and curriculum all support and encourage appropriate behavior.

It is RHCC Preschool's goal to support the growth and development of each child, and expects parent partnership in responding to behavioral concerns. Community Care Licensing's Title 22 supersedes all RHCC Preschool Policy. In unusual incidents, the Director will council with Community Care Licensing representatives to develop a course of action in response to behavioral concerns that are ongoing.

It is the philosophy of RHCC Preschool to respond to challenging behaviors with two approaches:

1. Typical Early Childhood Behavior: As children develop strategies for how to respond to conflict, and further develop their impulse control and language development there are typical behaviors that we anticipate. These behaviors usually are minor, and do not directly harm or endanger classroom peers or staff.

a. Responses:

- Teachers implement strategies to support the growth and development of the child to reach expected developmental level in partnership with parents who bridge school to home practices.
- Director, Teacher, and Parents maintain open communication via email to document the child's growth.

b. Positive Behavior Support Plan:

- If the typical strategies and interventions are not producing behavioral progress, and the child's behavior is persistent, the Parent, Teacher, and Director will develop a Positive Behavior Support Plan and a target date.
- If behaviors persist, we will recommend referral to pediatricians and/or to agencies for behavior intervention.
- Ongoing behavior challenges outside the scope of typical behavior and/or require supervision outside of the child's classroom ratio can lead to dismissal.

2. Aggressive Behavior: A small percentage of children will respond to typical preschool conflict by using aggressive behavior. These behaviors directly impact the safety and security of both children and staff, and are in direct conflict with Community Care Licensing. It is RHCC Preschool's responsibility to uphold the *Personal Rights* of each child in accordance with Title 22 regulations.

Responses:

Level One: A level one behavioral challenge includes behaviors that negatively impact the learning environment:

- Provoking arguments or fights
- Hurtful words or inappropriate language
- Difficulty following directions impeding others' learning
- Disrespecting others' personal space and/or boundaries

Consequences include:

1. Notice to parent
2. Behavioral Plan meeting with Teacher and Director
3. Home Suspension and Probationary Period Set
4. Dismissal

Level Two: A level two behavioral challenge includes behaviors that impact the safety and security of another person:

- Hitting
- Biting
- Spitting
- Kicking
- Throwing harmful objects
- Damage to property

Consequences include:

1. Notice to parent & Behavioral Plan Meeting with Teacher and Director
2. Home Suspension and Probationary Period Set
3. Dismissal

RHCC Preschool has the authority to dismiss a child at any time if the incident is in direct violation of Community Care Licensing Title 22 Regulations.

Behavior Reports:

Teacher and parent cooperation and consistency are key elements in teaching children self-discipline. Behavior Reports are sent home to keep parents informed of behavioral concerns and corrective actions taken by staff in alignment of the Behavior and Discipline Policy. They also provide us with a documented history of our efforts in supporting children's progress towards more appropriate behaviors. All Behavior Reports have been reviewed and approved by the Director or Site Supervisor.

Confidentiality Policy:

RHCC Preschool will not provide information regarding individual students to anyone but the parent or legal guardian, RHCC Employees, and legal entities including Community Care Licensing and CPS, without parent consent in regards to:

- Child's File
- Assessment
- Behavioral Concerns

I am the legal parent/guardian of _____ .

Print Child's Name

I agree to the terms of this agreement.

Print Parent's Name

Parent's Signature

Date