



Behavior and Developmental Guidance Policy

Park Center Preschool understands this is an important time in a child's life, and want to make this a fun and positive learning experience for all children. Limits and classroom guidelines are needed for children to learn self-regulation, social skills, and accountability. The approach is to model expected behavior and help guide children to understand classroom guidelines and promote a safe and positive environment.

Staff will regularly communicate and reinforce classroom guidelines and behavior expectations following positive approaches:

- Modeling positive behavior and good choices
- Redirecting the child when inappropriate behavior is observed
- Encouraging and teaching children to “use their words” to foster positive communications
- Helping and supporting the children to problem solve and to resolve issues on their own
- Assisting the child to understand the concept of making “good choices”

When working with children, staff will implement this policy in the following ways:

- Allow the children to help make and uphold appropriate guidelines
- Be fair and just, not judgmental
- Treat all children fairly
- Make guidelines clear, consistent, and understandable to all children

Children's Role:

Children will help determine classroom rules, and should be presented with clarity and followed with consistency. When talking with a child about his/her behavior, staff will ask him/her what he/she feels is the right thing to do and assist the child/children with choices available to better the situation. This will help the child learn and understand the situation and behavior.

Parent's Role:

This policy statement is listed in our parent manual which parents receive at the time of enrollment. Parents/Guardians will be informed of any behavior concerns we are having. Parents know their child the best and we will ask them to help us by sharing what works for them when guiding their child to appropriate behavior and good choices. It is important for parents to know we are a team and want to work together in the best interest of their child.

Disruptive behaviors can have a negative impact on individual children or the entire class and will not be allowed to continue. Behaviors can include but are not limited to: hitting, biting, pinching, throwing objects, chokings, screaming, not listening to the teachers, refusing to take direction, disrespectful language and disrupting the learning environment of the other children in the class.

When addressing disruptive behavior, these steps will be taken to phase out a child's disruptive behaviors subject to the following general guidelines:



1. Teacher informs the parent after class of the behavior concern. *Nanny or caregiver will not be informed as we prefer direct communication with parent(s).* Parent and teacher share what works at school and home and discuss what may be causing the behavior. Strategies will be put in place by both teachers and parents/guardians.
2. If inappropriate behavior occurs a 2nd time, it will be documented by the teacher and turned into the Preschool Director. The Preschool Director and/or teachers will set up the first conference with parents/guardians to discuss **a more detailed plan to phase out the child's specific behavior.** A date for a second conference (in person or phone call) will be set up over the child's progress and next steps. The time frame will depend on the behavior and severity.
3. If a second conference is needed, the Preschool Director and/or teacher and parents/guardians will review progress and revise-if needed (in person or phone call). The child cannot return to class until this meeting takes place.
4. If no improvement is seen parents will be required to meet with the teacher and/or the Preschool Director and at **this time, the program may also recommend screening in the child's school district and/or will recommend the parent contact the school district for possible early childhood services**

**Depending on the severity of the incident, a more progressive behavior modification process may be necessary.*

We are committed to meeting each child's individual needs and we will handle situations on a case-by-case basis.

Prior to dismissal of a child, the Park Center Preschool's approach is to use documentation, classroom and individual strategies, communication, and collaboration with the family.

Park Center Preschool and the Glenview Park District is also committed to compliance with Americans with Disabilities Act (ADA) and will make reasonable accommodations to assure children are given an opportunity to participate. However, parents and guardians must understand and appreciate that the program might not be the best or appropriate setting or "fit" for every child and in some circumstances; a child cannot meet our behavior requirements with or without reasonable accommodation.

Every effort will be made to accommodate a wide range of differences among our students, and we want to make this a fun and positive learning experience for all children. If a child shows an inability to benefit from the Park Center Preschool program, after all methods of guidance have been exhausted, or if a child's presence is detrimental to the classroom environment, the child's behavior may require the need to find a more suitable childcare setting and the child may need to be withdrawn from the program.

I HAVE READ AND UNDERSTAND THE PARK CENTER PRESCHOOL POLICIES FOR GUIDANCE AND DISCIPLINE

Signature

Date