

Martha's Vineyard Public Schools  
Early Learning Department  
Preschool Discipline Policy and Procedure

The priority of our Early Learning Programs (representing all Project Headway Public Preschool sites located at West Tisbury and Oak Bluffs Elementary schools and Grace Church in Vineyard Haven) is to create and maintain positive and safe learning environments for all students. Our Learning environments are created with individualized instruction around the core value of respect for self and others.

What we do:

- Utilize positive behavior supports and interventions through on-going professional development and practical application of the Pyramid Model (<https://challengingbehavior.cbcs.usf.edu/Pyramid/overview/index.html>). All preschool staff is trained in implementing strategies related to promoting and preventing challenging behavior in the classroom through a tiered structure of support.



Tier 1: Promotion

- use of predictable, consistent and clearly visible classroom expectations/routines through visuals, simple language, modeling, previewing, and positive reinforcement of good choices.
- Ensuring the environment, in set up and structure, supports each student's ability to access positive learning experiences.
- Maintaining strong relationships with families and children that support social and emotional development.

Tier 2: Prevention

- Targeted social and emotional strategies to allow at-risk students opportunities to practice problem solving and conflict resolution and establish healthy peer-to-peer and adult engagement.

- Practical application and use of appropriate language, problem-solving rubrics, development of coping strategies, natural consequences, building self-regulation and emotional vocabulary through explicit instruction and best teaching practices.

Tier 3: Intervention

- Level of support with highly individualized instruction to address persistent challenging behavior that has been identified as needing more intensive support through addition of specialists or assessments to determine skills that need to be acquired for student's successful participation in a variety of classroom learning tasks.

Team Response to disruptive behavior :

Our team is trained to work through the 3 tiers, from least to most restrictive, to provide support to each student to address individual needs and maintain the safety and well being of the entire class. All staff is trained in Safety Care (<https://www.qbs.com/crisis-prevention/>) to provide appropriate, differentiated responses to behaviors and determine if they are 1) developmentally appropriate, 2) challenging or 3) dangerous. If the behavior of the child is determined to be a safety concern for themselves or others, more intensive interventions can be applied to limit dangerous or potentially dangerous situations.

- Removal of student to safe one-person space in classroom
- Close physical proximity of adult to child; providing hand under hand, hand over hand, or assistance to guide a child (without force) to a safe place or through a difficult transition
- Restraint, or physically limiting the free movements of the student, as a measure of last resort and may only be used after all other de-escalation techniques have been attempted by staff without success. *Used when there is an imminent threat of harm to self or others.*

Definitions:

1) Developmentally appropriate: behavior that is typical of a particular stage of development as children build relationships with peers and adults and learn to navigate the classroom environment.

2) Challenging Behavior: any repeated pattern of behavior that interferes with or is at risk of interfering with optimal learning or engagement in prosocial interactions with peers and adults; is harmful to the child, other children, or adults; puts a child at high risk for later social problems or school failure. How the challenging behavior impacts the child, the environment and those around them defines the level of intervention required.

3) Dangerous Behavior: any behavior that causes serious bodily injury to self and/or others (e.g. physical pain, physical injury, or tissue damage), or places the child or others at imminent risk of serious injury