

Everett Public Schools ECEAP CHILD GUIDANCE POLICY

This policy meets the ECEAP Standard E-8 and E-9.

ECEAP Standard E-8 Child Guidance:

Contractors must write a child guidance policy which incorporated this ECEAP Standard.

Staff must use positive guidance techniques to help children learn to get along with each other, which include:

- Maintaining positive relationships with children (E-7)
- Adapting the environment, routing, and activities to the needs of enrolled children.
- Establishing consistent, reasonable expectations.
- Supervising children's activities.
- Foreshadowing events and expectations by letting children know what will happen next.
- Modeling and teaching social skills, such as turn-taking, cooperation, waiting, treating others kindly, and conflict resolution.
- Modeling and teaching emotional skills, such as recognizing feeling, expressing them appropriately, accepting others' feelings, and controlling impulses to act out feelings.
- Involving children in defining simple, clear classroom limits.

Staff must use positive guidance techniques to support classroom limits and maintain safety, such as:

- Coaching appropriate behavior.
- Offering choices.
- Redirecting to an activity that matches the child's energy level.
- Teacher-supported cool down/time-out as a last resort.

If restraint is used, contractors must meet all of the following criteria:

- Staff have received training in limited restraint procedures.
- Staff restrain a child only as a last resort to prevent serious injury to persons, serious property damage, or to obtain possession of a dangerous object.
- Staff do not restrain a child longer than it takes to achieve the safety goal.
- Staff do not use restraint as punishment or to force a child to comply.
- Staff document all instances of restraint.
- Staff notify the parent of the restrained child following the intervention.

Contractor's guidance policy must prohibit any person on the premises from using:

- Corporal punishment, including any means of inflicting physical pain or causing bodily harm to the child.
- Holding, grabbing, or moving the child in an aggressive manner to cause them to comply.
- Verbal abuse, such as yelling, shouting, name calling, shaming, making derogatory remarks about a child or the child's family, or using language that threatens, humiliates, or frightens a child.
- The use of a physical restraint method injurious to the child or any closed or locked time-out room.
- Using or withholding food or liquids as punishment or reward.

ECEAP Standard E-9 No Expulsion:

Contractors may not expel ECEAP children for behavioral reasons. Contractors must write and implement a policy to address the needs of children with challenging behaviors and prohibit expulsion. The policy includes strategies appropriate to the community served and timeframes for implementation.

These four topics must be addressed:

- Supporting classroom teachers.
- Planning to meet individual needs of child.
- Engaging community resources.
- Choosing an alternative schedule or setting.

Transitions to an alternative setting, planned jointly by staff and parents, are not considered expulsion. Short-term suspension must not be used as punishment, though receiving temporary services at home may be part of a child's behavioral support plan.

If contractors have implemented their usual strategies and the classroom is still unsafe or excessively disrupted, they are encouraged to contact the State ECEAP Office for technical assistance.

Everett Public Schools ECEAP will follow ECEAP Standards E-8 and E-9 (above) regarding child guidance.

Our goal is to create an environment in which each child experiences success. Staff provide support, guidance and nurturing to each child in order to help children gain skills to control their own behavior, to solve problems with others and to understand the impact of their choices.

Teachers will use results from the ASQ-SE to plan and implement appropriate social and/or emotional goals for each child. Goals will be developed with parent input and be individualized for each child. These goals will help guide classroom social/emotional curriculum planning.

All children have an Individual Learning Plan (ILP) developed in partnership by teachers and parents. Social/emotional goals are included as appropriate.

ECEAP staff use the Second Step curriculum to support children's learning of appropriate behaviors. Parts of the Incredible Years Dina Dinosaur may also be incorporated, but the main social skills instruction will be from Second Step.

All ECEAP staff will be trained in Right Response.

When a child shows behaviors of concern, staff will discuss the behaviors with parents. When child shows challenging behavior that puts his/her own physical safety at risk, impacts the safety of others or poses serious property damage, limited restraint procedures may be used, following the Right Response training procedures. The child's family will be contacted on the day of restraint as soon as possible. Family members will be asked to partner with staff to develop a plan to address any behaviors of concern. Staff will inform parents that they'll receive a copy of the restraint documentation.

Any use of restraint will be documented with a Restraint Documentation form. Copies of the Restraint Documentation will be submitted to the Program Manager, Program Coordinator and the Snohomish County ECEAP Coordinator within one (1) day. Program Manager or Coordinator will work with staff to ensure objectivity and completeness of form before manager or coordinator mails to the

parent (within 5 days).

Staff will partner with families to develop a plan to address any behaviors of concern. Staff may seek input, consultation and guidance from program manager, program coordinator, Snohomish County ECEAP coordinator, early learning coach, Mental Health Consultant or other district staff as they develop plans and interventions.

Plans and interventions will be individualized to meet student needs. Plans will include engaging community resources, such as Child Find, counseling and mental health services, child's physician, etc. as appropriate.

If plans and interventions, including strategies noted above, have been implemented with consistency and the classroom continues to be unsafe or excessively disrupted staff should consult with program manager or program coordinator. Transitioning the child to an alternative schedule or setting, to be planned jointly by staff and parents, may be appropriate and necessary.

The child guidance policy is to be included in the Policies and Procedures Notebook.

The child guidance policy is included in the parent handbook and will be included in parent orientation.

Information parents receive in Parent Handbook.

Child Guidance

We know that children are in the process of learning social skills and acceptable behavior. We establish a supportive relationship with each child. This relationship is an important foundation for guiding a child's social and emotional development. Our guidance approach respects children's feelings while it also addresses developmentally appropriate behavior. We strive to understand the reasons for children's behavior.

We use forms of guidance and group management that help children learn self-control and be responsive to the needs of others. We model appropriate expression of feelings. We help children learn acceptable behavior through:

- accepting each child
- modeling
- reinforcing appropriate behavior
- giving opportunities to learn and practice
- supporting a child to feel competent and capable to effect his/her environment



Our goal is to create an environment in which each child experiences success. Staff provide support, guidance and nurturing to each child in order to help children gain skills to identify and express their feelings, to control their own behavior, to solve problems with others and to understand the impact of their choices.

Teachers will use results from the Ages and Stages Questionnaire – Social-Emotional (ASQ-SE)

and Teaching Strategies GOLD assessments to plan and implement appropriate social and/or emotional goals for each child. Goals will be developed with parent input and be individualized for each child. These goals will help guide classroom social/emotional curriculum planning.

All children have an Individual Learning Plan (ILP) developed in partnership by teachers and parents. Social/emotional goals are included.

ECEAP staff use the Second Step and Incredible Years Dina Dinosaur curriculum to support children's learning of appropriate behaviors.

When a child shows behaviors of concern, staff will discuss the behaviors with parents. When a child shows challenging behavior that puts their physical safety at risk, impacts the safety of others or poses serious property damage, limited restraint procedures will be used, following the Right Response training procedures. The child's family will be contacted as soon as possible and will receive written documentation of such instances within five days. Family members will be asked to partner with staff to develop a plan to address any behaviors of concern. After implementing behavior supports and plans, and engaging community resources as appropriate, a transition to an alternate schedule or setting may be necessary if the classroom environment is still unsafe or excessively disruptive. Staff will partner with families during transition planning.