

# **Section 6:**

# **PreK Safety**

# **Procedures**





# Prekindergarten Safety Procedures and Strategies

## Prekindergarten Students rely on Adults to keep them Safe

- Some students entering prekindergarten classrooms this fall will be three years of age when they come to school. They are required to turn four years of age on or by Dec. 1<sup>st</sup>.
- The New York State Foundation for the Prekindergarten Common Core Learning Standards includes expectations that preschoolers will be taught social emotional skills, general self help skills to function independently and safety rules.

# Safety Considerations...

- Three year olds will need car seats for fall field trips using buses.
- Prek students need to sit in chairs appropriate for their size so their feet touch the floor to maintain balance.
- Prek students should only use playground equipment designed for their age group to minimize injury.
- Prek students must be accompanied by an adult when they leave the classroom.
- Prek students should not use bathrooms with older students.
- Always send a prek student to the nurse if injured; particularly if there is a head injury or a human bite.

## Provide high quality core instruction: Tier I

- HighScope Curriculum
- Intentional planning for on-going conflict resolution
- Effective classroom management strategies, rituals & routines
- Lesson plans using KDI's
- Antidotal notes collected for planning differentiated instruction and completing COR
- Classroom Climate: pressure free, positive/supportive responses, courteous/respectful adult interactions, parent involvement, opportunities for interaction/conversation amongst adults & peers

# Tier 1 Continued: Social Emotional Support

- Review Implementation of the Pyramid Model:
  - System of strategies to address social-emotional and behavior issues at the early childhood level
  - PD will be provided for all 3 Levels of the Pyramid throughout the school year.
  - It is the expectation that all staff will complete Levels 1,2, and 3
- Completion and Implementation the Essential Indicators Checklist

## Tier II

- Begin ABC Log
- Review Essential Indicators Checklist with TST
- Classroom Observation by TST or Social Worker
- Parent Notification (documentation of communication)

## Tier II Continued....

- Problem Solving Team Meeting
  - Team members must include Teacher, TST, Social Worker, Adult Family Educator (Administrator strongly recommended)
- Develop Behavior Support Plan (to be reviewed every 4 weeks)
- Parents are notified of Behavior Support Plan

## Prekindergarten Safety Procedures focus on Safety

- Prek Safety Procedures are not disciplinary. They are not designed to punish students but to protect them and others from harm.
- Prek students are not suspended from the prek program.
- Prek students can be removed from the program for up to five days or be placed on a modified program after specific steps are taken to address their needs in the classroom and these actions and the results have been documented.
- The Executive Director of Early Childhood must be notified within 24 hours if the parent of a prek student is asked to remove their child from the classroom.

When challenging behaviors are observed for at least 5 consecutive school days.....

- Teaching Team begins to document when behaviors are occurring and how often (ABC Log Checklist).
- Teacher requests assistance from TST.
- TST completes Skills and Indicator Checklist for classroom.
- TST and classroom team discusses the checklist, and develop recommendations to make sure all indicators are addressed.
- Member of the Problem Solving Team (paraprofessional, teacher, technical support teacher, social worker, adult family educator, parent liaison) seeks input from family about the child.
- Team reviews documentation and checklist to determine if they need to follow recommendations for a period of time or begin a Behavior Support Plan.
- If moving to develop a Behavior Support Plan:
  - TST will request that a social worker complete a student observation
  - Teaching Team continues to document behavior using the ABC Log
  - Member of the Problem Solving Team contacts the parent to inform them of the next steps (observation, behavior support)
- Problem Solving Team meeting is scheduled (classroom staff, TST, social worker, classroom paraprofessional and school administrator) to review documentation, problem solve, and decide on next steps.
- The team will meet to review and update the action plan or behavior support plan within 4 weeks.



# ABC Log

Child's Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

<p>Date: _____</p> <p>Time: _____</p>	<p><b>Antecedent</b></p> <p><input type="checkbox"/> Denied access to item or activity</p> <p><input type="checkbox"/> Transition</p> <p><input type="checkbox"/> Attention given to others</p> <p><input type="checkbox"/> Peer conflict</p> <p><input type="checkbox"/> Peer interaction</p> <p><input type="checkbox"/> Noisy/overstimulating environment</p> <p><input type="checkbox"/> Directive given</p> <p><input type="checkbox"/> Limited materials or activities</p> <p><input type="checkbox"/> Seems tired, hungry, sick, anxious</p>	<p><b>Behavior (please write specific behavior)</b></p>	<p><b>Consequence</b></p> <p><input type="checkbox"/> Denied access to item or activity</p> <p><input type="checkbox"/> Obtains access to preferred item</p> <p><input type="checkbox"/> Verbal redirection</p> <p><input type="checkbox"/> Nothing/ignored</p> <p><input type="checkbox"/> Attention from a preferred adult</p> <p><input type="checkbox"/> Attention from a peer</p> <p><input type="checkbox"/> Response from a peer</p> <p><input type="checkbox"/> Physical guide to comply</p> <p><input type="checkbox"/> Obtains access to preferred activity</p> <p><input type="checkbox"/> Removed from the room</p> <p><input type="checkbox"/> Problem solving</p> <p><input type="checkbox"/> Redirection to calming activity/area</p> <p><input type="checkbox"/> Physical discomfort relieved</p> <p><input type="checkbox"/> Other _____</p>	<p><b>Time of day/daily routine</b></p> <p>Time:</p> <p><input type="checkbox"/> Transition</p> <p><input type="checkbox"/> Greeting/message board</p> <p><input type="checkbox"/> Small group</p> <p><input type="checkbox"/> Large group</p> <p><input type="checkbox"/> Gross motor/outside</p> <p><input type="checkbox"/> Planning</p> <p><input type="checkbox"/> Work time</p> <p><input type="checkbox"/> Clean up</p> <p><input type="checkbox"/> Recall</p> <p><input type="checkbox"/> Dismissal/Arrival</p>
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Name \_\_\_\_\_

Date \_\_\_\_\_

Skills and Indicators Checklist: **Research from Module 1 and 2.** Before creating a behavior plan for a child, as a team reflect and make sure the following essential indicators are in place in your environment on a regular basis.

Skills and Indicators	Evidence	Time Frame
1. Positive relationship with children and families <input type="checkbox"/> Greets children daily <input type="checkbox"/> Gets down to children's level <input type="checkbox"/> Speaks calmly <input type="checkbox"/> Participates in child's play <input type="checkbox"/> Respect families (knows their names and communicates positively)		
2. Works in a team to solve challenging behaviors and controlling anger and impulse. <input type="checkbox"/> In a team, came up with at least 3 different problem solving Strategies <input type="checkbox"/> Teaches strategies for controlling anger and impulse during small group, large group and throughout the day.		
3. Learning Environment <input type="checkbox"/> organized with clearly defined learning centers <input type="checkbox"/> Variety of materials, enough for all children <input type="checkbox"/> minimize the amount of transitions and uses planned transition strategies (warning, visuals, music, movement) <input type="checkbox"/> Schedule reviewed visually and implemented consistently <input type="checkbox"/> Sensory activities are available daily (water, sand, playdough) <input type="checkbox"/> Classroom expectations are visually present and reviewed daily <input type="checkbox"/> Provide time for students to practice classroom rules		
4. Student engagement <input type="checkbox"/> activities deigned according to student interest <input type="checkbox"/> activities are scaffolded to accommodate all children's developmental level <input type="checkbox"/> uses extended materials during small group to accommodate children's individual needs.		
5. Problem solving <input type="checkbox"/> Implements six steps for conflict Resolution <input type="checkbox"/> Teaches strategies throughout the day		
6. Friendship skills <input type="checkbox"/> Teaches throughout the day: Small group, large group and work time (cooperative play, be helpful, and sharing)		
7. Emotional Literacy <input type="checkbox"/> Teaches throughout the day: Small group, large group and work time (identifying the feelings of self and others, empathy)		



Classroom Environment	Setting Event Strategies	Antecedent/Preventative Strategies	Teaching Strategies for Alternative Behaviors	Adult Response	
How to consistently incorporate identified strategies from skills and indicator checklist	What are ways to change the context to make the problem behavior unnecessary?	What are ways to <u>prevent</u> the problem behavior?	What can be done to increase expected behaviors or to teach a replacement behavior?	What should happen when the alternative behavior occurs?	What should happen when the problem behavior occurs?
<div>PreK Safety Procedures</div>			<div>Identified alternative behavior: _____</div>		
			<div>Date:</div>		
<div>Page 18</div>	<div>Modifications made:</div>				

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# Behavior Support Planning Chart

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Student: \_\_\_\_\_ Meeting Date: \_\_\_\_\_

Problem Solving Team Members: \_\_\_\_\_

\_\_\_\_\_

Conference Notes: \_\_\_\_\_

Strategy Used	Progress	Modifications

Action Items \_\_\_\_\_

Person Responsible \_\_\_\_\_

## Behavior Support Planning Chart

Student: **Example**

Age: 4

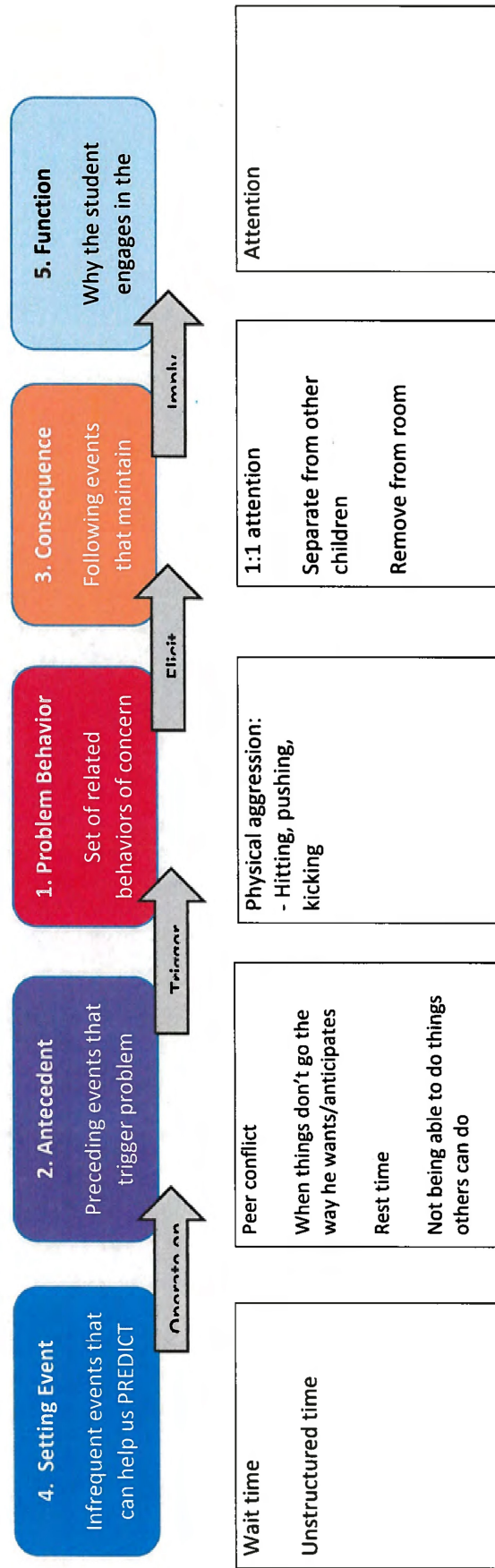
Teacher:

Date:

Problem Solving Team Members: Mom, Teacher, Technical Support Teacher, Adult family Educator, Social Worker, Assistant Principal

Directions: Complete the chart describing specific behaviors while identifying who will be responsible for the various components of the plan. Re-evaluate the plan in 4 weeks.

Student Strengths: Kashis enjoys doing puzzles, coloring, painting, listening to music and playing outside.



Action Items	Person Responsible
<u>Pictures of student demonstrating positive social skills to use as visuals for home and school</u>	<u>Teacher</u>
<u>Provide calming materials to parent</u>	<u>Social Worker</u>
<u>Creation of calming tools to be used at home and school</u>	<u>Mom</u>

## Example

Setting Event Strategies	Prevention Strategies	Teaching Strategies	Consequence Strategies	
What are ways to change the environment/situation to make the problem behavior unnecessary?	What are ways to <u>prevent</u> the problem behavior from occurring?	What can be done to increase expected behaviors or to teach a replacement behavior?	What should happen when the problem behavior occurs?	What should happen when the replacement behavior occurs?
<p>Limit wait time</p> <p>Adult support during unstructured times</p>	<p>Close proximity</p> <p>Encouragement and positive adult attention throughout the day</p> <p>Individualized visuals cues (Pictures of child demonstrating social skills to be used as visual aids)</p> <p>Calming area that contains multiple calming tools</p> <p>Make a helper whenever possible</p>	<p>Use of visual aids to teach, model and reinforce social skills (how to enter play, hands to self, etc.).</p> <p>Adults will introduce calming area (showing child the location and model how and when to use it) and teach child how and when to use calming strategies.</p> <p>All strategies will be taught to child when child is calm and engaged</p>	<p>Adult will stop the behavior and separate children</p> <p>Adult will remain in close proximity</p> <p>Child will be redirected to another activity or encouraged to use calming area</p> <p>Provide child with a job</p>	<p>Acknowledging when child is making positive choices</p> <p>Positive communication home to mom</p>

Rochester City School District  
Prekindergarten Safety Procedures

Introduction:

The RCSD Prekindergarten Safety Procedures are not designed to be disciplinary procedures. The sole purpose of these procedures is to promote safety in the prekindergarten program and to support the development of prekindergarten students in all areas.

Crucial to the development of an understanding of safe and appropriate behavior for individual children in the Prekindergarten classrooms, is first and foremost the understanding of child development and the implications for teaching and learning. For social-emotional behaviors, adults need to observe each child's relationship with adults, relationships with other children, the engagement in social problem-solving, and the ability to express and understand feelings.

Overall climate of the classroom should support social-emotional growth:

- Is the atmosphere free from pressure?
- Do adults respond to children in positive and supportive ways?
- Do adults respond to one another courteously and respectfully?
- Do children interact and converse with other children and adults?
- Do adults listen to children attentively and encourage children to listen to others?
- Are parents invited and welcomed to participate when visiting the classroom?

Children's unsafe/non-compliant behavior is complex and influenced by many factors. Most unsafe/non-compliant behavior sends three consistent messages:

- There is an unmet need.
- There is a lack of skill.
- The environment is not suited to the individual.

It is up to the adults to identify which messages have led to the particular unsafe/non-compliant behavior and to discover the interventions that are appropriate for the individual child.

References: *Preschool Planning Guide*, State Education Department

*Child Observation Record/COR Advantage*, High Scope Foundation

*Reframing Discipline Video Training*, Educational Productions

Safety Procedures:

When severe unsafe/non-compliant behaviors occur, where the safety of the child's self, other children and/or adults is threatened, all avenues for support must first be explored. **Parents should be notified and updated regularly and notifications should be documented.**

A review of the child's behavior must be conducted by classroom staff and documented. The parent(s) should be sent a copy of the Prekindergarten Safety Procedures by mail as soon as the Behavior Review is initiated. A Behavior Review should include:

- The identification of the behavior
- The definition of the behavior in concrete terms
- The identification of the contextual factors that contribute to the behavior (including cognitive and affective factors)
- Recommendations for supports or interventions to address the unsafe, non-compliant behavior.

A Behavior Plan must be written, based on the Behavior Review, which includes a description of the behavior and intervention strategies designed to address the problem.

A child, who has previously been referred to Committee on Preschool Special Education, should be referred back to CPSE when the Behavior Review is complete. The Behavior Review should be shared with the parent and a recommendation for a Functional Behavior Assessment (FBA) should be provided to the parent. For children not previously referred to the Committee on Preschool Special Education, after the Behavior Plan has been given sufficient time for implementation, and the severe unsafe/non-compliant behavior continues to occur, a meeting with the parent to discuss a referral to the Committee on Preschool Special Education should be scheduled. The parent can sign the consent forms at the meeting if they agree.

If, during the Behavior Review process or during the time the Behavior Plan is being conducted or during the referral process, behavior is so severe that child or staff safety is placed in jeopardy and the program administrator or school principal determines the only alternative is to remove the student from the classroom, these procedures are to be followed:

1. The parent is notified in writing, with a description of the reason the student will be removed from the classroom for part of the day or days (up to a maximum of five days) with a request for a conference to discuss steps that need to be taken to ensure safety. The purpose of removing the student is solely to ensure safety while remedial steps are taken to ensure student success upon their return. The goal is to minimize the amount of time out of the classroom while supports and interventions are identified and implemented.
2. For students with a disability, the Committee on Preschool Special Education (CPSE) must be notified, by telephone to the Secretary of the CPSE, within twenty-four hours of the enactment of the classroom removal.
3. For students with a disability, the school must participate in a CPSE review wherein the CPSE must review the IEP to determine what changes, if any, must be made to the student's Individual Education Program (IEP) to ensure safety and success.
4. For students who are not identified as having a disability, both the line supervisor of the particular school/community-based organization in which the classroom removal occurred and the Executive Director of Early Childhood must be notified in writing, within twenty-four hours.

5. A confidential log of classroom removals of prekindergarten students must be kept by the supervisor of the particular prekindergarten site. Logs must include the name of the building, age of the students, disability of the student (if any), race of student, and any other cultural/language factors. The logs will be monitored annually by the Executive Director of Early Childhood for any disproportionate pattern and the rate of classroom removals by the above factors.
6. Even if a parent is not non-communicative it is the district's responsibility to pursue the supports needed to return the student to the classroom. Lack of contact with the parent can't be a barrier to providing an appropriate educational opportunity for the student.
7. All supervisors of prekindergarten programs will be trained in these prekindergarten safety procedures and will keep a copy of this safety policy on hand for future reference.
8. Safety procedures for preschoolers with disabilities will be similar to those for typical students.