



Discipline Policy: The following are strategies and guidelines used by SHS employees for helping children with their behavior:

1. Anticipate and prevent potential problems by establishing consistent routines and schedules, supportive environments, and clear behavior expectations.
2. Use Positive Descriptive Acknowledgement when a child is displaying desired behavior (describe what you see, i.e.; "You're using walking feet in the classroom, you're safe!")
3. Redirect children to appropriate activities without acknowledging inappropriate behavior. Offer activity choices that will meet the child's need. Remember, behavior communicates a need!
4. Recognize and validate children's feelings. Help them find ways to express their feelings so that they can calm down and regulate.
5. Directly teach the use of social and emotional strategies.
 - a. Friendship Skills
 - b. Emotional Literacy (ability to identify, to understand, and express emotions in a healthy way)
 - c. Emotional Co-Regulation and Self-Regulation
 - d. Problem Solving
6. Use teachable moments to teach and practice the use of social and emotional strategies.
7. Have therapeutic classroom materials readily available as various options for methods to self-regulate. Materials available will include a quiet space, sensory materials and opportunities for movement and physical outlet.
8. Use humor to help children understand that you really care about them and to keep things lighthearted.

At no time will personal rights be violated or will corporal punishment, emotional or physical abuse, humiliation, isolation, the use of food as punishment, or the denial of basic needs be used in the classroom.

Staff will notify the child's parents of concerns related to behavior and seek parent input on plans to support the child. Parents may be asked to participate in meetings to identify potential strategies that may support their child's success. Parents may be asked for permission to refer their child for further observation by a behavior or mental health specialist. Staff will develop an individualized plan to reduce undesired behavior and increase appropriate social emotional skills.

Suspension and Expulsion: Suspension is the temporary removal of a child from the classroom due to serious safety concerns. Suspension is only used as a last resort. Suspension may occur when a child's behavior poses a serious safety risk to themselves or others and all other support strategies have not been successful.

Examples of behaviors may include:

- Physical or verbal aggression toward others
- Destruction of property

- Self-injurious behavior
- Ongoing behaviors that significantly interfere with the safety or learning of others

Before considering suspension, the program will:

- Partner with parents/guardians to address concerns
- Consult with SHS mental health specialist
- Use available community resources
- Implement individualized strategies and supports

Parents/guardians will receive 24-hour written notice if a suspension is necessary.

If a temporary suspension occurs, the program will:

- Communicate with the family
- Develop a written plan to support the child's return
- Provide referrals to community resources and services
- Consult with specialists (including IEP/IFSP teams, if applicable)
- Take steps to ensure the child returns as quickly and safely as possible

Our program prohibits expulsion for behavior. If requested by the family, staff will support families in finding a more appropriate placement.