

LIONS MATHEMATICS & SCIENCE CHRISTIAN ACADEMY (LMSCA)
***EARLY CHILDHOOD BEHAVIOR SUPPORT AND TRANSITION
PLAN***

PURPOSE

A high standard of conduct and discipline are maintained at Lions' Academy. Respect for self and respect for others is the expected norm. At Lions' Academy, discipline is a legitimate and constructive goal of the learning process. This includes both the setting of consistent limits and, when necessary, the enforcement of those limits. Appropriate student discipline is a necessary component of any school to provide a safe and positive school climate in which students are able to learn and thrive. Unfortunately, research shows that harsh approaches to discipline do not improve school safety or improve student success. In fact, data shows that strict discipline policies disproportionately affect African American, Latinos, Native American, and students with disabilities more than other student populations. Other negative outcomes of suspension and expulsion practices include:

- Increased risk of dropping out
- 2x as likely to repeat a grade
- 3x as likely to have contact with the juvenile justice system
- Higher frequency of 'repeat' offenders
- Lower testing scores

Public Act 100-0105 100-0105 prohibits early care and education (ECE) providers from expelling young children (ages 0-5) from their program because of the child's behavior. Providers must take documented steps to address the child's behavioral and other needs in order to keep the child in care, and if ultimately necessary, providers can work with the family on a 'planned transition' to a more appropriate setting; this 'planned transition' process is not considered an expulsion. Providers also have to report data related to the transitions.

The LMSCA Behavior Support and Transition Plan is an action plan created to address students that exhibit repeated and seriously challenging behaviors not only

in its preschool program but also in its primary grade program. The goal is to reduce the use of suspension and expulsions and support young children's individual development that, may exhibit challenging behaviors.

CHALLENGING BEHAVIORS DEFINED

Challenging behavior refers to any serious and repeated pattern of behavior, or perception of behavior, that interferes with a student's ability to engage in developmentally appropriate self-regulation and cognitive and prosocial engagement with peers and/or adults.

THE DESCRIPTION OF THE LMSCA BEHAVIOR SUPPORT AND TRANSITION PLAN

The LMSCA Behavior Support Plan consists of tiers or levels of support that provide support and services based on the student's needs and how they respond to interventions.

- Tier 1 focuses on core, universal instruction and support. This involves clearly defining expectations for all students, teaching those expectations, and providing consistent and meaningful consequences, both positive and negative. Documentation is key, using behavior data to monitor the school climate and adjust support(s) to meet student needs. An LMSCA Tier 1 Behavior Support Plan will be created to address any student who exhibits early signs of serious behavior challenges (more than three incidents per week during the first month of school using data gathered through observations and interactions).
- Tier 2 -focuses on targeted instruction /intervention and supplemental support. Tier 2 is designed to support the needs of the identified student at risk and/or falling behind. Academic and non-academic support interventions are implemented and documented. Tier 3 support will be initiated when a child engages in serious, repeated, and ongoing patterns of challenging behavior that do not respond positively to the strategies identified in Tier 1 and 2 support program's guidance policy.

- Tier 3 provides intensive individualized support based on each student's needs. Tier 3 intervention will only be considered when problem behavior is:
 - Chronic/frequent.
 - Dangerous.
 - Highly disruptive.
 - Impeding learning.
 - Resulting in social or educational exclusion.

At this level, the ECBG Behavior Support Plan template must be completed for each child identified for support and/or transition - <https://www.isbe.net/Documents/Behavior-SupportPlan-37-50B.pdf>. If it is determined that transition is required, then the ECBG Program Transition Plan template at <https://www.isbe.net/Documents/Program-TransitionPlan-37-50A.pdf> must also be completed. Both forms, when completed, must be entered into the Illinois State Board of Education (ISB) Student Information system. The use of this tiered framework offers positive outcomes, such as greater academic achievement, reduction of exclusionary discipline, and improved teacher outcomes, to include students with disabilities

WHEN TO INITIATE THE LMSCA BEHAVIOR SUPPORT PLAN

The LMSCA Behavior Support Plan will be initiated for students who persist in challenging or inappropriate behaviors (these are specific behaviors contrary to the philosophy of Lions' Academy) during the school year. The program Support Plan is initiated when a student exhibits the following: a) engages in serious, repeated, and ongoing patterns of challenging behavior that do not respond positively to the strategies identified in the LMSCA Tier 1 & 2 Behavior support plan, and b) engages in behaviors that prevent the student or others from being able to learn or causes harm to self and/or others.

The LMSCA Program **Transition** Plan is initiated only after all reasonable efforts have been made to carry out the action steps and strategies and utilize the community resources identified in the LMSCA 3-Tier Behavior Support Plant. After all efforts have been made and documented to implement the LMSCA

Behavior Support Plan and it is determined by a professional multi-disciplinary team that the program is unable to meet the student's individual needs or provide the type of care that would most benefit the student, the Program Transition Plan will be initiated. This should not be used when a child is just moving from one classroom to another classroom within Lions Academy.

WHO SHOULD BE INVOLVED?

The first step in the LMSCA Behavior & Transition Program process is the selection of a multi-disciplinary team that must work collaboratively on creating, implementing, and assessing the progress of the plan. The team will include the student's homeroom teacher, and/or teachers, teacher assistants, parents/guardians, early childhood administrators/directors, and if appropriate, an assigned social worker, and the Waukegan School District 60 support staff (that may include mental health/behavior specialists, speech therapists, and others who work directly with or have knowledge of the child and have knowledge of the child development, trauma-informed practices, and positive behavior management).

WHAT INFORMATION IS REQUIRED?

The plan will include: ♣ Written guidance and intervention policies; parents/guardians notified upon enrollment. ♣ Initial and ongoing behavior documented with observations, notes, and dates. ♣ Ongoing communication with parents/guardians, in a culturally and linguistically appropriate manner, documented with notes and dates, ♣ Ongoing program efforts to improve capacity for dealing with challenging behaviors and improving teacher-child interactions (technical support, training, professional development, community resources). ♣ Strategies to be implemented to prevent challenging behaviors and promote an increase in positive behaviors and a supportive teacher-child relationship. See the attached ISBE ECBG Behavior Support Plan Template.

TEMPORARY REMOVAL

Before initiating the Tier 3 Transition plan, the temporary removal of a student from a program should rarely be used and must follow developmentally appropriate practices in behavior management. Temporary removal may only be

used as a last resort if there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications. The family/guardian must be notified, and the program must support the child in returning to full participation in the group setting as soon as safety allows.

IF PARENTS/GUARDIANS CHOOSE TO WITHDRAW

If a parent/guardian chooses to withdraw his or her child from a program at any level, they must submit a letter, in writing, to the program. It should be kept on file with that program for five years. In instances in which a parent or guardian is not able to write a letter, program staff shall maintain on file the written documentation that includes the requestor's name and relationship to the child, along with the withdrawal date. The staff member must also sign and date the written documentation.

MONITORING AND COMPLIANCE

A monitor who is making a visit will request to see a copy of the program's suspension and expulsion policy. A monitor also will request to see an ECBG Behavior Support Plan or an ECBG Program Transition Plan of any child in the program who has such plans. ISBE-created templates must be used to maintain compliance.