

Head Start Program Education Service Center, Region 20

Child Guidance Plan

The ESC-20 Head Start Program promotes age appropriate child guidance practices. Special note should be made that Head Start Performance Standard 1304.52(h)(1)(iv) states: **“They will use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse, or humiliation. In addition, they will not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.”** All children should be treated with respect, as self-discipline is being taught and demonstrated.

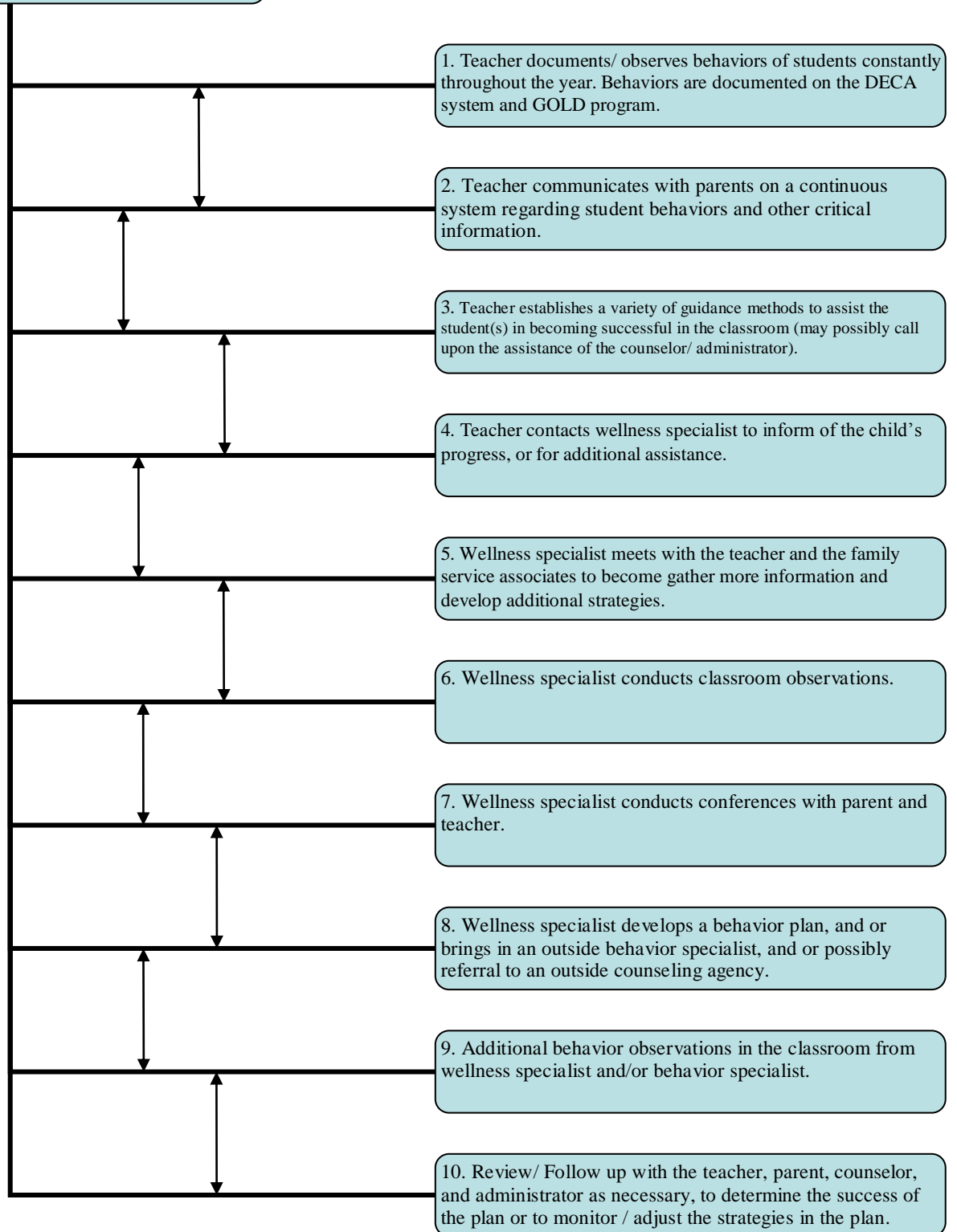
The ESC-20 Head Start program is in partnership with six school districts (Bandera, Hondo, Natalia, Lytle, Devine, Medina Valley) serving 9 campuses. Each campus has a school wide discipline plan and a reward system. The Head Start teachers are required to adhere to the Head Start Child Guidance Plan in conjunction with the school district’s discipline plan. School districts are required to have a student code of conduct policy in which outlines expected appropriate behaviors required of them during the school day. This student code of conduct is the district’s response to the requirements of Chapter 37of the Texas Education Code.

Every year the Head Start teachers conduct a home visit during the beginning of the school year. It is during the home visit conference that the teacher reviews all of the classroom procedures and the Head Start requirements for the year with the parents/guardians of the child. The Head Start teachers explain to parents how daily classroom observations are conducted on the students using an IPAD to record their notes on the students. These notes are then used to score the children’s abilities and measure their progress, in all the academic areas and in the area of Social Emotional.

The two systems utilized to monitor students behavioral progress is the (DECA) Devereux Early Childhood Assessment (which is specifically used for social emotional), and Teaching Strategies GOLD system (which is used to monitor progress in social emotional and academic). These systems provide teachers with developmental appropriate strategies to address the social emotional development of the children, in a manner in which enhances the strengths of the children’s learning abilities. By focusing on the strengths of the children/student’s behavior it provides a proactive approach in creating and sustaining a positive and nurturing environment.

When a teacher observes that a student is not being successful in the Head Start Classroom due to a social emotional issue, a Behavior Intervention Plan is developed. This plan is developed among the classroom teacher, the parent, the counselor, and the Wellness Specialist. The Behavior Intervention Steps are outlined in the diagram shown below. This diagram has arrows between steps to demonstrate the constant communication and adjustments being made to monitor the student’s success.

Behavior Intervention Steps



Discipline Referral Process may cycle among and between steps and throughout the year in order to assist the student to become successful in the classroom setting.

All teachers promote a positive behavior program, in which rewards students to include but not limited to the following:

1. Daily Verbal Praise
2. Stickers
3. Treasure Chest/Surprise Box
4. School Tokens
5. Special Notes home/ Parent Conferences
6. Special Privileges
7. Behavioral Individualized Plans
8. Behavioral Student Folders

In Addition, each school has a system used to promote positive behavior. Below are the names of each campus, along with the positive behavior program, and how it is implemented:

Lytle - At Lytle Primary students receive BEE Coupons as students are caught doing one or all of the three BEE'S – BE Respectful, BE Responsible, and Be Safe. A variety of incentives are provided by all the staff. All students are taught very specific lessons on behavioral expectations. Lytle Primary follows the positive behavioral support intervention discipline management system.

Natalia - At Natalia ECC they implement the Positive Behavior Support System through the use of a Pyramid of Recognition. The first level of the pyramid, students receive Mustang Merits. The mustang merits are used for weekly drawings. The second level of the pyramid, students receive Pride Appreciation Treats. These treats earn students a mustang mobile merit mart. The third level of the pyramid is Pride Appreciation Letter. At this level students receive a recognition Notice and a chance to earn a Pizza party for the class. The fourth level and the last level of the pyramid is titled Celebrations!(Pride passes) at this level students who have earned a mustang merit for the semester will participate in a semester incentive celebration.

Devine – At Ciavarra Elementary student's receive Bronco Coupons as students are caught doing one or all of the school wide expectations which are Be Respectful, Be Responsible, Be Cooperative and Be Safe. Students receive recognition through various awards i.e. treasure chest, weekly drawings, announcements of students over the intercom by the principal. Devine (Ciavarra) Elementary follows the positive behavioral support discipline management system.

Bandera – At Alkek Elementary students receive Bulldog Bones for positive behavior and it is up to each individual teacher to determine how they are distributed. This school uses the school wide Positive Behavior management system: Go Respectful, Go Responsible and Go Safely.

Bandera – At Hill Country Elementary teachers implement campus wide programs to encourage positive behavior which are as follows: 1) Character counts Bee Program, 2) Essential 55 3) Love and Logic 4) Behavior Folder. Incentives are provide in a variety of ways and it is up to each individual teacher to determine how they are distributed.

Hondo – At Meyer Elementary teachers use the Positive Behavior System, the School wide Expected Behaviors are to Be Safe – Be Responsible – Be Respectful. At Hondo students receive "Hoot Loots" which are pieces of paper used like tokens. Every time a student is caught doing a great job or for attendance students can earn these tokens for prizes from the Hoot Loot store located on the campus run by the assistant principal.

Medina Valley – At Castroville Elementary they follow the Positive Behavior System, the School wide Expected Behaviors are to Be Safe – Be Responsible – Be Respectful. Students who are caught doing good are given

panther pride tickets. The teachers use an additional supplemental handbook for encourage positive behavior titled "Teach To '.

Medina Valley – At La Coste Elementary teachers reward students every Friday, using the Character counts program. When students are caught following directions in any part of the school building. On Friday the Principal makes it a point to announce winners from each grade levels plastic tub.

Medina Valley – At Potranco Elementary staff uses the "Caught you being good," coupons. Each grade level is designated a color of coupons in which a couple of names from each grade level is announced over the P.A. to celebrate their good behavior, on a weekly basis.

Behaviors at all campuses that would immediately cause a student to be sent to the principal's office include the following list, but is not limited to:

- Throwing items in the classroom or outdoors
- Hitting others
- Running around the room deliberately yelling or destroying classroom
- Inappropriate language
- Screaming, yelling in the face of other's
- Spitting
- Pinching, scratching others
- Sexual Behaviors that are disrupting or invading other's personal space

Parents would then be requested to attend a conference where the school staff and parent could plan strategies together to address the behavior in question.

Uh! Oh! Report

Behaviors that are a repeated pattern are reported to parents through use of the *Uh! Oh! Report*. Other parental reporting measures that can be taken include: telephone contact, brief parent notes and special parent/teacher conferences. The *Uh! Oh! Report* is not a replacement system to a parent contact regarding behavior.

The *Uh! Oh! Report* is a multiple copy document. One copy is sent to the parent, one copy is placed in the student file and one copy is given to the wellness specialist. The specialist tracks the reports and incidents and provides follow-up services and technical assistance where needed.

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ESC-20 Board Approved:
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