

Montlake PTA After School Enrichment Program

Positive Behavior Support Plan

Our Commitment to Positive Learning Environment

The Montlake PTA After School Enrichment Program is committed to creating a safe, supportive, and engaging learning environment where all students can thrive. We believe that positive behavior is best supported through clear expectations, consistent routines, recognition of appropriate behavior, and respectful relationships between students and adults.

Core Values and Expectations

Respect for Self: Students demonstrate self-respect by making positive choices, asking for help when needed, using appropriate language and tone, and taking care of their personal belongings.

Respect for Others: Students show respect for peers and adults by listening when others speak, using kind words and actions, following directions cooperatively, and treating everyone with dignity.

Respect for Environment: Students care for their learning spaces by using materials appropriately, cleaning up after activities, moving safely through the building, and protecting school property.

Specific Behavioral Expectations

Students participating in the after-school enrichment program are expected to demonstrate respect for themselves, others, and the learning environment. We expect students to:

- **Listen actively** and follow directions from instructors, the onsite coordinator, and adult volunteers, demonstrating respect for the learning process
- **Stay engaged** in their designated classroom spaces, using hallway and bathroom time purposefully and briefly
- **Move mindfully** through the school building using indoor voices and walking to ensure everyone's safety and comfort
- **Care for materials** by using school property appropriately and responsibly, treating shared resources with respect
- **Interact kindly** with all community members, using gentle hands, respectful words, and inclusive behaviors

Supporting Student Success

After school classes are a valued opportunity for growth and learning. We recognize that students may need different levels of support to be successful. Our approach includes:

Prevention Strategies:

- Clear and consistent expectations shared with all students
- Positive recognition and reinforcement of appropriate behaviors
- Structured activities and smooth transitions
- Regular check-ins and relationship building
- Environmental supports to promote success

Teaching and Reteaching:

- Direct instruction in expected behaviors and social skills
- Modeling of appropriate interactions and responses
- Practice opportunities for students to demonstrate understanding
- Collaborative problem-solving when challenges arise

Safety and Accountability Procedures

Attendance and Communication: Students are expected to attend their enrolled enrichment classes consistently. If a student needs to leave early or is not feeling well, they must communicate with their instructor so that families can be contacted. This ensures student safety and maintains program accountability.

Break and Support Protocol: When students need additional support or a break from classroom activities, instructors will work with the onsite coordinator to provide supervised alternatives in appropriate spaces. All breaks and support interventions will maintain student dignity while ensuring safety.

Positive Behavior Intervention Framework

Our response to behavioral challenges focuses on teaching, relationship repair, and skill building rather than solely on consequences. We believe in restorative practices that help students learn from mistakes while maintaining their connection to the learning community.

For All Interventions:

- Student voice and perspective are included in problem-solving
- Focus on teaching replacement behaviors and coping strategies
- Family communication emphasizes partnership and collaborative support
- Consideration of individual student needs, trauma history, and cultural background
- Documentation focuses on patterns and successful interventions

Intervention Response Protocol

Behavior Area	First Response	Second Response	Third Response	Intensive Support
Respect for Environment (misusing materials, disorganizing spaces)	Gentle redirection and teaching of appropriate use. Email to family sharing observations and areas for growth. Student participates in restorative action (helping to repair or reorganize affected area).	Collaborative conversation with student about environmental respect. Phone conversation with family to develop consistent expectations. Student completes meaningful service project related to classroom care.	Family meeting to develop individualized support plan. Brief break from program (1 day) with learning activities at home focused on responsibility and respect.	Comprehensive support plan developed with family input. Possible shortened day or modified programming with adult support to practice respectful behaviors.
Respect for Others and Self (disrupting learning, unsafe physical actions, leaving designated areas)	Immediate safety check and de-escalation. Teaching of appropriate behaviors and coping strategies. Family notification focusing on partnership and support. If behavior escalates, family contacted for early pickup with focus on student's needs and safety.	Proactive family communication before class begins. Development of individualized support strategies (sensory breaks, modified activities, peer buddy). If safety concerns arise, family contacted for pickup with follow-up planning meeting.	Collaborative meeting with family to assess needs and develop comprehensive support plan. Temporary modified schedule (shorter day or different grouping) with focus on skill building.	Intensive individualized support plan potentially including therapeutic services, modified programming, or family accompaniment. Focus on addressing underlying needs while maintaining program participation when possible.
Program Expectations (unauthorized departures, extended breaks, avoiding participation)	Collaborative conversation with student about program commitment and safety. Family contact to problem-solve barriers to participation and develop support strategies.	Family meeting to assess student's needs, interests, and barriers. Development of modified participation plan or alternative engagement strategies.	Comprehensive assessment of program fit and student needs. Possible program modification or referral to more appropriate program while maintaining respect for student and family.	

Special Considerations and Accommodations

We are committed to serving all students, including those with disabilities, trauma histories, or other individual needs. For students with IEP or 504 plans, we will collaborate with families and school personnel to develop individualized positive behavior support plans that align with their documented needs and goals.

Trauma-Informed Considerations:

- Recognition that challenging behavior may indicate unmet needs or stress responses
- Emphasis on building safe, predictable relationships with caring adults
- Flexibility in approaches while maintaining safety and respect for all students
- Connection with school counseling and family support resources when appropriate

Family Partnership and Communication

We believe that positive behavior support is most effective when families and program staff work together as partners. Our communication will focus on:

- Sharing observations about student strengths and growth areas
- Collaborating on strategies that work both at home and in the program
- Providing resources and support for families
- Maintaining respect for family values and cultural perspectives
- Celebrating student successes and progress