

Suspension and Expulsion

Procedure

When a child exhibits persistent and serious challenging behaviors, the teacher will work with the child's parent/guardian, Disability and Mental Health Manager (DMHM), and their Program Manager to explore all potential services that will facilitate the child's safe participation in the program. Any current service providers assigned to work with the child will also be included in the development of a plan of action to address the child's behavior challenges.

The child's teacher will:

Make a referral for the DMHM as soon as possible. The DMHM will conduct observations in the classroom and will provide ideas, support, and recommendations for behavior management and/or recommendations for additional resources to further support the child.

Implement the Behavior Intervention Report (BIR) which will provide an ongoing log of daily observations of the child's behavior in the classroom. All classroom staff will be instructed to participate in observing and documenting behaviors throughout the day. The BIR should be reviewed by the staff to identify any patterns that may trigger behaviors such as challenging times of the daily routine, specific types of interactions with other children, specific activities that may be overstimulating etc. The teaching team will use this information to make adaptations or provide alternatives to help the child avoid these triggers. The team will work with the DMHM to receive strategies and coaching support with management of the child's behavior.

Work with the DMHM to make referrals for any appropriate services that have not yet been established that will support the child such as, an ECSE evaluation, outside Mental Health Service providers, ADAPT, the child's pediatrician and/or other services that may be available within the community.

Work with the Disability and Mental Health Manager to develop and communicate a clear plan for the classroom staff regarding behavior intervention strategies and methods to ensure consistent, safe, and effective management of the child in the classroom.

Contact parent/guardian to pick up their child if the behavior poses an immediate severe safety risk. This would include behaviors that; result in self injury, injury to others, cause damage to the physical environment, are severely aggressive such as hitting, kicking, biting, making threats of violence and if the child is unable to be redirected or is unable to calm down with the assistance of adult.

When appropriate, the teaching staff and DMHM should develop a Planned and Documented Intervention (PDI) and meet with the family to discuss the plan. The parent/guardian will need to understand and agree to the conditions stated in the PDI plan which may include strategies such as reduced classroom hours, parent support in the classroom, calling a parent to pick the child up when behaviors escalate, having the parent transport the child etc.

If after a reasonable amount of time, the interventions and/or modifications fail to decrease the child's persistent and serious challenging behaviors, the DMHM and classroom staff, along with any assigned

service providers, will meet to discuss alternative services to meet the child's needs. These services may include alternative programming through Head Start, such as a home visiting model or attending class for shorter times with support or finding services provided by other community providers that will better meet the needs of the child.

Once alternative service options are established, the team as listed above will work in collaboration with the parent/guardian to discuss the placement options that are available to best meet the needs of the child.

Based on the parent/guardian's preference of the service options the team will work together to support the family to facilitate the transition of the child to the more appropriate placement with a goal of returning the child to regular Head Start programming as soon as possible.