



LifeSpan

Day Care You Can Trust For Children.

<u>ENTITIES AFFECTED:</u> LifeQuest LifeQuest Nursing Center Mosser Nursing Home x LifeSpan Day Care TogetherCare LifeQuest Foundation LifeQuest Enterprises Inc.	<u>FUNCTION:</u> To ensure that all facilities implement practices that help to reduce suspension and expulsion from care.			
	<u>TITLE:</u> Reducing Suspension and Expulsion Policy		POLICY No.: LSDC -0004	
	ORIGINATION DATE: REVISION DATE: REVISION DATE: REVISION DATE:	7/2019	BY: Nicole Fetherman BY: BY: BY:	DO

I. Policy

Lifespan will use a team-based approach to make evidence based decisions on practice to support reduction of challenging behaviors and the strengthening of social/emotional competencies for success in the classroom.

II. Procedure

1. Identify and describe the behavior in observable and measurable terms using a variety of authentic assessments.
2. Collect Data: Documentation of behavior incident reports, anecdotal teacher notes, incident and injury reports, classroom observations, self assessments.
3. Parents as Partners: Parent Conferences and Collaboration Team meeting to discuss data collected and how to address. Home reports, other factors,

4. Creating Behavior Intervention/Support Plans (BIPs): including accommodations and modifications, and considerations for use of Assistive Technology. Intervene when signs of behavioral issues first become apparent using a school-wide behavior system. Implement a behavior tracking using Behavior Incident reports (BIRs).

5. Refer for support services and interventions to community partners. Coordinate services for seamless supports during evaluation and assessment, service planning, development of IEP's/IFSP's, and tracking & monitoring results.

6. Consultation with LSDC Health, Safety and Compliance Consultant Team; PBIS team

III. Data Collection/ Documentation

Child observations: Frequency charts, running records, time sampling, anecdotal

BIR reports & Incident & Injury reports

Reports and observations from outside agency professionals such as Early Intervention and Early Childhood Mental Health.

IV. Developing the Behavioral Intervention Plans (BIP)- using the Behavior Incident Reports and the Preventing Suspension and Expulsion Implementation Plan

Summarize the data collected and create a behavior plan. Implement plan for 2 weeks. Revisit and discuss progress. Seek team advice and guidance on strategies.

V. Access to Community Resources and Supports- seeking assistance

Request observation and evaluation from appropriate community organization.

IV. Professional Development

Staff are provided with professional development in a number of training opportunities including but not limited to: PBIS Modules, Challenging Behaviors, Inclusive Practices, Self Regulation in ECE Settings, Classroom Management. The individual professional development plans of each staff will be re-evaluated annually and PD plans adjusted accordingly.

V. Other Useful Resources

Functional Behavioral Assessment (FBA)- Antecedent, Behavior and Consequence

Response to Intervention (RTI)

Model Childs Care Health Policies by the American Academy of Pediatrics- Special Care Plan Appendix G/H

PBIS materials: BIR's,

The Benefits of Inclusion

Preventing Suspension and Expulsion Implementation Plan

Referral to Service Protocol flow chart

Every Child Belongs, Welcoming a Child with a Disability, NAEYC article Aug/Sept 2017

Parent Rights

VII. Tiered Approach to Interventions

Level 1 Prompt, redirection Reteaching of rule/routine Practice of skill Behavior choice given Communication method provided Curriculum modification Move within group	Level 2 Removal from activity Conference with student Loss of privilege/item	Level 3 (In school Suspension) Moved to safe spot Removed from classroom Student conference Parent contact Behavior plan or consultation other
Level 4 (Out of School Suspension) Removed from center Reduce hours in program; (early dismissal or shortened day) Other Parent/family meeting Referral to behavioral services Targeted group intervention	Level 5 Expulsion Higher level of supports and interventions required for child to be successful Placement/setting does not support the child's needs Transfer to another program	

When it's not working: Risk of safety concerns: Including but not limited to: physical aggression to others (children or staff), property damage/destruction, flight risk or repetitive, willful noncompliance, unsafe behaviors to him/herself.

This is grounds for discussion of placement, "goodness of fit", and setting analysis.

Considerations will include: class size, ratios, % of special education students in class, length of day, lack of services in place, lack of parental cooperation, timeliness of supports.

In some extreme cases, it may become necessary to get immediate assistance through the county behavioral support guide.

VIII. Implement Crisis Intervention Plan and/or contact the local authorities for further assistance.