

Positive Behavior Support Plan Procedure

1302.17 Suspension and expulsion

- a) *Limitations on suspension.* (1) A program must prohibit or severely limit the use of suspension due to a child's behavior. Such suspensions may only be temporary in nature.
- (2) A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.
- (3) Before a program determines whether a temporary suspension is necessary, a program must engage with a mental health consultant, collaborate with the parents, and utilize appropriate community resources – such as behavior coaches, psychologists, other appropriate specialists, or other resources – as needed, to determine no other reasonable option is appropriate.
- (4) If a temporary suspension is deemed necessary, a program must help the child return to full participation in all program activities as quickly as possible while ensuring child safety by:
- (i) Continuing to engage with the parents and a mental health consultant, and continuing to utilize appropriate community resources;
 - (ii) Developing a written plan to document the action and supports needed;
 - (iii) Providing services that include home visits; and,
 - (iv) Determining whether a referral to a local agency responsible for implementing IDEA is appropriate.

ECEAP Performance Standard: E-9 No Expulsion

Contractors may not expel ECEAP children for behavioral reasons. Contractors must write and implement a policy to address the needs of children with challenging behaviors and prohibit expulsion. The policy includes strategies appropriate to the community served and timeframes for implementation. These four topics must be addressed:

- Supporting classroom teachers.
- Planning to meet individual needs of child.
- Engaging community resources.
- Choosing an alternative schedule or setting.

Transitions to an alternative setting, planned jointly by staff and parents, are not considered expulsion. Short term suspension must not be used as punishment, though receiving temporary services at home may be part of a child's behavioral support plan.

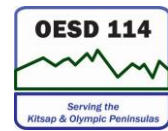
If contractors have implemented their usual strategies and the classroom is still unsafe or excessively disrupted, they are encouraged to contact the State ECEAP Office for technical assistance.

Purpose: A Positive Behavior Support Plan will be initiated and created by staff in partnership with a child's family to support emergent child behaviors.

Guidelines:

When emergent behaviors are observed, either by staff, or parents, staff will refer to and answer the questions on the back of the Positive Behavior Support Plan, titled Emergent Behavior Considerations. Staff will meet with the site supervisor to discuss emergent behaviors and share their responses to these questions.

Staff will arrange to meet with parents and discuss the child's strengths and emergent behaviors and start to create a Positive Behavior Support Plan. During this meeting DECA results should be referred to when applicable.



Site staff will arrange an observation by the Child Development Coordinator Assistant. After the observation the Child Development Coordinator Assistant will meet with the staff and site supervisor to share observations and will help make recommendations for next steps.

Staff will work together to implement teaching practices and replacement skills to support the child's social and emotional development.

After 4 weeks, staff will meet again with parents to review the implementation of the Positive Behavior Support Plan and will determine next steps.

Next steps may include additional observations by the Child Development Program Manager or a referral to the OESD 114's mental Health or behavior consultants.