

MODIFICATION OF SERVICES/PLACEMENT

PURPOSE: UMCHS strives to ensure that all children experience a high-quality, enriching, and safe environment within their classroom settings. UMCHS works to ensure that all children are kept safe in the classroom and that staff are adequately prepared to establish such an environment. For children who exhibit exceptionally challenging behaviors in the classroom that poses a potential safety risk to themselves or to peers and/or staff UMCHS will work to implement the most appropriate plan in partnership with parents and other relevant professionals to best serve children.

POLICY: UMCHS staff will implement adopted practices and processes within the classroom environment that supports safety, positive interactions, and an enriching learning environment. Staff will utilize adopted curriculums and appropriate resources to support individual needs of each child in the classroom. In an effort to serve each child, UMCHS will comply with Performance Standard 1302.17 Suspension and Expulsion. Staff will work together with supervisors, teaching team, mental health consultants, and any other necessary service providers, such as ESD or counseling service providers. Together, they will ensure a comprehensive plan is in place for each child who presents exceptionally challenging behaviors when typical interventions such as, but not limited to: modifying the learning environment, developing teacher skills, reflective observation and feedback, and/or utilization of appropriate resources, have been proven to be ineffective after sufficient implementation time. After such steps have been taken, a child may be temporarily suspended as a last resort and UMCHS will make every effort to support the child and their parent(s) in re-entering the classroom environment.

In such cases the following steps will be implemented if, after regular classroom routines and expectations have been taught, a child is exhibiting challenging behaviors:

1. Discuss concerns with parent(s) and education supervisor and implement an agreed upon plan
2. Seek parental permission for an individualized mental health observation from a mental health consultant
3. Discuss potential referrals to other agencies such as counseling services or ESD or determine if the child is eligible for a 504 Plan or an IFSP or consult with these partners if the child already has involvement
4. Discuss any additional community resources that may be available
5. Implement a behavior plan in the classroom with input from the involved team members
6. After implementing the behavior plan (suggested for a month) significant concerns still remain and no significant progress has been made, the classroom teacher and education manager may recommend temporary modification to the child's program. In such case the modification should be outlined and submitted to the Education Director for approval/feedback from the Senior Leadership Team. Upon approval, the teacher and education supervisor should work with the team of parent, teacher, education supervisor, mental health consultant, and other relevant partners to implement any necessary modifications to the child's classroom attendance.

7. After implementing a modified schedule for an appropriate, agreed upon time (suggested for a month), the team will re-evaluate the child’s progress and determine if adequate progress is evident and the child can return to full participation. If the child still exhibits exceptionally challenging behaviors that pose a safety risk to themselves, peers, and/or staff, then a child may be recommended by the teacher and education supervisor for temporary suspension. In this event, the teacher and education supervisor shall submit a recommendation to the Education Director for approval/feedback from the Senior Leadership Team. Upon approval, the teacher and education supervisor will work with the team to develop a suspension and classroom re-entry plan to include steps to re-introduce the child to the classroom and to work towards full integration on an appropriate timeline. Progress should be documented in the child’s file in progress notes and in goal tracking within TS Gold to monitor and document the child’s progress towards full integration back into the classroom setting.
8. In the event of a modified schedule and/or a temporary expulsion, UMCHS staff will increase parent contacts accordingly to ensure the family receiving appropriate supports based on the following:

Level of Center-based participation	Parent contacts (home visits, phone calls, center contacts)
Modified or full days of attendance (4 or 5) days per week	No additional contacts required
3 days/week of modified or full attendance	1 additional contact per month minimum
2 days/week of modified or full attendance	2 additional contacts per month minimum
1 day/week of modified or full attendance	Weekly contacts
Home-based	Weekly contacts with at least 2 days per month of full or modified classroom participation

These contacts should address any social service, health, disabilities, or mental health concerns for the family, as well as support ongoing development of the child through appropriate activities based on observations, assessments, and individualized goals agreed upon between the teacher and parent for the child.

9. In the event the team determines the classroom is not the most appropriate placement for the child, UMCHS staff will work with parent(s), partners, and community providers to transition the child to a more appropriate placement that may be another available model or service. Such determination should be recommended to the Education Director for approval from the Senior Leadership Team.
10. All documentation of efforts and communication with the team, as well as with the Senior Leadership team, shall be documented in the child’s file.