

Early Childhood Expulsion and Suspension Policy

Sample Policy

High quality child care and early learning programs are important to preventing suspensions and expulsions in the early learning setting. Early childhood education programs are responsible for creating positive learning environments that focus on preventing expulsions and suspensions, encouraging partnerships between programs and families to support healthy development, and ensuring fairness, equity and continuous improvement to support children's social, emotional and behavioral health.

It is recommended that early childhood programs focus on fostering social emotional development and responding to challenging behaviors by incorporating positive discipline practices and policies before ever considering expulsion or suspension from early childhood programs.

Guidance for prevention of expulsion and suspension:

In an effort to prevent expulsion and suspension of children, this agency shall adopt the following, in policy and practice and in a consistent and non – discriminatory manner:

- Use developmentally appropriate practices that provide for stimulating and interactive learning environments, diversity, age appropriate expectations, small group activities, teachable moments and knowledge of research based evidence and best practices in child development, early learning and education.
- Invest in professional development, training and education to ensure educators have the competencies to support children's social and emotional health.
- Develop and implement classroom schedules that meet the needs of the children.
- Adapt learning environments to promote healthy social interactions with others.
- Develop healthy and nurturing relationships with children.
- Develop strong partnerships and relationships with parents.
- Develop and implement classroom expectations that are developmentally appropriate, clear and consistent.
- Provide family engagement opportunities.
- Ensure fairness and equity.

Other Options Prior to Expulsion

Prior to the expulsion of any child from this program, the staff and director will follow these guidelines:

- Identify and engage mental and behavioral health consultants and community resources after obtaining parent permission.
- Reduce the number of days or amount of time in care for a specified amount of time.
- Conference with parents to discuss positive behavior interventions and development of goals.
- Document efforts to prevent and reduce expulsion.
- Provide reasonable accommodations.

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Transition Procedures

If an expulsion must occur, the child care agency will assist the child and family in transitioning to another program by identifying and engaging mental / behavioral health consultants and community resources to assist in determining the most appropriate placement for the child.

Resources

The following list will assist child care agency staff and families in locating services and resources.

1. Centerstone (615) 460-4100 or (888) 291-4357
<https://centerstone.org/>
2. Regional Intervention Program (615) 963-1177
<https://www.tn.gov/behavioral-health/support-for-families.html>
3. Tennessee Early Intervention System 1-800-852-7157
www.teis.org
4. Tennessee Voices for Children (615) 269-7751
www.tnvoices.org
5. STEP, Inc. (423) 639-0125 or (800) 280-STEP
www.tnstep.org
6. Association of Infant Mental Health (931) 561-3209
<https://aimhitn.org/>

Additional Resources

1. Center For Parent Information and Resources
www.parentcenterhub.org
2. IDEA-Individuals with Disabilities Education Act
<https://sites.ed.gov/idea>
3. Centers For Disease Control and Prevention – Parent Information
www.cdc.gov/parents
4. The Pyramid Model Consortium- Supporting Early Childhood PBIS
www.pyramidmodel.org
5. NCPMI – National Center for Pyramid Model INNOVATIONS
www.challengingbehavior.org

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6. Department of Mental Health and Substance Abuse – Support For Families
<https://www.tn.gov/behavioral-health/support-for-families.html>
7. Parent Tool Kit
www.parenttoolkit.com
8. Vanderbilt Kennedy Center
<https://vkc.mc.vanderbilt.edu>

Communication:

The agency’s expulsion and suspension policy will be clearly communicated to all staff and parents of enrolled children.

Employees - The Expulsion and Suspension Policy will be incorporated into employee / staff handbook and training practices. The agency Director will explain suspension and expulsion policies to all current staff and any new staff. All existing staff and any new staff are required to be knowledgeable of the policy and will sign a statement acknowledging they have received and read the agency’s Expulsion and Suspension Policy.

Parents / Guardians – The Expulsion and Suspension policy will be incorporated into the parent handbook. Within thirty (30) days of adopting the policy, the Director shall disseminate and review the policy with parents / guardians of all currently enrolled children. A copy of the policy will be disseminated and reviewed with newly enrolled children upon enrollment. All parents / guardians will sign a statement acknowledging they have received and read the agency’s Expulsion and Suspension Policy.

Parent Acknowledgement

I, the parent / guardian of _____
Child’s Name

acknowledge that the ***Expulsion and Suspension Policy*** was explained to me and I have read and received a copy of the ***Expulsion and Suspension Policy***.

Parent Signature

Date

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According to Chapter 1240-04-01-.05 (13)(d) aggregate data that includes reasons for expulsions shall be maintained and reported to the Department annually. A sample data collection sheet is provided. The provider should keep a centralized record of any expulsions.

Expulsion and Suspension Data Collection (Sample)

Expulsion

Suspension

Reason: _____

Other Alternatives Used Prior to Expulsion or Suspension:

If expulsion occurs, explain procedures taken to assist family to transition to another program:

DEMOGRAPHICS

Age: _____ Gender: _____ Race: _____

Primary Language: _____

Signature of Director / Owner: _____ Date: _____