

**Vermont's Universal PreK
Professional Learning Module Series
Awareness and Action:
Reducing Suspension and Expulsion in Early Childhood**



Supporting Each and Every Young Child's Full and Equitable Participation

Guiding Principles



Implementation of Evidence-based Practices Reduce Suspension and Expulsion

Promoting the Full and Equitable Participation of Young Children through Practices that Reduce Suspension and Expulsion

Compiled by Camille Catlett (April 2018), for the Vermont Agency of Education

Evidence Sources (e.g., laws, policy statements, research, position statements)

Building a Comprehensive State Policy Strategy to Prevent Expulsion from Early Learning Settings
https://children.vermont.gov/sites/default/files/public/expulsion_tool_092317.pdf
In September 2017, this state policy tool was published by the Administration for Children & Families to provide states policy options that promote the social-emotional development of young children and reduce expulsions in early learning programs. Aligned with the 2014 Child Care and Development Block Grant (CCDBG) reauthorization, this resource assists stakeholders to identify strengths, set goals for action, and develop partnerships with others, such as medical and mental health professionals. The document includes a succinct summary of research related to the extent of and sequelae from expulsions.

Child Care and Development Block Grant Act of 2014
<http://www.acf.hhs.gov/ocf/ccdf-reauthorization>
Under the Child Care and Development Block Grant Act of 2014 (CCDBG), reauthorizing the Child Care Development Fund program, states must comply with several new eligibility requirements. These include: (1) states must devote a portion of their funds to at least one of the recommended quality improvement activities such as "including effective behavior management strategies and training, including positive behavior intervention and support models, that promote positive social and emotional development and reduce challenging behaviors, including reducing expulsions of preschool-aged children for such behaviors," and (2) states must disseminate consumer education information to parents, the public, and child care providers, which may include information about Positive Behavioral Interventions and Supports (PBIS), and expulsion and suspension policies.

Civil Rights Data Collection
<https://www2.ed.gov/about/offices/list/ocr/docs/crds-discipline-snapshot.pdf>
Analyses of The Civil Rights Data Collection (CRDC) reveal that students of certain racial or ethnic groups and students with disabilities are disciplined through suspension and expulsion at far higher rates than their peers, beginning in preschool. The CRDC data also show that an increasing number of students are losing important instructional time due to exclusionary discipline. This snapshot describes and displays both national and state-by-state data. Two additional publications that describe what may be learned from analysis of the latest data (2013-14 school year) may be found in the two publications listed below.

- A First Look: Key Data Highlights on Equity and Opportunity Gaps in Our Nation's Public Schools
<https://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf>
- What Does the Civil Rights Data Tell Us About Early Learners?
<https://www2.ed.gov/about/offices/list/ocr/docs/crds-early.pdf>

Office of Child Care Information Memorandum on Expulsion and Suspension
<https://www.acf.hhs.gov/ocf/resources/im-2016-03>
This November 2016 Information Memorandum encourages state agencies responsible for implementing the Child Care and Development Block Grant to adopt policies set forth in the Policy Statement on Expulsion and Suspension in Early Childhood Settings issued by the U.S. Departments of Health and Human Services, and Education.

Preparation of this document was partially supported by a contract from the Vermont Agency of Education, funding was provided through the Vermont Race to the Top Early Learning Challenge Grant. Available at <http://pop.vt.edu/presentations/vermont-education-collective>



Objectives

- To increase awareness and knowledge of:
- Suspension and expulsion in early childhood PreK settings.
- Evidence-based practices for reducing suspensions and expulsions in early childhood PreK settings.
- Resources that identify potential barriers and support possible solutions.

Authority:

Vermont Education Statute

16 (V.S.A.) § 829 (e)(10)

PreKindergarten Education

State Board of Education (SBE)

Rule 2606(1)(h)

“complete reports for enrollment, attendance, child assessment, costs of Prek, finances and other areas as required by state law and AOE”.

16 V.S.A. § 829 (e)(10)

PreKindergarten Education

16 V.S.A. § 1161a

Effective Discipline Measures

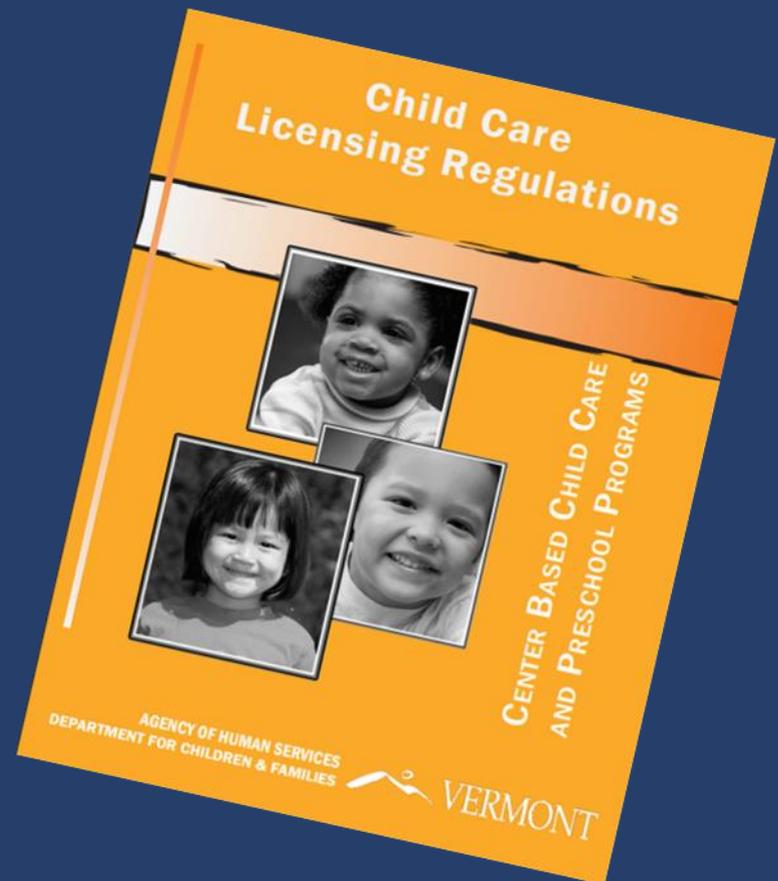
16 V.S.A. § 1162

Suspension or Expulsion of Students



Authority: Child Development Division

All private and public PreK programs must also comply with Child Development Division (CDD) expulsion criteria as defined in Childcare Licensing Regulations 6.2.8.4 (1)(2)(3)



Authority: Head Start Performance Standard 45CFR 1302.17

ACF	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES Deputy Assistant Secretary's Office on Early Childhood Development	
	1. Log No: ODAS, ECD-ACF-PS-2016-01	2. Issuance Date: November 7, 2016
Administration for Children and Families	3. Originating Office: Office of the Deputy Assistant Secretary for Early Childhood Development	
	4. Key Words: Expulsion and Suspension, Social-Emotional and Behavioral Development, Head Start, Child Care, Preschool	

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
U.S. DEPARTMENT OF EDUCATION

POLICY STATEMENT ON EXPULSION AND SUSPENSION POLICIES IN EARLY CHILDHOOD SETTINGS

PURPOSE

The purpose of this policy statement is to support families, early childhood programs, and States by providing recommendations from the U.S. Departments of Health and Human Services (HHS) and Education (ED) for preventing and severely limiting expulsion and suspension practices in early childhood settings.¹ Recent data indicate that expulsions and suspensions occur at high rates in preschool settings.^{2,3} This is particularly troubling given that research suggests that school expulsion and suspension practices are associated with negative educational and life outcomes.^{4,5} In addition, stark racial and gender disparities exist in these practices.^{6,7} These disturbing trends warrant immediate attention from the early childhood and education fields to prevent, severely limit, and work toward eventually eliminating the expulsion and suspension – and ensure the safety and well-being – of young children in early learning settings.⁸

¹ Early childhood programs or early childhood settings include any program that provides early care and education to young children both through age five, including, but not limited to private child care, Head Start, and public, private, and faith-based Pre-K/junior school programs.
² Gilliam, M. S. (2005). *Preschoolers' tantrums tell behind: Expulsion rates in early prekindergarten systems*. New York, NY: Foundation for Child Development.
³ U.S. Department of Education Office for Civil Rights (2014). *Data Snapshot: Early Childhood Education*.
⁴ Gilliam, M. S., & Shostak, G. (2005). *Preschool and child care expulsion and suspension: Rates and predictors in one state: Infants & Young Children*, 18, 238-245.
⁵ Children, M. S., Denton, C. D., Allison, M., Anwar, R., Barnett, S. E., Gauthier, R., ... & Young, T. (2013). *Who is most at risk for school removal? A meta-analytic synthesis*. *Journal of Educational Psychology*, 105, 223.
⁶ Lammert, J. H., Denton, C. D., Allison, M., Anwar, R., Barnett, S. E., & Kellian, S. (2011). *Who is most at risk for school removal? A meta-analytic synthesis of individual- and context-level influences*. *Journal of Educational Psychology*, 103, 223.
⁷ Pettit, H., Marks, K. E., Rankin, J. A., Ishango, N. S., & Kellian, S. (2008). *An exploratory review and recommendations on the removal of children from early childhood and primary school settings*. *Journal of Educational Psychology*, 100, 223.
⁸ American Psychological Association. *Early Childhood Care, Education, and the Role of Schools in Preventing and Reducing School Suspension and Expulsion*.
⁹ It should be noted that a long-standing and continuing practice in Head Start to suspend or expel any child.

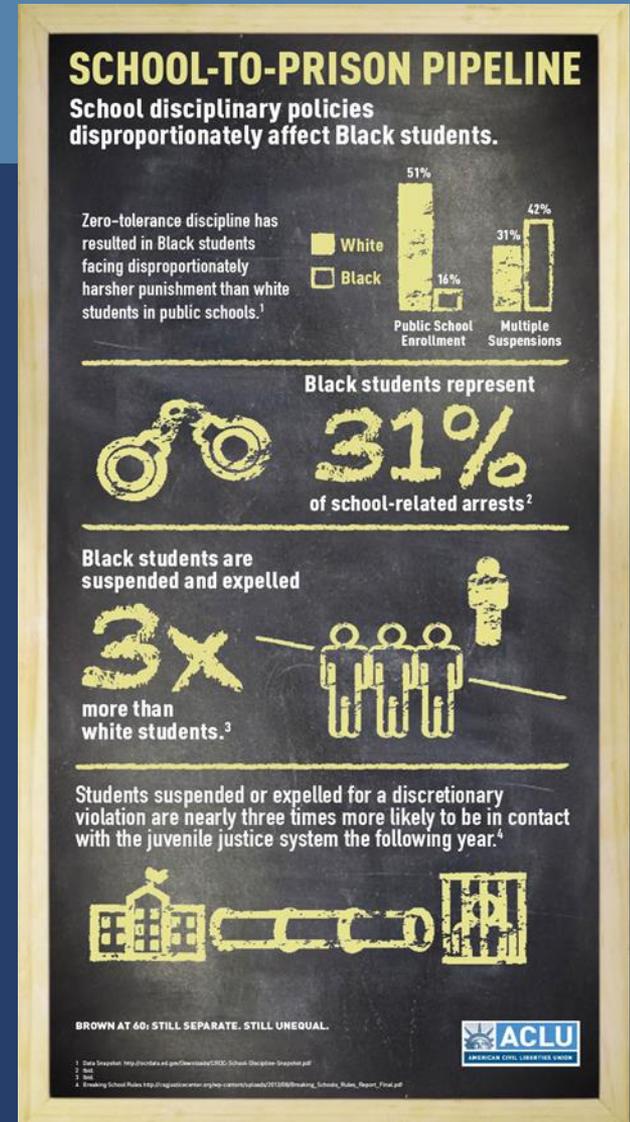
Head Start programs must also comply with the Head Start Policy and Regulations, specifically the Expulsion and Suspension Policy Statement.

The Impact of Suspension and Expulsion

- Early expulsion or suspension predicts later expulsion or suspension
- Estimates indicate that expulsion and suspension rates for PreKindergarteners are 3 times higher than in K-12 settings.
- Racial and gender disparities exist.

US Department of Health and Human Services & US Department of Education (2014).

Policy statement on expulsion and suspension policies in early childhood settings. ; Gilliam, Walter (2005). The PreKindergarteners Left Behind: Expulsion rates in PreKindergarten State Systems



How Suspension and Expulsion Impacts a Child

Children who are expelled or suspended in early childhood are more likely to:

- experience future academic failure
- be retained in a grade
- drop out of high school, and
- face juvenile incarceration



Exclusionary Discipline

What do exclusionary discipline practices look like in early childhood settings?

Examples of exclusionary practices in early childhood



In-School Suspension could look like...

Disciplining a child by sending the child out of the classroom, such as to the director's office.



Out-of-School Suspension could look like...

Asking a family to pick up their child early because of behavioral issues (e.g., biting, hitting, not following directions).



Expulsion could look like...

Telling a family that they will need to find another care arrangement/center because the child is not a "good fit" for the program or that the program can 'no longer support' their toddler or preschooler.



'Soft' Expulsion could look like...

Asking the family repeatedly to pick their child up early because of behavior issues, requiring them to leave or miss work frequently.

Suspension in PreK

In-Program Suspension

Is the placement of a child in a specified supervised location other than the child's regular classroom

Out-of-Classroom/Program Suspension

Is the removal of a child from classroom/program (off premises)



Expulsion in PreK

Expulsion is the permanent removal of a child from their PreK program



“Soft Expulsion”

Programs encouraging families to voluntarily terminate services is referred to as a “soft” expulsion.

“Our program just isn’t right for her.”



Don’t bring him in tomorrow.”



“Your child will be placed in the toddler room since he is not ready for PreK.”



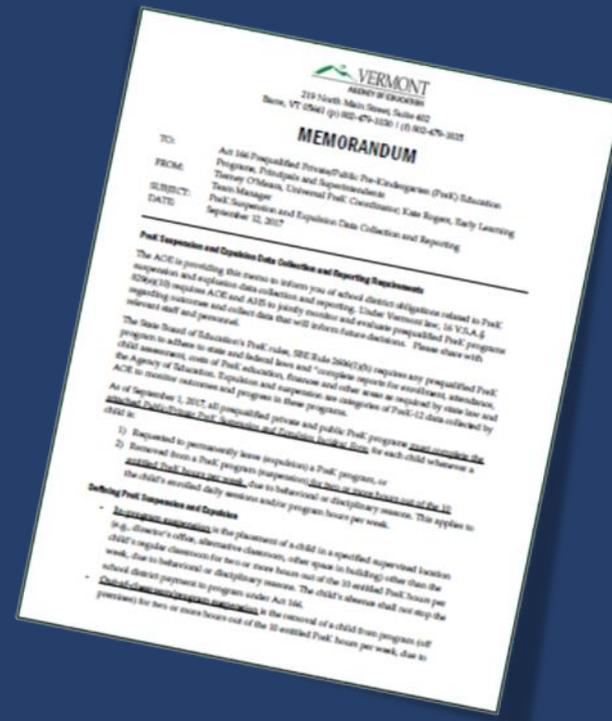
“We can’t provide the services your child needs.”



Vermont Agency of Education Notification to Public/Private PreK Programs

September 21, 2017
Memorandum to the field:

- Public PreK
- Private PreK
- Principals
- Superintendents



VT Childcare Licensing Regulations

6.2.8.4(1)(2)(3)

The licensee shall support continuity of care and education. In the event that a child's continued enrollment is at risk the following shall apply:

1. Consult with child's parents
2. Provide parents with written notice at least 5 days prior to expulsion
3. If child is expelled, a full copy of the child's file must be provided to family and documentation retained by program.

Public/Private PreK Suspension and Expulsion Incident Report

As of September 1, 2017 all private and public PreK programs are required to submit a Public/Private PreK Suspension and Expulsion Incident Report to the SU/SD of children's school of enrollment within 5 school calendar days from the date of incident.

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**Public/Private PreK
Suspension and Expulsion Incident Report**

To meet obligations related to Universal Pre-Kindergarten (PreK) suspension and expulsion data collection, prequalified private and public PreK programs must complete this incident report for each child who is asked to leave PreK or misses PreK for a determined period of time due to behavioral or disciplinary reasons. Within 5 school calendar days from the date of incident, submit this report to the designated contact for the child's school district of residence.

Public/Private Qualified PreK Program: _____ Date of Incident: _____

Name of Program Director/Administrator Completing Report: _____

Child's Last Name: _____ First Name: _____ Middle: _____
Gender: Female Male Town of Residence: _____

Date of Birth: _____ Is the child an English Language Learner?
 Yes No Yes No

Is the child on an active Individualized Education Plan (IEP)? Yes No No Injury Minor Injury Serious Injury

Was the child injured? Yes No

Was another child injured? Yes No

Location of Incident:

- Classroom
 - Large group activity
 - Small group activity
 - Individual activity
 - Centers/Playtime
 - Transitions
- Bathroom/Dispersing area
- Mealtime area
- Quiet time/nap area
- Hallway/stairs
- Playground
- Gym
- Field Trip
- Bus/transportation
- Director's office
- Other: _____

Time of Incident:

- Upon arrival to PreK
- During pick-up from PreK
- On the bus to PreK
- On the bus from PreK
- During morning session
- During afternoon session
- During quiet time
- During outdoor play
- During bathroom or dispersing
- During transition between routine activities
- During mealtime/breakfast/lunch/snack
- Other, please describe below: _____

Meeting Reporting Requirements

To meet obligations related to PreK suspension and expulsion data collection

All PreK programs must complete an incident report for each child who is asked to leave PreK or misses PreK for a determined period of time due to behavioral or disciplinary reasons.

Reporting Requirements

An incident report is required for each child who is:

Requested to permanently leave a PreK classroom/program, or

Removed from a PreK classroom for 2 or more hours out of the 10 entitled PreK hours per week due to behavioral or disciplinary reasons.



Reporting Requirements for Children with Disabilities

Prior to any decision:

- The PreK program must contact the SU/SD early childhood special education staff and/or director of student support services.
- If a child is suspended or expelled for more than 10 days (consecutive or cumulative) the LEA must convene a manifestation determination hearing.
- A meeting of the child's IEP team is required to determine appropriate services and placement.

Establishing PreK Partnership Agreements

PreK partnership agreements established between SU/SD and prequalified private and other public PreK programs should be revised to include process and procedures for reporting PreK suspension and expulsion incidents.



PreK Partnership Agreements

Agreements should include the following:

- SU/SD and school of enrollment designates appropriate points of contact for submitting the suspension and expulsion forms
- PreK program designates point of contact
- Assurance that prequalified private/public PreK program will submit suspension/expulsion report within 5 school calendar days of incident to SU/SD.

Evidence-based Resources

- U.S. Department of Health and Human Services & U.S. Department of Education Joint Memo to the Field (12/2014)
- HHS/DOE Joint Policy Statement (12/2014)
- Vermont Agency of Education PreK Suspension and Expulsion Data Collection and Reporting Memo to the Field (9/2017)
- AOE Incident Report (9/2017)
- New America: What Does the Civil Rights Data Tell Us About Early Learners?
- Vermont Early Childhood Suspension-Expulsion Resources: An Annotated Collection of Free Materials (2017) including:
 - Standing Together Against Suspension & Expulsion in Early Childhood
 - Pyramid Model Consortium Resources
 - ECTA Center's Reducing Early Childhood Expulsion and Suspensions

Thank you for all you do for each and every young child!

