**Suspension and Expulsion Policy**

If there are issues pertaining to your child or you as a parent/guardian, I will discuss the issue with you privately. If the situation can be resolved, the child may remain enrolled. If we are unable to resolve the issue, I will provide you with a termination notice with an indicated end of service date. Some examples of these types of issues are, but not limited to: non-payment for services, not providing up to date information/forms as requested by provider, persistent late pickups, blatant disregard for contract/policy rules, and verbal or physical abuse towards the provider or other parents by you or a family member.

Unfortunately, there are some instances we must ask that a child be removed from our program either on a short term or permanent basis for challenging behaviors that cannot be corrected with support. I want you to know I will do everything possible to work with you and the child to prevent suspensions or expulsions pertaining to child behavior that is disruptive or harmful to themselves or others.

1. Educators will provide a purposeful, engaging environment that represents and supports cultural diversity and the different stages of child development.

2. The classroom environment shall encourage children’s sense of self, help with self-regulation, supports for conflict resolution and relationship building.

3. Educators will support children’s social and emotional development by helping them understand their own (and others’) feelings, regulate and express their emotions appropriately, build relationships and support positive interactions with others in group settings.

4. Educators will access the Child Care Resource and Referral Agency for coaching and professional development on positive social/emotional and behavioral development to ensure children’s developmental needs are being met.

5. The process for engaging in prompt family collaboration regarding a child’s behavior, including solutions that have worked at home or in other settings shall be discreetly discussed with the family to insure confidentiality. Educators will invite the family to work together implementing strategies for improving social and emotional growth based on age appropriate positive behavior supports.

6. The process to support the family in identifying agencies for services including but not limited to:
a. Supports to address challenging behaviors
b. Early childhood mental health consultations
c. Part C early intervention (First Steps)
d. Part B intervention (preschool special education)
Suggestions for support services that the Educator feels would help the family and the child shall be offered via literature/brochures, written names with contact information, or verbal recommendation of further evaluation by a qualified entity such as professional consultation or local school or referral service.

7. Educators will be supported through job embedded professional learning around implicit bias and distinguishing concerning behaviors from developmentally appropriate behaviors via on-going training opportunities for professional development.

8. Educators will collect and analyze information on suspensions and expulsions that are occurring in their early education environment and set goals to limit or prohibit such disciplinary actions in the future. Through the collection of this data, educators can attempt to modify the program in such a way that early intervention or program alteration may be able to rectify an issue before it begins to jeopardize the child’s enrollment.

9. My goal is to provide a healthy and safe environment for all enrolled children. Exclusionary processes will be used as a last resort and will follow protocol of verbal, written, conference and possible referral to outside entity before exclusion occurs. Our goal is to be able to introduce reasonable modifications and/or the use of positive behavioral supports for success.

When a child is having a problem in the classroom that needs to be addressed:

* Educators will try to redirect child from negative behavior
* Educators will reassess classroom environment, appropriate of activities, supervision
* Educators will use positive methods and language while disciplining children
* Educators will praise appropriate behaviors
* Educators will consistently apply consequences for rules
* Child will be given verbal warnings
* Child will be given time to regain control
* Child’s on-going disruptive behavior will be documented and maintained in confidentiality
* Parent/guardian will be notified verbally
* Parent/guardian will be given written copies of the disruptive behaviors that might lead to expulsion or suspension
* The director, classroom Educator (as applicable) and parent/guardian will have a conference(s) to discuss how to promote positive behaviors
* The parent will be given literature or other resources regarding methods of improving behavior
* Parent will be recommended to obtain evaluation by professional consultation
* Parent will be recommended to obtain evaluation by local school district child study team

Schedule of Expulsion

* If after the remedial actions above have not worked, the child’s parent/guardian will be advised verbally and in writing about the child’s or parent’s behavior warranting an expulsion. An expulsion action is meant to be a period of time so that the parent/guardian may work on the child’s behavior or to come to an agreement with the Educator.
* The parent/guardian will be informed regarding the length of the expulsion policy
* The parent/guardian will be informed about the expected behavioral changes required in order for the child or parent to return to the school if applicable

Parental Actions for Child's Expulsion (not inclusive)

* Failure to pay/habitual lateness in payment
* Failure to complete required forms including the child’s immunization records
* Verbal or other abuse to educators, family members, or other parents/families
* Parent threatens physical or intimidating actions toward educator/staff, family members, or other parents/families

Child's Actions for Expulsion after improvement strategies have not been effective (not inclusive)

* Failure of child to adjust after a reasonable amount of time
* Uncontrollable tantrums/angry outbursts
* Ongoing physical abuse to educator/staff or other children

A Child Will Not Be Expelled

If child’s parents:

* Made a complaint to the Office of Licensing regarding a program’s alleged violation of the licensing requirements
* Reported abuse or neglect occurring at the program
* Questioned the program regarding policies and procedures

Parent/Guardian Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Updated 10/01/18

File Name: Anna’s Suspension and Expulsion Policy