**Promoting the Full and Equitable Participation of Young Children through Practices that Reduce Suspension and Expulsion[[1]](#footnote-2)**

**Compiled by Camille Catlett (August 2018)**

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

**Building a Comprehensive State Policy Strategy to Prevent Expulsion from Early Learning Settings** [**https://childcareta.acf.hhs.gov/sites/default/files/public/expulsion\_tool\_092317.pdf**](https://childcareta.acf.hhs.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/occ/ccdf-reauthorization**](http://www.acf.hhs.gov/occ/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 inter-ventions 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/crdc-discipline-snapshot.pdf**](https://www2.ed.gov/about/offices/list/ocr/docs/crdc-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**](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://www.newamerica.org/education-policy/edcentral/crdc-earlyed/**](https://www.newamerica.org/education-policy/edcentral/crdc-earlyed/)

[**Office of Child Care Information Memorandum on Expulsion and Suspension**](http://www.acf.hhs.gov/occ/resource/im-2016-03)

[**https://www.acf.hhs.gov/occ/resource/im-2016-03**](https://www.acf.hhs.gov/occ/resource/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*](https://www.acf.hhs.gov/sites/default/files/ecd/expulsion_suspension_final.pdf) *issued by the U.S. Departments of Health and Human Services, and Education.*

[**Office of Head Start Information Memorandum on Expulsion and Suspension**](http://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-16-01)

[**http://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-16-01**](http://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-16-01)

*This Information Memorandum highlights requirements in the* [*Head Start Program Performance Standards*](https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii) *related to expulsion and suspension. It also encourages Head Start grantees and delegates to adopt practices in the* [*Policy Statement on Expulsion and Suspension in Early Childhood Settings*](https://www.acf.hhs.gov/sites/default/files/ecd/expulsion_ps_numbered.pdf) *issued by the U.S. Department of Health and Human Services (HHS) and the U.S. Department of Education (ED). Appendices 1 and 2 offer free resources.*

**Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings** [**http://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf**](http://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf)

*This December 2014 joint HHS and ED policy statement aims to:*

* *Raise awareness about expulsion, suspension, and other exclusionary discipline practices in early childhood*
* *Provide recommendations to early childhood programs and states on establishing preventive, disciplinary, suspension, and expulsion policies and administering those policies free of bias and discrimination;*
* *Provide recommendations on setting goals and using data to monitor progress in preventing, severely limiting, and ultimately eliminating expulsion and suspension practices in early childhood settings;*
* *Highlight early childhood workforce competencies and evidence-based interventions and approaches that prevent expulsion, suspension, and other exclusionary discipline practices, including early childhood mental health consultation and positive behavior intervention and support strategies;*
* *Identify free resources; and*
* *Identify free resources to support families in fostering young children’s development, social-emotional and behavioral health, and relationships.*

**Standing Together Against Suspension & Expulsion in Early Childhood** [**http://www.naeyc.org/files/naeyc/Standing%20Together.Joint%20Statement.FINAL\_\_9.pdf**](http://www.naeyc.org/files/naeyc/Standing%20Together.Joint%20Statement.FINAL__9.pdf)

*This joint statement from leading national early childhood organizations expresses support of the policy statement and its recommendations and articulates their shared responsibility for addressing suspensions and expulsions. A companion set of resources may be found at* [**http://www.naeyc.org/suspension-expulsion**](http://www.naeyc.org/suspension-expulsion)

[**Teacher Decision Factors That Lead to Preschool Expulsion: Scale Development and Preliminary Validation of the Preschool Expulsion Risk Measure**](http://r20.rs6.net/tn.jsp?f=001pHHrGg1BhIWOUpTDE4fIKiqlu-K1vVYY2LoqUjR_WsSGYcM-AgkTniQNUWz8jqUTgsntJVbsfi2gEXM5CgGkbf2f6NNhWfGt6MDOcaB812_0df0Mwz3l1D6fEuP_m9CEHjmfxX1oIqyObqGJoujmkTukemBmlDJJ41yTbOKodoPZHY8nol3HifN8BwJHPBmXlQvjasXcCdXeY3_mqSaQZop-7UaXWL-VY1qOLUYRF3NF4qx0jP9MHay0vwXtV0aHMJgYFzwzHDU=&c=D0fhftHss5woNZ0W9vTqpiI5TfY-31uT5ybTIsMifCYIlL0ZpMTD_Q==&ch=MzHHKcIIlAlt6z-f963YPa6GSiawgihs9NHkj5ovXz92nvaDpp5bVw==)

[**https://journals.lww.com/iycjournal/fulltext/2018/04000/Teacher\_Decision\_Factors\_That\_Lead\_to\_Preschool.2.aspx**](https://journals.lww.com/iycjournal/fulltext/2018/04000/Teacher_Decision_Factors_That_Lead_to_Preschool.2.aspx)

*This article describes the first study to examine teachers’ decision factors behind preschool expulsions. The paper presents results of the development and validation of the Preschool Expulsion Risk Measure (PERM), as well. Evidence for the PERM's reliability and validity is based on an analysis of a sample of 352 preschoolers from 88 sites in a New England state. Results support the PERM as a viable tool for assessing the propensity to be expelled. Findings shed light on decision factors that induce teachers to consider expulsion of a preschool child. The authors suggest the findings from this study can inform early education programs and policies to address this issue.*

**Timeline of Research, Commentary, and Policy Regarding Preschool Expulsions and Suspensions**

[**http://ziglercenter.yale.edu/publications/expulsion.aspx**](http://ziglercenter.yale.edu/publications/expulsion.aspx)

*Since the first national report on preschool expulsions in 2005, much has been learned about the causes and consequences of early childhood suspensions and expulsions.  Fortunately, much has also been learned about effective methods to prevent them. This timeline details significant events and documents at the federal, state, and local levels, along with links to the relevant resources.*

**Why Is It So Hard to Stop Suspending Kindergarteners?**

[**http://hechingerreport.org/kicked-out-of-kindergarten/**](http://hechingerreport.org/kicked-out-of-kindergarten/)

*Some states continue to struggle with the high number of suspension cases for young children. Research shows this experience in early school years can cause irreversible damage academically. The report highlights the cultural demographics of young children receiving the most suspensions and explores different teacher skills training practices some states are using to address behavioral issues. Maintaining strong relationships between students and their families is a key component.*

**Print Sources (e.g., reports, articles, chapters)**

**Alternative School Discipline Strategies**

[**https://www.ecs.org/wp-content/uploads/Alternative\_School\_Discipline\_Strategies.pdf**](https://www.ecs.org/wp-content/uploads/Alternative_School_Discipline_Strategies.pdf)

*This Policy Snapshot highlights trends in the use of restorative practices and positive behavioral supports and interventions.*

**The Continuing Need to Rethink Discipline**

[**https://www.aclupa.org/files/9514/8493/3029/WH\_-\_Continuing\_Need\_to\_Rethink\_Discipline.pdf**](https://www.aclupa.org/files/9514/8493/3029/WH_-_Continuing_Need_to_Rethink_Discipline.pdf)

*This December 2016 report provides updates about projects launched and local progress made in response to efforts to rethink discipline, an initiative that aims to support all students and promote a welcome and safe climate in schools.*

**The Costly Consequences of Not Being Socially and Behaviorally Ready by Kindergarten: Associations with Grade Retention, Receipt of Academic Support Services, and Suspensions/Expulsions**

[**http://baltimore-berc.org/wp-content/uploads/2016/03/SocialBehavioralReadinessMarch2016.pdf**](http://baltimore-berc.org/wp-content/uploads/2016/03/SocialBehavioralReadinessMarch2016.pdf)

*This report examines the relationships between social-behavioral readiness in kindergarten and three costly school outcomes for students through third grade: being retained in grade, receiving additional services and supports through an Individualized Education Plan (IEP) or 504 plan, and being suspended or expelled from school. Relationships were examined in two cohorts of 4,462 and 4,602 students. After controlling for a number of important variables, they found significant relationships between social and behavioral readiness in kindergarten and all three school outcomes. Specifically, by third grade, students assessed as not socially and behaviorally ready in kindergarten were significantly more likely to be retained in grade, receive services and supports through an IEP or 504 plan, and be suspended or expelled. These results were consistent across both cohorts of students. In addition, boys were significantly more likely than girls to be assessed as not socially and behaviorally ready for school and to experience all three academic problems.*

**Do Early Educators’ Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions?**

[**http://ziglercenter.yale.edu/publications/Preschool%20Implicit%20Bias%20Policy%20Brief\_final\_9\_26\_276766\_5379\_v1.pdf**](http://ziglercenter.yale.edu/publications/Preschool%20Implicit%20Bias%20Policy%20Brief_final_9_26_276766_5379_v1.pdf)

*This Yale University Child Study Center research study brief addresses preschool suspension and expulsion rates and uncovers mixed evidence suggesting that implicit teacher bias may account for discriminatory application of discipline. The brief provides an overview of the study's findings as well as potential explanations.*

**Early Childhood Expulsions and Suspensions Undermine Our Nation's Most Promising Agent of Opportunity and Social Justice**

[**http://www.rwjf.org/content/dam/farm/reports/issue\_briefs/2016/rwjf431300/subassets/rwjf431300\_2**](http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2016/rwjf431300/subassets/rwjf431300_2)

*Walter Gilliam presents information regarding early childhood expulsions and suspensions with a special emphasis on how continuing gender and race disparities violate the civil rights of many of our youngest learners and con-tribute to our nation’s costly achievement gap by locking our boys and African-American children out of educa-tional opportunities and diminishing the ability to provide the social justice remedy it was designed to produce.*

[**Early Childhood Suspension and Expulsion Bibliography**](http://ceelo.org/wp-content/uploads/2015/08/ceelo_annotated_bib_expulsion_2015_08_final_web.pdf)

[**http://ceelo.org/wp-content/uploads/2015/08/ceelo\_annotated\_bib\_expulsion\_2015\_08\_final\_web.pdf**](http://ceelo.org/wp-content/uploads/2015/08/ceelo_annotated_bib_expulsion_2015_08_final_web.pdf)

*This 2015 annotated bibliography from the Center on Enhancing Early Learning Outcomes provides a selection of research studies and federal and state policy resources related to early childhood suspension, expulsion, and discipline and what can be done to prevent these practices. It features resources that are free and readily available, as well as some that must be purchased.*

**Expelling Expulsion: Using the Pyramid Model to Prevent Suspensions, Expulsions, and Disciplinary Inequities in Early Childhood Programs**

[**http://www.pyramidmodel.org/wp-content/uploads/2016/11/expelling\_expulsion.pdf**](http://www.pyramidmodel.org/wp-content/uploads/2016/11/expelling_expulsion.pdf)

*This resource discusses evidence for the use of the Pyramid model to prevent suspensions, expulsions, and disciplinary inequities in early childhood programs.*

**Four Pieces Addressing Expulsion and Suspension Practices in Early Learning Settings**

*The American Psychological Association (APA) worked with the U.S. Department of Health and Human Services' Administration for Children and Families (ACF) to highlight the following four pieces found on Psychology Benefits Society, a blog from the APA Public Interest Directorate.*

* What Could Make Less Sense than Expelling a Preschooler? by Walter Gilliam [**https://psychologybenefits.org/2014/12/13/preschool-expulsions/**](https://psychologybenefits.org/2014/12/13/preschool-expulsions/)
* Equity and Excellence in the Earliest Years: Action on Expulsion and Suspension in Early Childhood Settings by Shantel Meek [**https://psychologybenefits.org/2014/12/16/expulsion-suspension-early-childhood-settings/**](https://psychologybenefits.org/2014/12/16/expulsion-suspension-early-childhood-settings/)
* Can Preschool Expulsion Be Prevented? A Growing Body of Research Says Yes! by Deborah F. Perry, [**https://psychologybenefits.org/2014/12/23/can-preschool-expulsion-be-prevented-a-growing-body-of-research-says-yes/**](https://psychologybenefits.org/2014/12/23/can-preschool-expulsion-be-prevented-a-growing-body-of-research-says-yes/)
* [Practice to Policy: How Louisiana Revamped Its Approach to Preschool](http://psychologybenefits.org/2015/01/08/practice-to-policy-how-louisiana-revamped-its-approach-to-preschool/) by Sherryl Heller

[**https://psychologybenefits.org/2015/01/08/practice-to-policy-how-louisiana-revamped-its-approach-to-preschool/**](https://psychologybenefits.org/2015/01/08/practice-to-policy-how-louisiana-revamped-its-approach-to-preschool/)

**Information and Resources to Assist States in Developing Policy on Early Childhood Suspension and Expulsion**

[**http://ceelo.org/wp-content/uploads/2017/03/ceelo\_policy\_report\_ece\_suspension\_expulsion\_2017\_03\_final.pdf**](http://ceelo.org/wp-content/uploads/2017/03/ceelo_policy_report_ece_suspension_expulsion_2017_03_final.pdf)

*A March 2017 policy report from the Center on Enhancing Early Learning Outcomes provides resources to inform early childhood stakeholders at the state and local level interested in developing policy and guidance for programs to prevent and reduce suspension and expulsion. The report includes a brief review of the research on the impact and prevalence of suspension and expulsion in early childhood programs, highlights of key federal and national policy on suspension and expulsion in early childhood programs, an overview of emerging state policy, a description of effective approaches to prevent suspension and expulsion of young children, and considerations for states in developing policy in this area.*

**The Movement of Meditation Replacing Suspension in Schools**

[**http://europe.newsweek.com/education-meditation-after-school-program-holistic-life-504747?rm=eu**](http://europe.newsweek.com/education-meditation-after-school-program-holistic-life-504747?rm=eu)

## *This Newsweek article highlights the success that several schools are having in decreasing suspensions at schools with yoga mats, breathing exercises, and mindfulness.*

**Prekindergarteners Left Behind: Expulsion Rates in State Prekindergarten Programs**

[**https://www.fcd-us.org/prekindergartners-left-behind-expulsion-rates-in-state-prekindergarten-programs/**](https://www.fcd-us.org/prekindergartners-left-behind-expulsion-rates-in-state-prekindergarten-programs/)

*This 2005 brief by Walter S. Gilliam summarizes the first study ever conducted on the rate of expulsion in pre-kindergarten programs. It includes data for the nation as well as data for the 40 states that fund prekindergarten. The findings are based on data collected in the National Prekindergarten Study (NPS) and include the fact that Prekindergarten students are expelled at a rate more than three times that of their older peers in the K-12 grades.*

**Preventing Preschool Expulsion**

[**http://www.researchconnections.org/childcare/resources/29763/pdf**](http://www.researchconnections.org/childcare/resources/29763/pdf)

*This February 2016 compilation by Child Care & Early Education examines reports and journal articles from Research Connections on the prevalence of preschool expulsions. It also highlights evidence on one approach that has shown promise in reducing preschool expulsion: early childhood mental health consultation. Specific examples from seven states are provided.*

**Preventing Suspensions and Expulsions in Early Childhood Settings: A Program Leader's Guide to Supporting All Children's Success**

[**http://preventexpulsion.org/guide/**](http://preventexpulsion.org/guide/)

*This research-based, interactive guide provides recommended policies and practices that address the underlying root causes of suspension and expulsion. It includes resources on supporting social-emotional development, reducing challenging behavior, recognizing the role of cultural differences and implicit biases, and more. A self-assessment survey is included to help in navigating the guide.*

[**Spotlighting Progress in Policy and Supports: State and to Prevent Expulsion and Suspension in Early Learning Settings**](https://www.acf.hhs.gov/sites/default/files/ecd/expulsion_resource_guide_11_4_16_final.pdf)[**https://www.acf.hhs.gov/sites/default/files/ecd/expulsion\_resource\_guide\_11\_4\_16\_final.pdf**](https://www.acf.hhs.gov/sites/default/files/ecd/expulsion_resource_guide_11_4_16_final.pdf)

*This November 2016 report provides a snapshot of innovative policies and support strategies state and local leaders around the country are putting into place to prevent, reduce, and ultimately eliminate expulsion and suspension practices in early learning settings.*

[**State and Local Action to Prevent Expulsion and Suspension in Early Learning Settings**](https://www.acf.hhs.gov/sites/default/files/ecd/state_and_local_profiles_expulsion.pdf) **Spotlighting Progress in Policy and Supports**

[**https://www.acf.hhs.gov/sites/default/files/ecd/state\_and\_local\_profiles\_expulsion.pdf**](https://www.acf.hhs.gov/sites/default/files/ecd/state_and_local_profiles_expulsion.pdf)

*This April 2016 report highlights steps states and local communities have taken to address expulsion and suspen-sion in early learning settings. Some of these include: passing new legislation to restrict expulsions and suspensions in preschool programs; revising regulations to improve the social-emotional supports children in child care programs receive; and expanding early childhood mental health consultation to support teachers and providers.*

**Suspension and Expulsion** [**https://www.ecs.org/suspension-and-expulsion/?j=1137216&e=camille.catlett@unc.edu&l=329\_HTML&u=38355603&mid=7200908&jb=1**](https://www.ecs.org/suspension-and-expulsion/?j=1137216&e=camille.catlett@unc.edu&l=329_HTML&u=38355603&mid=7200908&jb=1)

*This Policy Snapshot looks at recent legislation addressing school discipline, which has primarily focused on reducing the use of suspension and expulsion, limiting lengths of suspension, implementing reporting requirements and supporting student re-engagement.*

**Suspension and Expulsion in Preschool Development States: Policies and Practices**

[**https://pdg.grads360.org/#communities/pdc/documents/12062**](https://pdg.grads360.org/#communities/pdc/documents/12062)

*This 2016 report looks at how Preschool Development Grant states are responding to the expulsion and suspension of their youngest students, outlining policies and practices used. The report also discusses relevant federal and state policies aimed at mitigating the excessive use of expulsion and suspension for preschool students.*

**Audiovisual Sources (e.g., videos, archived webinars, PowerPoints)**

**Meet Charlie – A Young Child Expelled in Preschool**

[**https://www.zerotothree.org/resources/126-meet-charlie-a-young-child-expelled-in-preschool**](https://www.zerotothree.org/resources/126-meet-charlie-a-young-child-expelled-in-preschool)

*In this video,**Claire Lerner, Senior Parenting Advisor at ZERO TO THREE, shares Charlie's story about preschool expulsion at the "What's Behind Preschool Expulsion" Congressional briefing, held on June 11, 2015.*

**School Suspensions Are an Adult Behavior** [**https://www.youtube.com/watch?v=f8nkcRMZKV4**](https://www.youtube.com/watch?v=f8nkcRMZKV4)

*This August 2016 TED talk by Dr. Rosemarie Allen offers both personal and professional insights into the challenges of early childhood suspensions and expulsions.*

[**Using Data to Reduce Suspension and Expulsion of Young Children**](http://dasycenter.org/using-data-to-reduce-suspension-and-expulsion-of-young-children/)

[**http://dasycenter.org/using-data-to-reduce-suspension-and-expulsion-of-young-children/**](http://dasycenter.org/using-data-to-reduce-suspension-and-expulsion-of-young-children/)

*This 2016 presentation by Donna Spiker describes strategies and tools that have been used for reducing suspension and expulsion of young children, including how to use data to this end.*

**Online Sources (e.g., websites, blogs)**

**Equity: The Problem, The Response, and the Pyramid Model (NCPMI)**

[**http://challengingbehavior.cbcs.usf.edu/Implementation/Equity/index.html**](http://challengingbehavior.cbcs.usf.edu/Implementation/Equity/index.html)

*Data from the U.S. Department of Education Office of Civil Rights show that suspension and expulsion continue to be used extensively in early childhood settings (United States Department of Education, 2016) and identify gender and racial disparities in their implementation. Research suggests these practices are associated with negative outcomes that include greater academic failure and grade retention, negative attitudes toward school and higher rates of dropout, and increased rates of incarceration. Evidence-based practices such as the Pyramid Model to promote social/emotional competence in young children have been shown to be effective in reducing challenging behavior, suspension, and expulsion. This website provides the rationale and the evidence.*

**New Data Reveal 250 Preschoolers Are Suspended or Expelled Every Day**

[**https://www.americanprogress.org/issues/early-childhood/news/2017/11/06/442280/new-data-reveal-250-preschoolers-suspended-expelled-every-day/**](https://www.americanprogress.org/issues/early-childhood/news/2017/11/06/442280/new-data-reveal-250-preschoolers-suspended-expelled-every-day/)

*This web article highlights data from the Center for American Progress analyses of the 2016 National Survey of Children’s Health, which found that an estimated 50,000 preschoolers were suspended at least once. This is the first nationally representative survey of preschool discipline that includes private preschools as well as public schools. Which means that, across all types of settings, the average school day sees roughly 250 instances of a preschooler being suspended or expelled. The report also referenced studies showing that black children are 2.2 times more likely to be suspended or expelled than other children.*

**Prekindergarteners Left Behind: Expulsion Rates in State Prekindergarten Systems**

[**http://fcd-us.org/resources/prekindergartners-left-behind-expulsion-rates-state-prekindergarten-programs**](http://fcd-us.org/resources/prekindergartners-left-behind-expulsion-rates-state-prekindergarten-programs)

*These materials summarize the first study ever conducted on the rate of expulsion in prekindergarten programs. The lowest rates of expulsion were reported by teachers who had an ongoing, regular relationship with a behavioral consultant. In classrooms where the teacher had no access to a behavioral consultant, students were expelled about twice as frequently. The study reports on expulsion rates by setting gender, race/ethnicity, and state.*

**Preventing Suspensions and Expulsions in Early Childhood Settings: A Program Leader's Guide to Supporting All Children's Success**

*Using words and infographics, this website provides an overview of the issues and of recommended policies and practices. A glossary of key terms is also available.*

**Pyramid Model Consortium Resources – Suspension and Expulsion** [**http://www.pyramidmodel.org/suspension-and-expulsion.html**](http://www.pyramidmodel.org/suspension-and-expulsion.html)

*This website provides access to a resource brief*(*Expelling Expulsion: Using the Pyramid Model to Prevent Suspensions, Expulsions, and Disciplinary Inequities in Early Childhood Programs*) *and webinar that describe how to use the Pyramid Model and materials to address suspension and expulsion.*

**Reducing Early Childhood Expulsion and Suspension** [**http://ectacenter.org/topics/expulsion/expulsion.asp**](http://ectacenter.org/topics/expulsion/expulsion.asp)

*This section of the Early Childhood Technical Assistance Center’s website offers an array of resources, including federal guidance and resources from national centers and organizations.*

[**Reducing Suspension and Expulsion Practices in Early Childhood Settings**](http://www.acf.hhs.gov/ecd/child-health-development/reducing-suspension-and-expulsion-practices)

[**https://www.acf.hhs.gov/ecd/child-health-development/reducing-suspension-and-expulsion-practices**](https://www.acf.hhs.gov/ecd/child-health-development/reducing-suspension-and-expulsion-practices)

*This website offers free resources, ranging from federal policy statements and memoranda, webinars and resources, organized by audience – states, programs, families and caregivers, and community partners.*

**Timeline of Research, Commentary, and Policy Regarding Preschool Expulsions and Suspensions**

[**http://ziglercenter.yale.edu/publications/expulsion.aspx**](http://ziglercenter.yale.edu/publications/expulsion.aspx)

*Since the first national report on preschool expulsions in 2005, much has been learned about the causes and consequences of early childhood suspensions and expulsions.  Fortunately much has also been learned about effective methods to prevent them. This timeline details significant events and documents at the federal, state, and local levels, along with links to the relevant resources.*

[**Understanding and Eliminating Expulsion in Early Childhood Programs**](http://childcarerrnc.us11.list-manage1.com/track/click?u=455cabb69cd839096352c9efb&id=ca10ddc722&e=5f4253054b)

[**https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/understanding-eliminating-expulsion-early-childhood-factsheet.pdf?ct=t(2nd\_CCR\_R\_Update\_August\_2017)&mc\_cid=a23d4dc473&mc\_eid=5f4253054b**](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/understanding-eliminating-expulsion-early-childhood-factsheet.pdf?ct=t(2nd_CCR_R_Update_August_2017)&mc_cid=a23d4dc473&mc_eid=5f4253054b)

***This web factsheet provides a concise overview of the issues as well as a set of resources that may be useful to educators, administrators, and families.***

**Why Schools Over-Discipline Children with Disabilities**

[**https://www.theatlantic.com/education/archive/2015/07/school-discipline-children-disabilities/399563/?utm\_source=PAEEN+December+2017&utm\_campaign=Build&utm\_medium=email**](https://www.theatlantic.com/education/archive/2015/07/school-discipline-children-disabilities/399563/?utm_source=PAEEN+December+2017&utm_campaign=Build&utm_medium=email)

*While ability diversity is not a predominant factor in preschool suspension and expulsion, things change when children enter elementary school. This article highlights key findings, including those that reveal that just over 5% of elementary-school children with disabilities were suspended during the 2011-12 school year, more than double the overall suspension rate.*

**Vermont Resources**

**Discipline Procedures for Students Eligible for Special Education Services**

[**http://docplayer.net/10791397-State-of-vermont-special-education-rules.html**](http://docplayer.net/10791397-State-of-vermont-special-education-rules.html)

*Page 213 of the Vermont Special Education Rules includes specifics on discipline procedures for students eligible for special education.*

**Prekindergarten Exclusionary Discipline Data Collection**

[**http://education.vermont.gov/student-support/early-education/prekindergarten**](http://education.vermont.gov/student-support/early-education/prekindergarten)

*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 suspended for two or more hours out of the 10 entitled PreK hours per week due to behavioral or disciplinary reasons. Within five school calendar days from the date of incident, submit this report to the designated contact for the child’s school district of residence. Additional resources to support this effort include:*

* [**Memo to Principals: PreK Incident Reporting**](http://education.vermont.gov/documents/memo-principals-regarding-prekindergarten-incident-reporting)

[**http://education.vermont.gov/sites/aoe/files/documents/edu-prekindergarten-memo-to-principals-prek-programs-suspension-expulsion-data-collection.pdf**](http://education.vermont.gov/sites/aoe/files/documents/edu-prekindergarten-memo-to-principals-prek-programs-suspension-expulsion-data-collection.pdf)

* [**Memo to PreK Providers: PreK Suspension and Expulsion Data Collection and Reporting**](http://education.vermont.gov/documents/memo-prek-providers-prek-suspension-and-expulsion-data-collection-and-reporting)

[**http://education.vermont.gov/sites/aoe/files/documents/edu-prekindergarten-memo-to-prek-programs-regarding-suspension-expulsion-data-collection.pdf**](http://education.vermont.gov/sites/aoe/files/documents/edu-prekindergarten-memo-to-prek-programs-regarding-suspension-expulsion-data-collection.pdf)

* [**Prekindergarten Suspension and Expulsion Incident Report**](http://education.vermont.gov/documents/prekindergarten-suspension-and-expulsion-incident-report)

[**http://education.vermont.gov/sites/aoe/files/documents/edu-prekindergarten-suspension-expulsion-incident-report.pdf**](http://education.vermont.gov/sites/aoe/files/documents/edu-prekindergarten-suspension-expulsion-incident-report.pdf)

**Use of Restraint and Seclusion in Schools**

[**http://education.vermont.gov/sites/aoe/files/documents/edu-state-board-rules-series-4500.pdf**](http://education.vermont.gov/sites/aoe/files/documents/edu-state-board-rules-series-4500.pdf)

*Series 4500 of the Vermont State Board of Education Manual of Rules and Practices provides rules to create and maintain a positive and safe learning environment in schools, promote positive behavioral interventions and supports in schools, and ensure that students are not subjected to inappropriate use of restraint or seclusion.*

**State Early Childhood Suspension-Expulsion Policy Examples**

**Florida - Position Statement on Expulsion and Suspension Prevention in Early Childhood Settings**

[**http://www.floridaearlylearning.com/sites/www/Uploads/files/Statewide%20Initiatives/Health%20and%20Safety/Expulsion%20Policy%20Position%20Statement\_ADA.PDF**](http://www.floridaearlylearning.com/sites/www/Uploads/files/Statewide%20Initiatives/Health%20and%20Safety/Expulsion%20Policy%20Position%20Statement_ADA.PDF)

**Maryland - Guidance for Preventing Suspension and Expulsion in Early Care and Education Programs**

[**http://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/guidence\_final.pdf**](http://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/guidence_final.pdf)

**Michigan - Statement and Guidance on Developing a Policy for Prevention of Suspension and/or Expulsion of Children Birth through Age 8 in Early Education and Care Programs** [**http://www.michigan.gov/documents/mde/suspensionpolicyfinal11.16\_576027\_7.pdf**](http://www.michigan.gov/documents/mde/suspensionpolicyfinal11.16_576027_7.pdf)

**Nevada - Policy Statement on Expulsion and Suspension in Early Childhood Settings** [**http://nvecac.com/wp-content/uploads/2016/10/Policy-Statement-on-Pre-k-Expulsion-Suspension-FINAL-Adopted.pdf**](http://nvecac.com/wp-content/uploads/2016/10/Policy-Statement-on-Pre-k-Expulsion-Suspension-FINAL-Adopted.pdf)

**New Hampshire - Inclusion Policy for the Prevention of Expulsion and Suspension in New Hampshire**

**Early Childhood Programs**

[**http://buildinitiative.org/Portals/0/Uploads/Documents/Work/Learning%20Tables/2016PreventingExpulsion/NewHampshireFINAL.pdf**](http://buildinitiative.org/Portals/0/Uploads/Documents/Work/Learning%20Tables/2016PreventingExpulsion/NewHampshireFINAL.pdf)

**New Jersey Preschool Students Suspension Expulsion Guidance** [**http://www.nj.gov/education/ece/psguide/suspension.htm**](http://www.nj.gov/education/ece/psguide/suspension.htm)

**North Carolina - Child Care Development Fund Plan Recommended Policy on Early Childhood Suspension and Expulsion**

[**http://ncchildcare.nc.gov/PDF\_forms/DCDEE\_Suspension\_and\_Expulsion\_Policy.pdf**](http://ncchildcare.nc.gov/PDF_forms/DCDEE_Suspension_and_Expulsion_Policy.pdf)

1. This collection was compiled and annotated by [Camille Catlett](mailto:camille.catlett@unc.edu) for the Vermont Agency of Education and funded by the Vermont Race to the Top Early Learning Challenge Grant. It is current as of August 2018. Highlighted resources are available in English and Spanish. [↑](#footnote-ref-2)