



DEPARTMENT OF ECONOMIC SECURITY

Your Partner For A Stronger Arizona

SAMPLE CHILD CARE PROVIDER EXPULSION PREVENTION POLICY

Purpose

The purpose of this Sample Expulsion Prevention Policy is to help guide early childhood providers in developing the required internal policy and procedure for preventing suspension and expulsion in child care settings. An internal policy and procedure can help ensure the support of families and early childhood programs in preventing suspensions and expulsion in early childhood settings.

In order to receive federal funding, states are required to implement policies to prevent suspension, expulsion and denial of services due to behaviors of children in child care programs, and to provide information and support about age-appropriate social-emotional and positive behavior interventions and models.

Research demonstrates that preschool expulsions are linked to:

- Missed opportunities to learn, socialize with other children and interact with positive adult role models.
- Risk of developing ongoing behavioral problems and negative views about learning, school, teachers, and the world around them which can lead to greater challenges later in life.
- Unaddressed mental health needs that can result in challenging behaviors and other long term effects.
- Therefore, developing an internal policy and procedure to prevent suspension and expulsion that is shared with all early childhood staff and families helps support continual enrollment and positive social and emotional development in children.

Sample Expulsion Prevention Policy

We believe that all domains of learning are supported during play and through nourishing, positive, interactions with adults and peers. One of the fundamental responsibilities of our program is to further the social and emotional development of children in our care. The preschool age is a crucial time for children to learn how to regulate social and emotional skills, such as feelings, thoughts, attention, and behavior. Part of children's social development is learning how to interact with their peers and other adults. We encourage interactions between children and their teachers to help them learn to form relationships.

We know that when children are provided opportunities and guidance to develop, learn, and practice self-control and other social and emotional skills, it gives them the foundation necessary for academic and life success. Developing social and emotional skills also requires communication between providers and caregivers in how to support the child in their learning process.

We support children's development and work diligently to prevent expulsion through:

Our Environment

- Staff regularly observe the classroom environment and the children as they interact in it to ensure it promotes healthy social interactions (ex. activities are made available long enough for all children to participate)
- We develop schedules that meet the needs of children to ensure transitions throughout the day are smooth and to avoid long periods of wait time
- We are flexible in our schedule and follow the interests of the children's cognitive, physical, and biological needs
- We provide children with materials and engage them in activities that are appropriate for their age and respectful to them as individuals



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Our Teachers

- Teachers make an effort to communicate daily or weekly (in-person, phone, email, etc.) to parents on their child's development, in particular to identify and address any social, emotional, behavioral, or health issues that may arise
- Encourage peer relationships by creating social opportunities and working with children to resolve conflict
- Assist children to put words to their emotions (ex. "Emily, I can tell you were mad when James took your block.")
- Use positive methods of support and redirect the child's behavior by providing alternative actions and behaviors that are acceptable

Our Families

- Communicate regularly with staff to ensure consistency in guidance between home and school
- Partners with us and allow us time to work with all children, including those needing higher levels of support
- Understand and acknowledge that we do not expel children as they are learning skills, and understand that we strive to serve individual needs while ensuring the safety of young children
- When applicable, partner with experts in social and emotional skill development to help give a child the best foundation for academic and life success

Our Children

- Develop confidence and self-efficacy
- Develop skills to help them regulate their behaviors and emotions
- Participate in play and activities to learn social and emotional skills
- Learn how to resolve conflict in a healthy manner (using appropriate words instead of physical harm)

Thank you for choosing to allow our staff to support your child's development. We are committed to each child's development and success, and we do not exclude or dismiss children from our program because of concerns with behavior. Behavior concerns tell us that children need more time, support and practice to develop their social and emotional skills. When serious concerns arise, we will partner with parents and professionals who specialize in supporting children's social and emotional health. On rare occasions, we may work with families to seek the best care for their child if all parties agree that our program can no longer meet the needs of an individual child.