

# Vermont Early Childhood Suspension-Expulsion Resources: An Annotated Collection of Free Materials

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Compiled by Camille Catlett (January 2017)

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

### Child Care and Development Block Grant Act of 2014 <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 interventions 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>

*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://www.newamerica.org/education-policy/edcentral/crdc-earlyed/>

### Office of Child Care Information Memorandum on Expulsion and Suspension

<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 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>

*This November 2016 Information Memorandum highlights requirements in the Head Start Program Performance Standards related to expulsion and suspension. It also encourages Head Start grantees and delegates to adopt practices set forth in the Policy Statement on Expulsion and Suspension in Early Childhood Settings 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.*

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## 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>

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 to support states, programs, teachers, and providers in addressing children's social-emotional and behavioral health, strengthening family-program relationships, increasing developmental and behavioral screening and follow-up, and eliminating racial/national origin/ethnic, sex, or disability biases and discrimination in early learning settings; 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>

## Suspension 101 <https://education.alaska.gov/tls/sped/pdf/Suspension101.pdf>

Looking for a one-page document that summarizes key data points on the consequences of and alternatives to suspension? Here it is.

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

<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.

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

### The Continuing Need to Rethink Discipline

[https://www.whitehouse.gov/sites/default/files/docs/school\\_discipline\\_report\\_-\\_120916.pdf](https://www.whitehouse.gov/sites/default/files/docs/school_discipline_report_-_120916.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>

This report examines the relationships between social-behavioral readiness in kindergarten as measured by the Maryland Model for School Readiness (MMSR) and three costly school outcomes for City Schools' 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.

### **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)

In this September 2016 brief, Walter S. Gilliam presents the latest 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 contribute to our nation's costly achievement gap by locking our boys and African-American children out of educational opportunities and diminishing the ability of early education 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)

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/>
- 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/>
- 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/>
- 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/>

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

<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.

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

[http://qa.ncchildcare.nc.gov/PDF\\_forms/Final\\_Policy\\_Statement\\_on\\_Expulsion\\_Suspension.pdf](http://qa.ncchildcare.nc.gov/PDF_forms/Final_Policy_Statement_on_Expulsion_Suspension.pdf)

*North Carolina's September 2016 policy provides an example of how one state has responded to the new provisions of the Child Care and Development Block Grant to "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."*

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

[http://ziglercenter.yale.edu/publications/National%20Prek%20Study\\_expulsion%20brief\\_34775\\_284\\_5379.pdf](http://ziglercenter.yale.edu/publications/National%20Prek%20Study_expulsion%20brief_34775_284_5379.pdf)

*This 2005 brief by Walter S. Gilliam summarizes the first study ever conducted on the rate of expulsion in prekindergarten 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>**

*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/>**

*This December 2016 research-based, interactive guide from SRI International 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.*

## **Reducing Behavior Problems in Early Care and Education Programs: An Evaluation of Connecticut's Early Childhood Consultation Partnership**

<http://www.chdi.org/publications/reports/impact-reports/reducing-behavior-problems-early-care-and-education-programs-evaluation-connecticuts-early-childhood-consultation-partnership/>

*This publication describes the results of a rigorous random-controlled evaluation of the Early Childhood Consultation Partnership (ECCP), a statewide system of early childhood mental health consultation for early education and child care programs throughout Connecticut. This study is the first evaluation of a large-scale early childhood mental health consultation program, and its results will be of interest to program developers, scholars, and decision-makers within Connecticut and nationally.*

## **Spotlighting Progress in Policy and Supports: State and Local Action to Prevent Expulsion and Suspension in Early Learning Settings**

[https://www.acf.hhs.gov/sites/default/files/ece/expulsion\\_resource\\_guide\\_11\\_4\\_16\\_final.pdf](https://www.acf.hhs.gov/sites/default/files/ece/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 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 suspension 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 in Preschool Development States: Policies and Practices

<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)

### Pyramid Model Consortium Resources <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.*

### School Suspensions Are an Adult Behavior <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/>

*This 2016 presentation by Donna Spiker describes strategies and tools that have been used for improving instruction and programming for young children with disabilities. It focuses on strategies for reducing suspension and expulsion of young children, including how to use data to this end.*

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

### Discipline Resources: Accelerating Positive School Culture and Discipline Practices through the Charter Sector <https://www.charterschoolcenter.org/category/focus-areas/discipline>

*This suite of discipline resources is designed to help educators create stronger school communities by adopting creative strategies that reimagine the role of discipline in their schools and to support initiatives that build positive school climates and develop less punitive approaches to school discipline.*

### Prekindergartners Left Behind: Expulsion Rates in State Prekindergarten Systems

<http://fcd-us.org/resources/prekindergartners-left-behind-expulsion-rates-state-prekindergarten-programs>

*Materials at this website 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 program setting gender, race/ethnicity and state.*

### Preschool Suspensions Really Happen And That's Not OK With Connecticut

<http://www.npr.org/sections/ed/2016/09/05/490226345/preschool-suspensions-really-happen-and-thats-not-okay-with-connecticut>

*This September 2016 posting from NPR highlights approaches being taking in Connecticut to effectively reduce preschool suspensions.*



### **Pyramid Model Consortium Resources** <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>

*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.**

<https://www.acf.hhs.gov/ecd/child-health-development/reducing-suspension-and-expulsion-practices>

*This section of the federal Administration for Children and Families website offers a variety of free resources, ranging from federal policy statements and memoranda, webinars and resources. The resource section is organized by audience – states, early childhood programs, families and caregivers, and community partners.*

### **Suspension and Expulsion**

<http://www.pyramidmodel.org/resource/suspension-and-expulsion/>

*This section of the Pyramid Model website offers several resources, including an archived webinar entitled The Pyramid Model/EC-PBIS: Preventing Bias, Suspensions and Expulsions in Early Childhood Settings.*

## **Vermont Resources**

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

<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.

### **School Suspension and Expulsion: Rules for Students on IEPs or 504 Plans**

[http://www.vermontfamilynetwork.org/wp-content/uploads/2012/01/Discipline-Fact-Sheet\\_And\\_Resources2.pdf](http://www.vermontfamilynetwork.org/wp-content/uploads/2012/01/Discipline-Fact-Sheet_And_Resources2.pdf)

This 2011 document from the Vermont Family Network offers basic information for the families of children with identified disabilities who may have behavior challenges.

### **Kicked Out! Unfair and Unequal Student Discipline in Vermont's Public School**

This 2014 report, compiled by Vermont Legal Aid and the Vermont School Discipline Reform Coalition, documents the extent to which students of color and students with disabilities are disproportionately being suspended and/or expelled from Vermont's public schools. While the examples are largely for older children, the examples of effective practices have merit for children of all ages.

### **Use of Restraint and Seclusion in Schools**

<http://education.vermont.gov/sites/aoe/files/documents/edu-state-board-rules-series-4500.pdf>

The intent of Series 4500 of the Vermont State Board of Education Manual of Rules and Practices is to provide 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. These rules are applicable to all learning environments that receive public funding, or over which the Vermont Department of Education has regulatory authority.