

## NC Pre-K Prevention of Suspension and/or Expulsion Plan SY: 2021-2022

Name of Site: \_\_\_\_\_

With guidance from the Partnership for Children of Cumberland County and the NC Pre-K Committee, NC Pre-K sites are to follow this written plan to prevent the suspension and/or expulsion of children with unique needs/challenging behaviors. The purpose of this plan is to ensure that providers and families have access to appropriate resources and supports to maintain child placement in NC Pre-K.

At a minimum, sites must address the following four components by implementing the identified strategies for each component:

1. Evidence-based instructional practices to prevent/address challenging behavior will be implemented:
  - a. Allow NC Pre-K teachers and administrators/designees the opportunity to participate in trainings and technical assistance provided by the Partnership that incorporates evidence-based instructional practices designed to prevent the suspension and/or expulsion of children with unique needs/challenging behaviors. Examples of evidence-based instructional practices include training and technical assistance using the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Pyramid Model and the Classroom Assessment Scoring System (CLASS).
2. Families will be given the opportunity to discuss their child's challenging behaviors, including options other than suspension and expulsion:
  - a. Through informal and formal conferences families are given opportunities for involvement in decision making about their child's unique needs/challenging behaviors and the planning process for ensuring their child's placement in NC Pre-K.
3. Families will be provided information on child development, as well as resources about referrals for screening and evaluation if a child is suspected of having health, social-emotional, developmental delays or a disability:
  - a. During the orientation process and throughout the year as needed, families will receive information on child development in the form of resources from the North Carolina Foundations for Early Learning. Families will also receive information on the network of community resources available to support the prevention of suspension and/or expulsion of children with unique needs/challenging behaviors.
  - b. Available community resources for NC Pre-K staff include: The Partnership for Children of Cumberland County's Technical Assistance Activity, Professional Development and Career Center, and Regional Healthy Social Behaviors Project.
  - c. Available community resources for families include: Cumberland County Schools' Exceptional Children's Services (Child Find); Cumberland COLORS; Care Coordination for Children; and the Child Health Clinic-Department of Public Health.
4. Procedures to prevent and respond to children with unique needs/challenging behaviors:
  - a. When a classroom is experiencing challenges due to meeting the needs of children with unique needs/challenging behaviors, the NC Pre-K site may make arrangements with the Partnership for technical assistance.
  - b. Based on a referral from the Partnership, NC Pre-K Sites are to participate in the Regional Healthy Social Behaviors Project if more specialized and intensive technical assistance is needed.

- c. When a child has been identified through working with the Healthy Social Behaviors Project and the documentation gathered supports the need for additional services, the NC Pre-K site shall notify Cumberland County Schools' Exceptional Children's Services for assistance. Additionally, the site is to notify the Partnership of the request made to Cumberland County Schools' Exceptional Children's Services. It is also at this time that the NC Pre-K site complete and submit to the Partnership the Children with Unique Needs/Challenging Behaviors Report [Appendix-E in the North Carolina Pre-Kindergarten (NC Pre-K) Program Requirements and Guidance] as documentation of the strategies used to maintain the child's placement.
- d. The NC Pre-K site, the Partnership, and family, in consultation with the school system's Exceptional Children's Services and other available resources, shall work together to develop a coordinated plan to support the child's continued placement. Every effort shall be made to maintain the child's enrollment and participation. (In the event that efforts to access the consultation needed to develop a coordinated plan of support prove unsuccessful, the Partnership shall contact the Division of Child Development and Early Education for guidance.)

Optional strategies may include (choose at least one):

1. Allow Pre-K teachers the opportunity to participate in additional trainings designed to prevent the suspension and/or expulsion of children with unique needs/challenging behaviors outside of the training provided by the Partnership;
2. Support Pre-K teachers in using a variety of strategies designed to support healthy social-emotional development in young children, such as Conscious Discipline® by Becky Bailey and/or Devereux's FLIP IT®;
3. Provide opportunities for family members to participate in educational events that support healthy social-emotional development in young children;
4. Other: \_\_\_\_\_

A log of all activities, opportunities or communications made for the purpose of preventing the suspension and/or expulsion of children with unique needs/challenging behaviors must be documented and kept on file at the NC Pre-K site. For events/meetings, include sign-in sheets that describe the event/meeting, list date and time, and signatures of the participants.

**Documentation for the NC Pre-K Prevention of Suspension and/or Expulsion Plan will be reviewed and verified at the site-monitoring visit.**

**Site Administrator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_