

MICHIGAN STATE BOARD OF EDUCATION

STATEMENT AND GUIDANCE FOR PREVENTION OF SUSPENSION AND/OR EXPULSION OF CHILDREN BIRTH THROUGH AGE 8 IN EARLY EDUCATION AND CARE PROGRAMS

SEPTEMBER 14, 2016

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PURPOSE OF PRESENTATION

Present a new SBE statement, targeted to early education and care program providers, recommending establishing a clear and explicit policy that prevents and/or significantly limits the expulsion and suspension of young children.

WHY IS THIS IMPORTANT AND NEEDED?

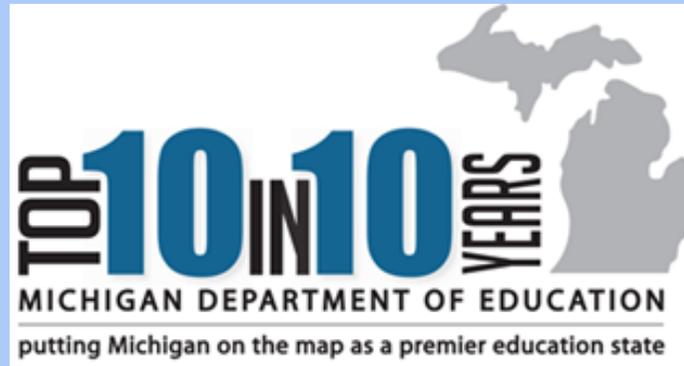
Research has confirmed that the first years of a child's life prove critical for building the early foundation of learning, health and wellness needed for success in school and beyond.

Longitudinal research indicates that positive, quality, and stable early education and care environments correspond to:

- higher graduation rates;
- decreased chronic absenteeism; and
- fewer interactions with the adult criminal justice system.

The reality is very young children are expelled and suspended in early education and care environments. Disruptions in program attendance may diminish the benefits above.

ALIGNS WITH SBE'S STRATEGIC GOALS



“Provide every child access to an aligned, high-quality P-20 system from early childhood to post-secondary attainment – through a multi-stakeholder collaboration with business and industry, labor and higher education – to maximize lifetime learning and success.”

PREVALENCE?

Nationally, a few studies over the last decade have concluded:

- High rates of expulsion and suspension in early education and care programs with variability by setting (e.g., occurs 3 times higher in prek than in K-12; teachers who expelled a child at least once in last year=10% in public programs vs. 39% in private programs).
- Disproportionate practices by race/ethnicity/gender (e.g., national data show African American (AA) boys make up 18% of prek enrollment, but 48% have been suspended more than once; when AA boys are combined with Hispanic boys, data show they make up 46% of prek enrollment, but 66% are suspended; and boys overall make up 79% suspended once and 82% suspended multiple times).

WHY?

Early education and care programs tend to be voluntary.

It is not a usual practice for private providers of early education and care to have established suspension and/or expulsion policies and practices.

Often, private providers of early education and care have less infrastructure and workforce supports than public providers or more structured early education and care programs (e.g., federal Head Start and MI's Great Start Readiness Program).

WHAT HAPPENS IF WE IGNORE THE ISSUE?

Research indicates that school expulsion and suspension practices are associated with negative education and life outcomes; specifically:

- Greater likelihood of expulsion or suspension in later school grades;
- Disengagement from the learning environment;
- Academic failure;
- Dropping out;
- Exacerbating racial, gender and economic inequalities;
- Involvement with the criminal justice system; and
- Missed opportunity for early identification and intervention services, especially those manifesting from childhood trauma.

WHAT EXISTS NOW?

MICHIGAN STATE BOARD OF EDUCATION

POLICY ON REDUCING STUDENT SUSPENSIONS AND EXPULSIONS

The State Board of Education (SBE) states in its 2013–2015 Mission Statement that: All students graduate ready for careers, college, and community.

Michigan students, in all of their diversity, must be educated in a safe and supportive environment that fosters academic success and healthy development. This is illustrated by the SBE's mission and its guiding vision and principles of universal education which reflect the belief that each person deserves and needs a concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth through adulthood.

Schools can create those environments by establishing clear behavioral expectations and employing preventative measures with constructive discipline that prioritizes keeping students in school through graduation. Legal mandates and community safety may require the removal of individuals who possess weapons, commit arson, engage in criminal sexual conduct, make bomb threats, and those who commit physical assault against another. In many instances, however, exclusionary discipline, such as out-of-school suspension and expulsion, has become a primary method used to discipline students for all infractions—even those for which exclusion is unnecessary or inappropriate. Numerous studies document that exclusionary discipline practices are implemented disproportionately against

Adopted May 13, 2014

WHY NOT FOR EARLY EDUCATION AND CARE PROGRAMS?

Two aspects of the current SBE policy that pose a challenge for early education and care providers and warrant a different approach for young learners are:

- 1) Current policy focuses on K-12 and assumes public schools as the provider.
- 2) Emphasizes Restorative Practices, which very young children lack the developmental capacity to understand and implement.

WHAT ALIGNS WITH THE CURRENT SBE POLICY?

A commitment that all Michigan students (including our very youngest learners) must be educated in a safe and supportive environment that fosters academic success and healthy development.

A focus on increasing prevention efforts that focus on social-emotional development, connection, and community-building while providing tiered mental health and other supports.

Implementing [age-appropriate] evidence-based discipline policies and preventative practices, such as Positive Behavioral Intervention and Support (PBIS).

Encourages collection and use of data for ongoing formative evaluation of disciplinary processes and their effectiveness.

ACTIONS TAKEN FOR DEVELOPING THE STATEMENT

Established a workgroup to:

Michigan
State Board of Education
Statement and Guidance for Prevention of
Suspension and/or Expulsion of Children Birth through Age 8
in Early Education and Care Programs

The State Board of Education (SBE) has adopted the following as part of its Strategic Goals to help make Michigan a Top 10 education state in 10 years: *Provide every child access to an aligned, high-quality P-20 system from early childhood to post-secondary attainment – through a multi-stakeholder collaboration with business and industry, labor and higher education – to maximize lifetime learning and success.*

The SBE strongly recommends and encourages all Michigan early education and care program providers to establish a clear and explicit policy that prevents and/or significantly limits the expulsion and suspension of young children. Expulsion and/or suspension measures should be used only as a last resort. In extraordinary circumstances where there is a serious safety threat that cannot otherwise be reduced or eliminated through reasonable efforts, the program provider should assist the child and family in accessing alternate services and placement.

The purpose of this guidance is to support providers of early education and care programs as part of the P-20 system by offering recommendations from the SBE for preventing and/or significantly limiting expulsion, suspension or other exclusionary discipline practices in early childhood settings for children birth through age 8.

Definitions

Expulsion refers to terminating the enrollment of a child or family in the regular group setting because of behavior, health conditions, and/or conflict with a family.

Suspension includes all other reductions in the amount of time a child may attend the regular group setting. Examples of "suspension" could include the following: asking a family member to pick up a child immediately; excluding a child because of medical conditions or perceived behavioral issues; asking a child to follow a reduced schedule; asking a child to not return to school for a specific period of time.

Why is this important?

The first years of a child's life are critical for building the foundation of

Have discussions with stakeholders

Research free resources/ supports

Review existing statements and policies

Research quality indicators

WORKGROUP/STAKEHOLDER MEMBERS

Internal to State Government

MDE Offices of:

- Child Development and Care
- Early Childhood Development and Family Education
- Head Start State Collaboration
- Preschool and Out-of-School Time Learning

MDHHS Offices of:

- Child Welfare
- Field Operations
- Division of Chronic Disease and Injury Control

MDLARA Offices of:

- Child Care Licensing

External to State Government

Matrix Human Services

MI Association of Intermediate School Administrator/Early Childhood Administrators Network Subgroup

Midland ESA

Michigan Head Start Association

Oakland Schools

Early Childhood Investment Corporation

Michigan's Children

Michigan Association for Infant Mental Health

MI Association for the Education of Young Children

Saginaw ISD/Great Start Resource Center

Michigan League for Public Policy

United Way of Southeast Michigan

HISTORY

November 2014: CCDF Reauthorization includes topic of expulsion/suspension in early education and care environments.

December 2014: White House Summit on Early Care and Education and release of USED/DHHS Joint Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings.

April – September 2015: Office of Great Start (OGS) staff establish a workgroup and engage in extensive research and draft an initial outline of a statement and proposed quality indicators of a quality comprehensive policy.

October 2015 – February 2016: Informal stakeholder (internal and external) feedback and revisions to the statement and quality indicators.

HISTORY

March 2016: Held two focus groups of additional stakeholders.

April – June 2016: OGS staff revised draft statement and guidance and began discussions on a supplemental resource guide to accompany when/if SBE chooses to adopt.

July – August 2016: OGS staff with subgroup of workgroup began work on a resource guide concept.

September 2016: Present to State Board of Education draft statement and guidance on quality indicators of a comprehensive policy.

SBE PROPOSED STATEMENT

SBE strongly recommends and encourages all MI early education and care program providers to establish a clear and explicit policy that prevents and/or significantly limits the expulsion and suspension of young children.

Expulsion and/or suspension measures should be used only as a last resort in extraordinary circumstances.

SBE PROPOSED GUIDANCE

Quality Indicators for a Quality Comprehensive Policy

- Provides for early developmental and health screening
- Emphasizes prevention
- Promotes practices that are developmentally appropriate, strengths-based and culturally responsive
- Focuses on positive collaboration, communication, and partnership with children and families
- Outlines the process steps when challenges occur
- Supports quality professional development and training for staff
- Ensures communication of the policy to staff, families and community partners
- Ensures fairness, equity, and continuous quality improvement

NEXT STEPS

Seek public comment on the Statement and Guidance for Prevention of Suspension and/or Expulsion of Children Birth through Age 8 in Early Education and Care Programs.

Finalize a Resources Document to accompany for provider implementation.

Request adoption of the Statement and Guidance at the November 2016 SBE meeting.