

TRINITY LEARNING MINISTRY SUSPENSION AND EXPULSION POLICY (rev. 10.3.18)

TRINITY LEARNING MINISTRY PRESCHOOL IS COMMITTED TO PROVIDING A HIGH QUALITY LEARNING PROGRAM THAT BENEFITS INDIVIDUALS AND GROUPS OF CHILDREN. OUR LEARNING ENVIRONMENT AND CURRICULUM PROMOTES POSITIVE SOCIAL AND EMOTIONAL GROWTH IN THE CLASSROOM. WE USE POSITIVE BEHAVIOR SUPPORTS TO HELP CHILDREN LEARN HOW TO BE PART OF A CLASSROOM COMMUNITY.

1. *Teachers provide a purposeful, engaging environment that represents and supports cultural diversity and the different stages of child development by*
 - Developing lesson plans and a learning environment that meet the developmentally appropriate framework standards of the Creative Curriculum and the Indiana Foundations for Young Children
 - Family questionnaires and open conversation with families regarding home and cultural background are used to make the activities and environment appropriate for each child
 - Teachers receive on-going training in the physical, emotional, and cognitive development of young children.
2. *Classroom environments encourage children's sense of self, help with self-regulation, and supports for conflict resolution and relationship building by*
 - having a structured daily plan and routine
 - intentional lesson planning
 - giving children choices throughout the day with opportunities for them to interact with each other and work together
 - opportunities and encouragement to practice skills which promote independence
3. *Teachers support children's social and emotional development by helping them understand their own (and others') feelings, regulate and express their emotions appropriately, build relationships and support positive interactions with others in group settings through*
 - group and individual conversation
 - using appropriate materials to promote discussion about feelings
 - using games that promote sharing, conversation and turn taking
 - helping children work through the steps of conflict resolution, as needed
4. *The program will access the Child Care Resource and Referral Agency (SIEOC) for coaching and professional development to ensure children's developmental needs are being met.*
 - Our program has a working relationship with SIEOC, our child care resource and referral agency. They assist us with consultations, classroom observations, DECA assessments, as well as professional development training.
5. *The program engages in prompt family collaboration regarding a child's behavior, including solutions that have worked at home or in other settings by*
 - We meet with families for two planned conference times a year, as well as other requested conversations by parents and/or staff. Discussions will include feedback from family members regarding what they are experiencing at home and solutions that may be working for them.

- Written observations and/or communications are shared with families when there have been unresolved difficulties with a child’s behavior in the classroom.
 - Parents are invited to share their concerns with staff at any time during the school year.
6. *The program will support the family in identifying agencies for services including but not limited to:*
- a. Supports to address challenging behaviors are used e.g. DECA Assessment through SIEOC.
 - b. Early Intervention e.g. First Steps
 - c. Preschool Special Education contact with the NAFC Preschool department or that of the family’s intended school system
7. *Teachers will be supported by providing professional learning in the areas of*
- Inclusion, distinguishing concerning behaviors from developmentally appropriate behaviors, and classroom strategies and techniques are all included in required training for new staff, as well as continuing education for all staff members
 - Training may also include specific types of strategies and techniques to use in challenging classroom situations e.g. training in Conscious Discipline, Minds in Motion, Ages and Stages assessment tools, etc.
8. *Educators will collect and analyze information on suspensions and expulsions that are occurring in their early education environment and set goals to limit or prohibit such disciplinary actions in the future.*
- We limit the need to suspend or expel by keeping documentation in a behavior log in order to analyze patterns in difficult situations e.g. time of day, location, what is happening prior to incident, response from teacher to incident. That information is evaluated as a team in order to decide what steps might be needed to help the child in the classroom.
 - We communicate with families regularly to keep expectations for the child’s behavior consistent.
9. *Exclusionary processes will be used as a last resort. Exclusionary measures will only be taken when a serious safety threat exists and cannot be addressed with reasonable modifications and/or the use of positive behavioral supports that are mentioned above.*
- Our program follows the above policy, using exclusionary processes as a last resort after
 1. Changing the environment and/or class processes
 2. Providing staff with additional training in the area of discussion if needed
 3. Discussing a plan to help the child in the classroom with parents
 4. Contacting outside resources for help in developing a plan to help the child and the teachers

I understand and agree to the Trinity Learning Ministry Suspension and Expulsion Policy

Name of Child

Parent/Guardian Printed Name

Parent/Guardian Signature

Date