



Preventing the Suspension and Expulsion of Children in Meck Pre-K

During the last decade, research has shown that suspensions and expulsions occur at high rates in preschool settings, and too often, the data shows a disproportionate number of boys and children of color who are subject to suspension and expulsion. In 2016, the U.S. Department of Health and Human Services and the U.S. Department of Education published [a joint policy statement](#) with recommendations to better support the needs of young children, their parents, staff within early childhood programs, and communities to prevent suspension and expulsion of young children.

Meck Pre-K, which mirrors many of the same policies within the NC Pre-K program, requires Meck Pre-K teachers and directors to collaborate with Meck Pre-K and NC Pre-K Social Workers to support students with unique needs and challenging behaviors and to prevent suspension and expulsion. The role of the support team is to ensure that evidence-based practices are used and that teachers have the support needed to work with all students. Meck Pre-K will coordinate with Charlotte-Mecklenburg Schools (CMS) as needed to best support the children in our community.

Universal/TIER 1 practices

In order to support healthy social-emotional development for all students, Meck Pre-K teachers will implement the following practices:

- a. “Beginning of the year” activities for families, including home visits, orientation, and staggered entry are in place for teachers and directors to begin forming positive relationships with students and families.
- b. NC Foundations (creating community, environment)
- c. Teach the RECAP curriculum and utilize positive reinforcement system (suns)
- d. Social-Emotional objectives are a point of emphasis in the first trimester through teacher observation and assessment; corresponding strategies are offered through the assessment system, TS GOLD.

Individualized Student Strategies (TIER 2 and/or 3)

- a. Teacher documents behavior concerns and strategies used
- b. Teacher consults with center director and the child’s family
- c. Teacher completes Meck Pre-K/NC Pre-K Social Worker referral form
- d. Meck Pre-K/NC Pre-K Social Worker reviews records, consults with director and teacher, observes student, and helps to identify evidence-based strategies to support the student
- e. Meck Pre-K/NC Pre-K Social Worker facilitates the MTSS /Intervention Team process to coordinate a support plan with the program and family. This may include specific instruction regarding appropriate expression of feelings, conducting a Functional Behavior Assessment, implementing individualized behavior charts or token boards, using specific social stories, FLIP IT or other feelings-based strategies, along with other strategies. The classroom teacher will use data collection to measure student progress over time.
- f. Referral to other agencies may occur for more intensive supports (e.g., Thompson Child & Family Focus Early Outreach Services – Polliwog, Healthy Social Behaviors in child care settings)
- g. Transition to Kindergarten forms are completed by teachers and Meck Pre-K/NC Pre-K Social Workers to ease the transition to kindergarten for students who exhibit challenging behaviors.

Persistent Challenging Behaviors and Safety Concerns (minimum of 4 weeks of targeted and documented interventions with all universal/TIER 1 practices in place)

- a. Meck Pre-K/NC Pre-K Social Worker initiates consultation with Pre-K Psychologists through an MOU with Charlotte-Mecklenburg Schools (CMS)
- b. Individualized support and safety plan created with the inclusion of teachers, parents, directors and any other support staff involved
- c. Possible referral or coordination with CMS EC department

Documentation of each step taken will be on file and available for review.