BREAKING THE
Preschool to Prison Pipeline
A collaboration between Office of Early Childhood Education and Special Education
WHAT DO EXCLUSIONARY DISCIPLINE PRACTICES LOOK LIKE?

IN-SCHOOL SUSPENSION
Disciplining a child by sending the child out of the classroom, such as to the principal’s office.

OUT-OF-SCHOOL SUSPENSION
Asking a family to pick up their child early because of behavioral issues (e.g., biting, hitting, not following directions).

EXPULSION
Telling a family that they will need to find another care arrangement because the child is not a “good fit” for the program or that the program can “no longer support” their toddler or preschooler.

SOFT EXPULSION
Asking the family repeatedly to pick their child up early because of behavior issues, requiring them to leave or miss work frequently.

THE FEDERAL DEFINITION

PRESCHOOL EXPULSION
The permanent removal or dismissal from the program.

PRESCHOOL SUSPENSION
Practices that involve removing or excluding the child from the classroom or program.

THE NEBRASKA SUSPENSION DEFINITION

PRESCHOOL SUSPENSION
Practices that involve the adult removing or excluding the child from the classroom or program for any length of time due to disciplinary purposes.

NATIONAL EXPULSION DEFINITIONS

K-12 EXPULSION
Varying state definitions
- 1 state: > 3 days
- 13 states: > 10 days
- 1 State: > 15 Days
- 2 States: Rest of semester or more
- 32 States: Local Discretion

PRESCHOOL EXPULSION
No formal definitions
18 states disallow expulsion
32 states either explicitly allow expulsion or pass it to local level
- 8 require documentation
- 4 require family assistance (referrals)

ADVERSE CHILDHOOD EXPERIENCES (ACE)
- Physical abuse
- Household Violence
- Sexual abuse
- Substance abuse
- Emotional abuse
- Household mental illness
- Physical neglect
- Parental separation/divorce
- Emotional neglect

SUSPENSION AND EXPULSION OF YOUNG CHILDREN: https://youtu.be/f8nkcRMZKV4
WHY FOCUS ON EXPULSION AND SUSPENSION?
Foundation for learning, health, and wellness
Suspension and Expulsion can contribute to ACEs (Adverse Childhood Experiences)
10 times more likely to:
- Drop out of high school
- Experience academic failure and grade retention
- Hold negative school attitudes
- Incarceration
Early grade expulsion/suspension predicts later grade expulsion/suspension
Higher rates in early childhood settings
Racial disparities

CHILD-TEACHER RATIO PREDICTS EXPULSION%

WHO GETS EXPELLED
4 year olds 50% more likely than 3 year olds
Boys 3½ times more likely than girls
African Americans:
- 2 times more likely than European Americans
- 5 times more likely than Asian Americans

EXPULSION RATES (PER 1,000)

THE U.S. DEPARTMENT OF EDUCATION, together with the U.S. Department of Health and Human Services, has developed a Federal Policy Letter regarding suspension and expulsion in early childhood settings.
https://bit.ly/2H4aDkF

BEHAVIORAL CONSULTATION PREDICTS DECREASED EXPULSION


WHAT SHOULD LOCAL EDUCATION AGENCIES DO
Develop and Communicate Preventative Guidance and Discipline Practices with staff
Develop and Communicate Expulsion and Suspension Policies within LEA
Access existing programs within the State of Nebraska to Prevent Expulsion and Suspension
- Pyramid Model
- Rooted In Relationships
- KidSquad
Set Goals to Analyze Data and Assess Progress
Utilize Resources to Enhance Staff Training and Strengthen Family Partnerships
- Social/Emotional Curriculums
- Raising Staff Cultural Competencies
- Identify Potential Stress Response for Staff
- Consider Staff/Child Ratio

NEXT STEPS
Federal Government requires annual reporting of suspension and expulsion for children, ages 3-5, with disabilities.
Offices of Early Childhood and Special Education are working together to develop and address awareness of the definitions as well as reporting policies and procedures.
DISRUPTING THE PRESCHOOL TO PRISON PIPELINE

Lack of processes & policies for suspensions & expulsions in voluntary child care & preschool.

Stressed provider/teacher with implicit biases thinks child is misbehaving too much & doesn’t know how to manage the child’s behavior.

Child is suspended or expelled. Child is sent to directors office (in-school suspension); center asks parents to pick child up early (out-of-school suspension) or declares that the child is not a good fit (expulsion).

Child deprived of valuable learning and educational experiences & set on negative trajectory.

School "zero tolerance policies" mean that child is more likely to be arrested and suspended for minor offenses in K-12.

Child is more likely to experience later academic failure in K-12 & is disengaged from school, dropping out.

As an adult, child is more likely be incarcerated.

Go to our Guide to learn about recommended policies and strategies for promoting all children’s success and preventing suspensions and expulsions in early childhood settings to learn more: preventexpulsion.org
Racial Inequities in School Discipline

Black students, especially boys are disproportionately more likely than their white peers to face multiple suspensions from preschool.

Disproportionate preschool suspensions are the result of adult behaviors.

- They arise from **implicit racial biases** which impact teacher expectations (Gilliam et al., 2016).
- Pre-school suspensions contribute to **loss of vital school time** that contributes to the achievement gap and can begin students on a negative school trajectory (Losen, et al., 2015).
- Young students who are expelled or suspended are as much as **10 times more likely** to drop out of high school, experience academic failure and grade retention, hold negative school attitudes, and face incarceration than those who are not (Lamont et al., 2013; Petraset al., 2011).

FPG RACE Committee: [http://go.unc.edu/RacialEquity](http://go.unc.edu/RacialEquity)