



Colebrook Community Child Care

dba Country Day School

Guidance, Discipline, and Expulsion-Prevention Policy

Updated 2019

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Section 1 Introduction

1.1 Purpose

Colebrook Community Child Care (the “Center” or “Company”), also known as Country Day School, strives to provide a safe, secure, developmentally appropriate learning environment for children aged 6 weeks to 13 years old in Colebrook and the surrounding communities.

(a) Guidance and Discipline

Children learn best when they feel respected and valued. The Center and its teachers shall create a positive, respectful, and safe environment for all children. As part of this, its teachers must remember that discipline is not about punishment, it is about teaching. If discipline becomes about punishment, teachers will miss the opportunity to teach, and they will miss an opportunity to build positive relationships with their students. Positive relationships between teachers and children are essential to foster their capacity for self-regulation, and to develop those skills necessary to succeed academically and throughout their future. This Center’s programs and teachers shall ensure that discipline is about teaching, and building positive relationships, and that it is not about punishment.

(b) Expulsion Prevention

The Center recognizes the potential adverse effects of expulsion on children and families and has responded by creating this Expulsion Prevention Policy.

National data shows a troubling number of children are being expelled from programs. Not only are the practices of suspension and expulsion linked with long-term negative outcomes, it also represents a missed opportunity to identify and address the needs of a high-risk group of children. As informed by the standards developed by the National Association Education of Young Children (“NAEYC”), the purposed of this policy is to limit the use of suspension, expulsion, and other exclusionary measures.

1.2 Definitions

(a) Expulsion: The complete and permanent removal of a child from an educational system, e.g., child care center

(b) Suspension: Reduction in the amount of time a child may be in attendance of the regular group setting, either by requiring the child to cease attendance for a particular period of time or reducing the number of days or amount of time that a child may attend.

(c) Challenging Behaviors: Any behavior that makes it difficult for a young child to be successful in a group environment. Such behaviors interfere with a child’s ability to

positively interact with others and may disrupt the learning process or even pose health and/or safety risks.

1.3 Distribution and Applicability

- (1) Distribution: This policy shall be provided to parents at enrollment and to staff upon hiring.
- (2) Applicability: This expulsion policy shall only apply when addressing a child's behavior and not a parent's misconduct or the parent's failure to comply with other child care rules, including payment terms.

1.4 Compliance

This policy complies with federal and state civil rights laws.

Section 2 Behavior, Guidance, and Treatment of Children

2.1 Recommended Best Practices

The Center recognizes that challenging behaviors are children's attempts to communicate a message, such as, "I am scared," "I am hurt," or "I want to play with you." It is the Center's job to use multiple strategies to prevent and address these behaviors and to build children's positive social and emotional regulation and their communication skills. Teachers should routinely observe their group in action to identify events, activities, interactions, and other contextual factors that may be predictive of challenging behavior. After identifying environmental factors that might be contributing to behavior problems, teachers should make environmental modifications and implement targeted teaching strategies designed to support appropriate behaviors.

2.2 Prohibited Practices

Child care personnel shall not:

Attempt to control children's behavior by actions which are damaging to children, including but not limited to:

- a. Corporal punishment;
- b. Requiring children to stand or sit facing walls or corners;
- c. Verbally shaming children;
- d. Belittling children;

- e. Ridiculing children;
- f. Yelling at children;
- g. Name calling;
- h. Making verbal threats to children;
- i. Confining infants or toddlers in high chairs or other seating devices or equipment, which restricts their movement, as a disciplinary technique;
- j. Placing or confining children in equipment that is not appropriate for their age, including but not limited to cribs, playpens or highchairs;
- k. Withhold food from children or forcibly feed children;
- l. Discipline children for not eating;
- m. Shame, humiliate, or discipline any child for toileting accidents or lapses in toileting habits;
- n. Use isolation as a form of discipline;
- o. As a means of discipline, require children to: a. Sleep or rest; or b. Go to their cot, mat, crib, bed, or playpen or other sleeping or rest facilities; and
- p. Discipline a child for not sleeping at rest or nap time.
- q. The applicant, licensee, permittee, center director, site coordinator, or site director and all other child care personnel shall take prompt action to protect children from abuse, neglect, corporal punishment, or other mistreatment by any individual.

2.3 Managing Challenging Behaviors

The Center will take the following steps to assist any child in maintaining his or her enrollment prior to expelling the child for challenging behaviors;

- (1) Family Notification: the Center's employees shall promptly report any challenging behaviors to the Center Director. The Center Director, or another qualified individual if the Center Director is not reasonably available, shall promptly notify the child's parent or guardian of any serious or repeated challenging behavior(s). In this section 2.3(1), serious challenging behavior(s) shall refer to behavior(s) that result in a serious safety risk to the child or others within the program.
- (2) Safety Concerns: if a challenging behavior results in an imminent serious safety risk to the child or others within the program, the Center's employees shall safely and promptly remove the child from the classroom or other group setting, if this is necessary in order to protect the safety of the child and/or others within the program.
- (3) Intervention:
 - a. The Center's employees shall take all reasonable efforts to guide the child's behaviors using multiple intervention techniques.

- b. Under no circumstances is it permissible for any intervention technique to involve any form of physical punishment, psychological abuse, or coercion when disciplining a child. Appropriate use of restraint for safety reasons is permissible.
 - c. The intervention techniques shall be developed in consultation with the Center Director. The child's parents or guardians shall be notified and consulted, as appropriate. The intervention techniques shall be developed through a process that includes the following steps:
 - i. Assess the function of the behavior;
 - ii. Work with families and professionals to develop an individualized plan to address the behavior; and
 - iii. Include positive behavior support strategies as part of the plan.
 - d. When necessary, the Center Director shall seek outside guidance or council to obtain additional professional resources to develop individualized intervention techniques, whether through the School Administrative Unit, Director's Network, or the State Child Care Licensing Unit, or another appropriate available resource.
 - e. Interventions shall never include a strategy listed in the prohibited practices section set forth above.
 - f. Exclusionary measures are not considered until all other possible interventions have been exhausted, and unless there is agreement that another placement is in the best interest of the child. Access to additional paid staff may be a consideration in determining what other interventions are possible. If exclusionary measures must be taken, the Center shall assist the family in accessing services and identifying an alternative placement.
- (4) Documentation: Any challenging behaviors that result in the need for Family Notification, as set forth in Section 2.2(1) above, shall be documented in writing. The documentation for any challenging behaviors that are serious and repeated shall include a detailed written summary of the intervention techniques adopted, as described in Section 2.2(3) above.
- (5) Notice for Alternate Care: In the event that, despite the above-listed procedures, it is necessary for a child to find alternate care, the Center must provide families with at least two weeks' notice to find alternate care unless the child poses an immediate safety risk.