



Rulemaking Advisory Committee Suspension & Expulsion Prevention Program (HB 2166, 2021)

May 20, 2022
10:00 a.m. – 12:00 p.m.

This will be a virtual meeting. Please note that only written testimony is currently accepted. Please submit written testimony by 10:00 a.m. on May 20, 2022 by emailing [Remy Watts, Rules Coordinator](mailto:Remy.Watts@ode.or.gov).

AGENDA

Topic	Discussion / Action
Welcome and Reflections Public Testimony	Review group agreements Share reflections from first meeting
Advisory Conversation: Definitions	There will be four small groups in two rounds. In round one each group will review suspension and expulsion definitions. Small groups will provide feedback on an Ideaboardz. We will reconvene in the full group and hear one highlight of the conversation from each group. We will repeat this process for the definitions of soft-expulsion and exclusionary practices. Each committee member is also invited to submit individual comments on these definitions through the Draft Rule Language Feedback Form by end of day May 23, 2022. Ideaboardz link for suspension and expulsion Ideaboardz link for soft-expulsion and exclusionary practices
Advisory Conversation: Purpose of Suspension & Expulsion Prevention Program	There will be four new small groups to review the purpose statement of the suspension and expulsion prevention program. Small groups will provide feedback on an Ideaboardz . We will reconvene in the full group to hear one highlight from each group. Each committee member is also invited to submit individual comments on these definitions through the Draft Rule Language Feedback Form by end of day May 23, 2022. Ideaboardz link for purpose statement
Advisory Conversation: Eligibility of Regional Service Providers of Infant	We will return to our small groups and review the eligibility to be a Regional Service Provider of Infant & Early Childhood Mental Health Consultation (IECMHC). Small

Topic	Discussion / Action
& Early Childhood Mental Health Consultation (IECMHC)	<p>groups will provide feedback on an Ideaboardz. We will reconvene in the full group to hear two highlights from the conversations. Each committee member is also invited to submit individual comments on these definitions through the Draft Rule Language Feedback Form end of day May 23, 2022.</p> <p>Ideaboardz link for regional service providers of IECMHC</p>
Next Steps	<p>Submit any additional comments on Draft Rule Language Feedback Form by end of day May 23, 2022.</p> <p>Meeting Schedule:</p> <ul style="list-style-type: none"> • Wednesday, May 25, 10:30 a.m. – 12:30 p.m. • Friday, June 3, 10 – 12 p.m.

SUPPORTING DOCUMENTS:

- Group Agreements (Developed May 11, 2022) – page 3
- DRAFT Suspension & Expulsion Program Ruleset Sections – Page 4

RULEMAKING ADVISORY COMMITTEE

Suspension & Expulsion Prevention Program

Group Agreements

Developed May 11, 2022

Way of Being / Present in the Meeting

- Be open, respectful
- Respect others' lived experiences and ideas
- Respect other cultures
- Assume positive and best intent
- Remain focused on the goal

Hope & Strengths-Based

- Reflect on strengths and assets of children, families, providers
- Center parents/families

Understanding and Learning

- Listen to understand
- Open to learn other perspectives
- Open to new possibilities
- Have respectful curiosity

Shared Space

- Give grace
- Move within the RAC as though we have years of experience working together
- Be collaborative
- Offer constructive criticism
- Respect other folks' languages and means of communication
- Create opportunities and space for multiple truths

Reflection

- Reflect on your own bias
- Engage tension, don't indulge drama
- Ensuring all voices are considered: family, child, provider, educator, etc.

Communications

- Give others an opportunity to speak
- Ensuring that all voices are considered. Family, child, provider, educator, etc.
- Respect privacy and confidentiality
(individual contributions can be confidential in small group conversations; people's names and stories stay in small groups; lessons learned can be shared in full group)

RULEMAKING ADVISORY COMMITTEE

Suspension & Expulsion Prevention Program

Draft Rule Language Sections

Definitions

“Suspension” means an early care and education provider temporarily removing a young child from the early care and education environment in response to behavior, through In-Program Suspension or Out-of-Program Suspension.

- a) In-Program Suspension includes, but is not limited to, temporarily removing a child from the classroom or group setting by sending the child to the director’s office, a different classroom, or other location within the program or building in response to behavior.
- b) Out-of-Program Suspension includes, but is not limited to, sending a child home from school, prohibiting them from returning to the program for 1 or more days, or otherwise reducing the hours the child spends per week in the program in response to behavior.

“Expulsion” means an early care and education provider dismissing a young child from the early care and education program permanently due to behavior.

“Soft expulsion” means when an early care and education provider imposes conditions on or limits the hours of a child’s attendance in response to the child or family’s behavior; and the conditions or limitations result in circumstances in which the parent/family withdraws the child because the program no longer meets the needs of the parent/family.

“Exclusionary practices” means any action taken by an early care and education program to deny access, implement a trial service period, increase costs, or otherwise impose barriers to a family seeking enrollment in their program because of a provider’s perception of the child’s needs or behavior.

Purpose

(1) The purposes of the Early Childhood Suspension and Expulsion Prevention Program are to reduce: the use of suspension, expulsion, and other forms of exclusionary discipline in early childhood care and education programs; and to reduce disparities in the use of suspension, expulsion, and other forms of exclusionary discipline in early childhood care and education programs based on race, ethnicity, language, ability, or gender, by:

- a) Providing supports and opportunities for enhancing professional development of the early childhood education workforce with a focus on ensuring early childhood educators have the knowledge and skills to support children’s social, emotional and positive racial identity development through the use of anti-bias, culturally-responsive, and inclusive practices in the early education environment;

- b) Ensuring that all Regional Service and Technical Assistance Providers have the knowledge and skills to support early care and education providers and programs to implement foundational anti-bias, culturally responsive, and inclusive practices to ensure the stability of children’s placements within the early education environment;
- c) Providing supports for developing and implementing culturally-responsive, trauma-informed Infant and Early Childhood Mental Health Consultation services to support early care and education providers and programs to effectively meet the needs of all children; and
- d) Providing a coordinated system for early care and education programs to seek support, technical assistance and/or IECMH consultation services in maintaining the placement of specific children who present with persistent challenging behaviors.

Eligibility to be an IECMHC Regional Service Provider

(1) The Early Learning Division will administer a program that provides funding to eligible entities to serve as regional service providers.

(2) The following types of entities may apply to the Early Learning Division to be a regional service provider as described in 414-580-0010(1):

- (a) Child Care Resource & Referral Agencies;
- (b) Early Learning Hubs;
- (c) Relief Nurseries;
- (d) Community-based organizations;
- (e) Culturally specific organizations;
- (f) Federally recognized Oregon Tribal Nations;
- (g) Community mental health organizations;
- (h) Coordinated Care Organizations; and
- (i) Other Health Care Organizations.

(3) To be eligible to become a Regional Service Providers, an entity must be able to:

- (a) Demonstrate evidence of their commitment to equity and culturally responsive practice;
- (b) Ensure that IECMH consultation services are accessible to populations most disproportionately impacted by suspension and expulsion; and
- (c) Demonstrate the ability to collaborate with and coordinate services with other Technical Assistance providers to determine which person or program is best suited to respond to the request for services from an Early Care and Education Provider.