

# Teddy Bear Learning Center, LLC

## Suspension and Expulsion Policy

Teachers will provide a purposeful, engaging environment that represents and supports cultural diversity and the different stages of child development. The lesson plans, curriculum, assessments and observations are tools used to create and offer an environment that may meet the needs of each child in the classroom. Learning activities are designed to build upon each child's current knowledge and expand it in areas that will allow the child to grow by physically, socially and cognitively. Experiences offered are inspired by the communication from the child to the teacher.

Cultural learning experiences are designed to bring awareness to the classroom and to bring a child's culture to the classroom creating a welcome and respected understanding. Providing activities and experiences that develop and build social skills are both planned and naturally occurring in the classroom. Working with families to ease their child's transition from preschool to elementary school. It is the intention of Teddy Bear Learning Center to provide a comforting environment for them to make friends, the teacher places them purposefully in groups to learn to interact with other children from other cultures, economic backgrounds and with disabilities. The environment is meant to represent a family type atmosphere within the classroom group. Representation of families in the community and of the children in the classroom are represented through pictures, books, written language, foods, and encouraged family involvement.

Classroom environments encourage children's sense of self, help with self-regulation, supports for conflict resolution and relationship building by structure, understanding of the schedule and limits. As well as consistency in routine and expectations for the children.

Teachers will support children's social and emotional development by helping them understand their own and other's feelings, regulate and express their emotions appropriately, build relationships and support positive interactions with others in group settings.

The program will access the Child Care Resource and Referral Agency or other appropriate organization for coaching and professional development to ensure children's developmental needs are being met. The director will organize trainings to cover areas that are required or needed for support. An individual staff member may enroll in trainings on their own to gain knowledge or assistance.

Face to Face communication is preferred for engaging in prompt family collaboration regarding a child's behavior, including solutions that have worked at home or in other settings. When face to face communication is not possible quickly, phone call and/or written communication is used to correspond and to set up a time that face to face communication may occur.

The process to support the family in identifying agencies for services that offers support in addressing challenging behaviors, early childhood mental health consultations, Part C early intervention (First Steps) and Part B intervention (preschool special education) is to begin with face to face communication with the parent or guardian. Identifying the resources already available to the family or that the family currently utilizes. The center will provide contact information to the families for FIRST STEPS for any child under 3 years of age and the contact information for the preschool special education office in the school district for which the child resides.

Teachers will be supported through job embedded professional learning around implicit bias and distinguishing concerning behaviors from developmentally appropriate behaviors.

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.

The teachers will document information for every child through observation and specific occurrences of challenging behaviors. The teacher will contact the director and/or another staff member when assistance is needed to defuse the situation. Parents will be notified concerning each occurrence that involves their child. The parent/guardian will be notified in writing, as well as a phone call or face to face interaction. The parent, teacher and director will work together to create a positive plan to assist the child to work through the challenging behaviors. The center will request assistance from Child Care Answers regarding staff training, observation of the classroom environment, the child and the teacher/child interactions

How the exclusionary processes will be used as a last resort.

Exclusionary measures should only be taken when a serious safety threat exists and can't be addressed with reasonable modifications and/or the use of positive behavioral supports.

The center director will meet face to face with the parent/guardian offering assistance in identifying alternate child care options. The family will have been provided with opportunities to work with the center regarding their child. The center will have provided support to the child and family before making the decision to exclude the child from the center.

A child will not be expelled due to behavioral challenges unless the procedures outlined in the suspension and expulsion policy have been followed.

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Parent/Guardian

Date

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Center Director

Date

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Staff

Date

## Child Care Answers 800-272-2937

Local Services

**Easter Seals Crossroad** Provides resources and training that help people learn in order to grow, develop, and thrive. They also offer a variety of activities that help families and children with disabilities relax and enjoy play.

**About Special Kids (ASK)** Indiana's parent-to-parent organization supports, answers questions, and provides information and resources to families of children with special needs. ASK helps families and professionals understand the various systems that families encounter related to special needs.

**Applied Behavior Center for Autism** Provider of ABA services to families and individuals with autism. Their commitment is to ensure that every person with autism leads the most fulfilling and vibrant life possible.

**FIRST STEPS (Zero to 3 years of age)** First Steps is an easy process that begins with a phone call to the Systems Point of Entry (SPOE) office (317-257-2229) <https://www.in.gov/fssa/4655.htm>

## Hamilton Southeastern Special Education

**HSE Schools Child Find procedure:** If your child is age 2 ½ through 21, attends any school within the Hamilton Southeastern Schools boundaries or you live in our community and you suspect your child may have a disability, you should contact us for more information

For children at least two and a half years of age, but not yet age-eligible for kindergarten, you should contact the Preschool Coordinator at Brooks School Elementary 317-915-4256.

For students who are eligible for kindergarten through age 21, you should contact your child's teacher, school counselor or building administrator to discuss your concerns and explore the steps to be taken. If your child is not enrolled in public school, you should contact the counselor or building administrator in the building your child would attend if enrolled.

## MSD of Lawrence Township Special Education

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### **Mission**

Our mission is for all students to reach their greatest academic and social potential so they can become successful and contributing members of our community. We hope to foster the self-worth of each student and provide a school climate in which our students can excel.

### **Program Description**

Each local school corporation must make available special education and related services to all eligible children ages 3 through 21. The Individuals with Disabilities Education Act (IDEA) is a federal law which guarantees all students with disabilities the right to a free appropriate public

education designed to meet their individual needs. It also offers protections for the rights of students with disabilities and their parents, guardians, or educational surrogate parents.

Each child must be determined eligible for special education and related services by a case conference committee. Eligibility must be established in accordance with the disability categories indicated in Article 7, Indiana Special Education Rules 3-16.

Children with disabilities are eligible for preschool special education.