

LADDC Concept Paper – Addressing Suspension and Expulsion in Early Childhood

Issue

Childcare providers are not equipped to support increasing numbers of children with (suspected) disabilities in childcare/early learning centers.

- Louisiana licensing Bulletin 137 §1509 A.8(d) requires centers to engage parents AND provide referral to EarlySteps or other appropriate agency when there are concerns regarding child behaviors that could lead to suspension or expulsion.
- Many childcare centers do not have the necessary knowledge to support families effectively through a referral for a child with suspected disability or delay.

Plan

- Develop training for CCR&R and RSNs to support childcare centers to comply with requirements in Bulletin 137 §1509 A.8(d)
- Train CCR&R and RSN (Train the Trainer)
- Create web-based resource for centers that could be hosted on LDE and/or CCR&R websites
- Disseminate PSA to families regarding their rights and center's responsibility to assist with referral prior to considering expulsion

Expected outcomes

- CCR&R and RSN will train center directors/admins on supporting referrals
- Childcare centers will have the knowledge and skills to refer children who need additional support
- More children who are struggling in childcare will get referrals for evaluation
- Parents will be aware of a center's obligation to support their child to get additional help prior to resorting to expulsion

DD Council plan Goals

GOAL 3 Education and Employment

Individuals with intellectual and developmental disabilities will have access to quality education in inclusive and safe environments throughout all stages of life and access to self-determined, individualized, equal and gainful employment opportunities that provide competitive wages and integrated work environments.

Objective 3.1 Parents of students with intellectual and developmental disabilities will have increased access to early diagnosis, identification of needs, early

intervention services, childcare and information and opportunities to collaborate with educators regarding individualized educational planning or programming to meet the needs of their students.

Activity 3.1.1 Advocate for increased focus and capacity within Louisiana Department of Education to address Special Education, including specific areas/issues (i.e., disability/topical/etc.).

Activity 3.1.2 Advocate for the Louisiana Department of Education to perform ongoing monitoring of local school districts to ensure compliance of all Special Education laws and policies.

Activity 3.1.3 Advocate for educational systems change based on emergent education issues.

Activity 3.1.4 Advocate for increased meaningful opportunities for stakeholder input; improved practices to facilitate stakeholder input and consideration of stakeholder recommendations.

Activity 3.1.5 Provide financial support and technical assistance for training of students with intellectual and developmental disabilities on transitioning to adulthood to include but not limited to financial literacy, health, waivers, employment and voting.

Approximate Cost for FFY2025: \$42,000

Objective 3.2 Individuals with intellectual and developmental disabilities will have increased employment outcomes upon transitioning from secondary educational settings, access to employment opportunities inclusive of services from highly qualified employment support providers and increased competitive and integrated opportunities from employers who are educated on how to support people with intellectual and developmental disabilities.

Activity 3.2.1 Advocate for systems change based on emergent employment issues.