



Every Student Belongs: Preventing Exclusionary Discipline and Informal Removals

Much Appreciation

We realize the last few years have been very stressful. ODE shares deep appreciation for the educators all across Oregon and their dedicated work with and commitment to the students in our state. Thank you.



Disclaimer

These materials constitute the Oregon Department of Education's interpretation of various state laws and are provided to support public education programs' understanding of their obligations under these laws. The information in these materials is subject to change based on future legal and policy updates. These materials are intended for informational purposes only and do not constitute legal advice.

Welcome

- IDEA Legal Requirements
- Defining Removals
- What are Informal Removals
- Strategies and Interventions
- FBA and BIP - When Required
- Resources



Oregon's Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes.

This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.



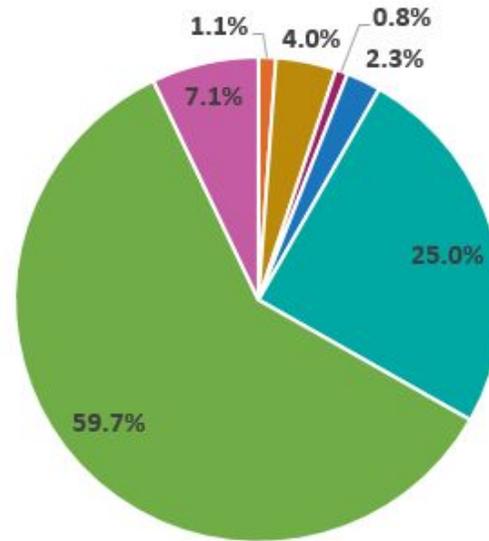
Who We Serve

Student Demographics

- Economically Disadvantaged: **74%**
- Ever English Learners: **18%**
- Unhoused/homeless: **3%**
- Mobile Students: **13.9%**
- Students with Disabilities: **15%**
- Lesbian, gay, bisexual, something else, or questioning*: **31.5%**
- Transgender, gender expansive, or questioning*: **8%**

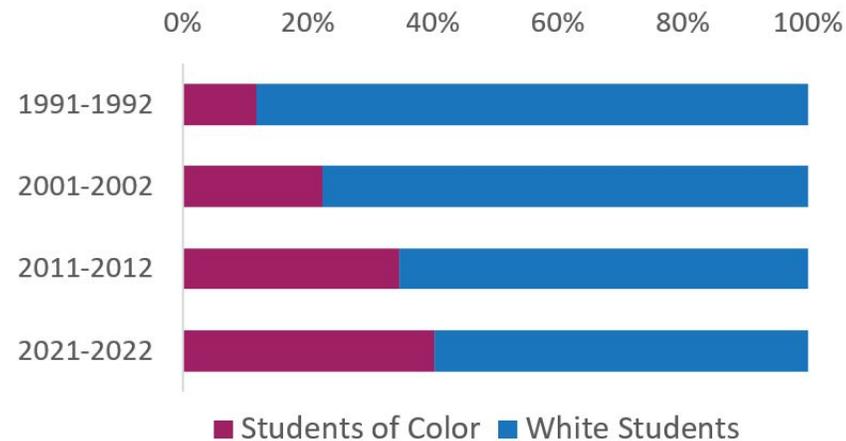
2022-23 Data

Race and Ethnicity†



- American Indian/Alaska Native: **1.1%**
- Asian: **4.0%**
- Native Hawaiian/Pacific Islander: **0.8%**
- Black/African American: **2.3%**
- Hispanic/Latino: **25.0%**
- White: **59.7%**
- Multi-Racial: **7.1%**

Oregon's Increasing Diversity



*According to the [2020 Oregon Student Health Survey](#)

†Note: Data reported using federally defined race/ethnicity groups.

Inclusion as Rightful Presence

“Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.”

Individuals with Disabilities Education Act (2004) [20 U.S.C. §1400\(c\)\(1\)](#)



Ableism In Our Schools



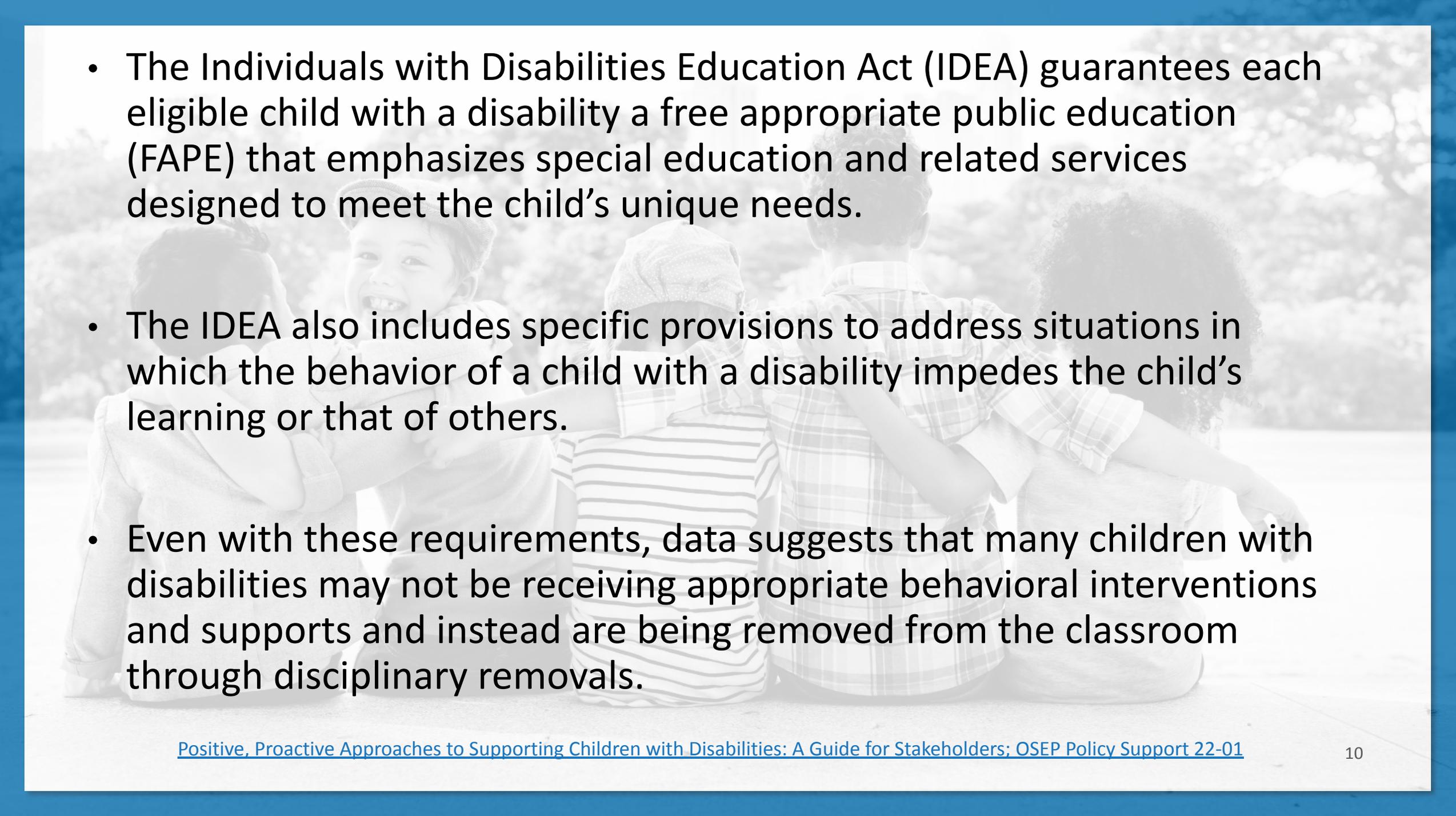
Oregon Department of Education

- [Ableism](#) is a form of systemic oppression that gives advantages to people without disabilities.
- It suggests that some abilities are “normal” or “better,” and ranks people’s worth based on their abilities.
- Ableism results in barriers and discrimination that negatively impact students with disabilities.
- Ableism can manifest in overt or subtle ways, including:
 - Refusing to provide accommodations
 - Using ableist language like “lame” or “crazy”
 - Segregating or marginalizing students
 - Punishing students for disability-related behavior
 - Limiting students’ equitable access to education
- You cannot address equity in education without addressing ableism.



“We aren’t in the business of fixing broken kids, we fix broken systems.”

- WREN 2023

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- A group of diverse children sitting on the ground outdoors, smiling and interacting. The children are of various ethnicities and are dressed in casual clothing. The background is a bright, outdoor setting with trees and a clear sky.
- The Individuals with Disabilities Education Act (IDEA) guarantees each eligible child with a disability a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet the child’s unique needs.
 - The IDEA also includes specific provisions to address situations in which the behavior of a child with a disability impedes the child’s learning or that of others.
 - Even with these requirements, data suggests that many children with disabilities may not be receiving appropriate behavioral interventions and supports and instead are being removed from the classroom through disciplinary removals.

Legal Requirements

- All children enrolled in public schools and children with disabilities who are publicly placed in private schools by an LEA are entitled to FAPE.
- Under IDEA, the vehicle for providing FAPE is through an appropriately developed IEP based on the individual needs of the child.
- IDEA and its implementing regulations require IEP Teams to follow certain procedures to ensure that IEPs meet the individualized needs, **including the behavioral needs**, of children with disabilities.



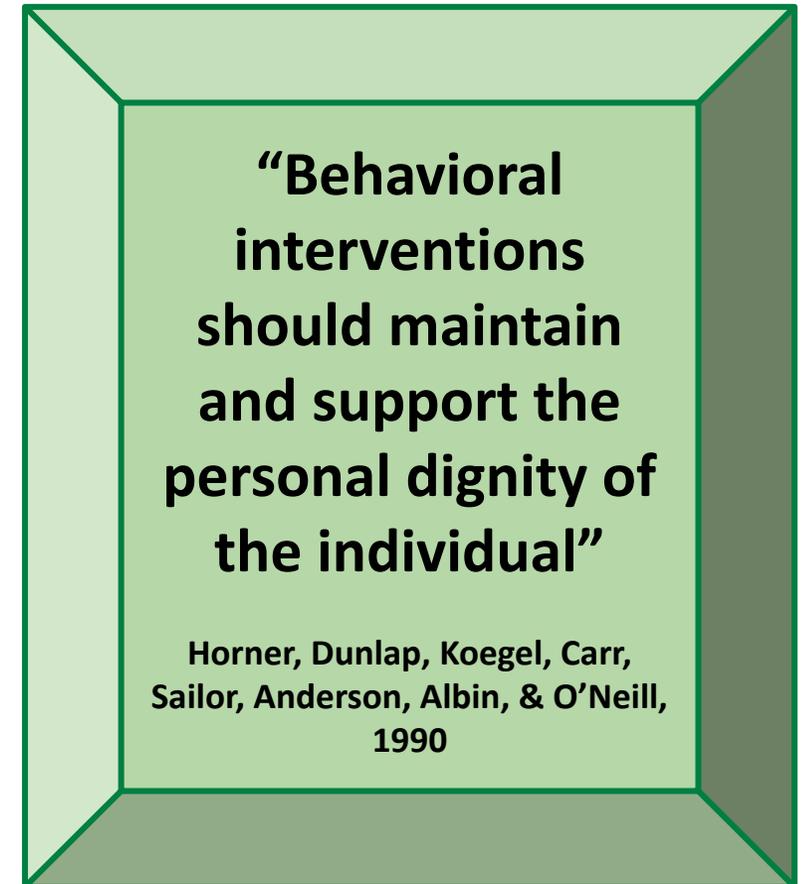
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[Positive, Proactive Approaches to Supporting Children with Disabilities: A Guide for Stakeholders; OSEP Policy Support 22-01](#)

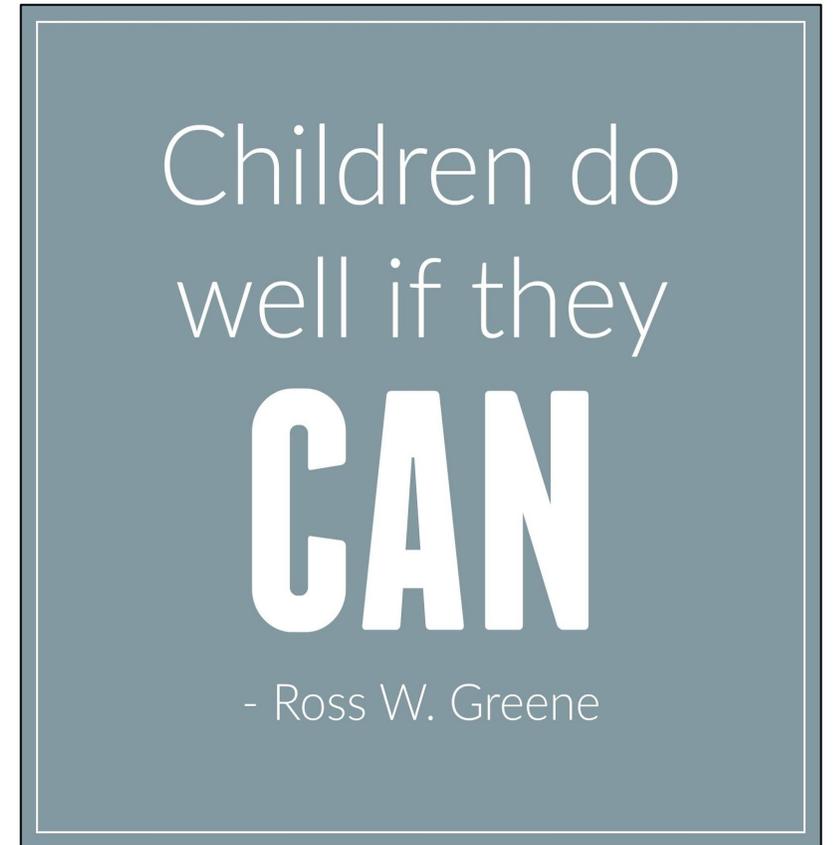
Legal Requirements (con't)

- When a child with a disability demonstrates behavior that impedes the child's learning or that of others, appropriate behavioral supports may be necessary to ensure that the child receives FAPE.
- **IDEA does not prescribe specific disciplinary actions an LEA must take, but it does set some limits.** For example, IDEA does not preclude an LEA from disciplining a child with a disability for violating a school's code of student conduct like any other student, but it does preclude an LEA from doing so in situations where the disciplinary action would result in a change in placement and the behavior that gave rise to the violation of the school's code of student conduct is determined to be a manifestation of the child's disability, with the exception of disciplinary removals due to "special circumstances".



Legal Requirements (con't)

- The failure of the IEP Team to consider and provide for needed behavioral supports through the IEP process may result in a child not receiving a meaningful educational benefit or FAPE.
- In addition, an LEA's failure to make behavioral supports available throughout a continuum of alternative placements, including in a regular education setting, could result in an inappropriately restrictive placement and constitute a denial of placement in the least restrictive environment.



FAPE: Assuring Appropriate Student Supports

The Individuals with Disabilities Education Act (IDEA) entitles each eligible child with a disability to a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet the child's unique needs. 20 U.S.C. §§1412(a)(1) and 1400(d)(1)(A).

- Under the IDEA, the primary vehicle for providing FAPE is through an appropriately developed individualized education program (IEP) that is based on the individual needs of the child. 34 CFR §§300.17 and 300.320-300.324.
- In the case of a child whose behavior impedes the child's learning or that of others, the IEP Team must consider – and, when necessary to provide FAPE, include in the IEP – the use of positive behavioral interventions and supports, and other strategies, to address that behavior. 34 CFR §§300.324(a)(2)(i) and (b)(2); and 300.320(a)(4).

FAPE: Assuring Appropriate Student Supports

- Under 34 C.F.R. § 300.324(b), IEP reviews and revisions are appropriate to address, among other issues: any lack of expected progress toward meeting annual goals; the results of any reevaluation; information about the child provided to, or by, the parent; the child's anticipated needs; or other matters such as the student's behavior, including the impact on the child's learning or that of others.
- IEP teams should review and revise IEPs, when necessary, to ensure that appropriate behavioral supports and services are in place to address the behavior. Further, the LEA must take the steps necessary to ensure that the child's IEP, including any positive behavioral interventions, supports, and other strategies, are consistently implemented. 34 C.F.R. §§ 300.323 and 300.324(a)(2).

New Federal Resource (March 2023)

Guiding Principles for Discipline

The U.S. Department of Education recently issued [guiding principles for discipline](#) imploring schools to “treat students with dignity and respect” and to cease disproportionate use of exclusionary discipline.

The resource also lists federal resources to support these efforts. The five guiding principles are:

1. Foster a sense of belonging through a positive, safe, welcoming, and inclusive school environment;
2. Support the social, emotional, physical, and mental health needs of all students through evidence-based strategies;
3. Adequately support high-quality teaching and learning by increasing educator capacity;
4. Recruit and retain a diverse educator workforce; and
5. Ensure the fair administration of student discipline policies in ways that treat students with dignity and respect (including through systemwide policy and staff development and monitoring strategies).

Disciplinary Removals

What is a Disciplinary Removal?

Any instance in which a student is removed from their educational placement for disciplinary purposes is a removal. This includes but is not limited to informal removals, in-school suspension, out-of-school suspension, expulsion, removal by school personnel to an interim alternative educational setting (IAES) for drug or weapon offenses or serious bodily injury, and removal by hearing officer for likely injury to the student or others.

For instance, any of the following may constitute a disciplinary removal:

- A pattern of office referrals, extended time excluded from instruction (e.g., time out), or extended restrictions in privileges.
- Repeatedly sending students out of school on “administrative leave” or a “day off,” requesting parents to pick the student up from school early due to behaviors, or other methods of sending the student home from school.
- Repeatedly sending students out of school with a condition for return, such as a risk assessment or psychological evaluation; or
- Regularly requiring students to leave the school early and miss instructional time.

[Counting Disciplinary Removals](#) (ODE)

What Are Informal Disciplinary Removals?



*By Valerie C. Williams
Director, Office of
Special Education
Programs*

"As the Office of Special Education Programs' (OSEP's) director, I have heard parents share stories that follow a strikingly similar and concerning plot line: their child's behavior has caused a disruption and they must be picked up immediately to help their child "calm down."

Forced to abruptly abandon their workday commitments, these parents rush to their child's school and take their child home. Sometimes this removal from school is for part of a school day, sometimes longer.

These removals often go uncounted, are not reported as suspensions, and fly under-the-radar built to ensure that the Individuals with Disabilities Education Act's (IDEA's) discipline protections are exercised.

Until now, OSEP had not given these removals a name. Now, we call these removals "informal removals."

What are Informal Removals?

Formal removals occur when a school follows the appropriate procedures to temporarily remove or expel a student experiencing disability from their educational placement for disciplinary reasons (e.g., in-school suspension, out-of-school suspension).

Informal removals are more ambiguous. Informal removals occur when, related to a student's behavior:

- the student leaves school early at the school's suggestion, even when the school did not directly require the student to leave;
- the school frequently moves the student to a setting that is not outlined in their IEP (e.g., a separate setting, sensory/quiet rooms) for part or all of a school day; or
- the school imposes any disciplinary consequence on the student, whether it is called a disciplinary consequence or not, without following disciplinary procedures.

Informal removals may include a phone call to a caregiver to pick a student up, sending the student to the hallway, a sensory/quiet room, an administrator's office, or any other location that excludes their standard classroom activities and peer interactions associated with their behavior, if those actions are not accompanied with planned, proactive, individualized strategies aimed at addressing the student's individual needs that result from their disability.

Informal Disciplinary Removals

An informal removal occurs when school personnel exclude a student with a disability from their classroom or school for part or all of the school day in response to the student's behavior, without following the disciplinary procedures outlined in the Individuals with Disabilities Education Act (IDEA).

IDEA, 2004, § 300.536

According to the U.S. Department of Education's Office of Special Education Programs (OSEP), informal removals are subject to IDEA's requirements to the same extent as formal disciplinary removals using the school's disciplinary procedures. These exclusions can be for an indefinite period of time, and may include administratively shortened school days.

Warning Sign: Informal Removals

- Informal removals may be indicative of a system that does not have the capacity to effectively address behavior.
- School districts should carefully review their practices to ensure exclusionary discipline removals are carefully tracked while implementing proactive practices to build staff capacity
- Schools should carefully consider the circumstances of all students who are subjected to informal removals.
- **Put simply: informal removals are not an effective behavioral intervention or teaching tool.**



Examples of Informal Removals

Generally an Informal Removal

The occurrence of any of these practices is likely indicative of an IEP team's need to review and revise the IEP in order to ensure it includes services and supports that enable the provision of FAPE.

Requiring that a parent attend school with a child or not allowing a child to attend school if the parent does not attend.

Moving a child to a separate learning space, sometimes referred to as a personal learning environment (PLE), in which the child spends part or all of their day receiving instruction separated from peers.

Phone calls home during the school day that result in a parent pick-up. When the teacher relays information that is concerning for the parent, the parent chooses to come pick their child up, noting "we will try again tomorrow". The parent picks the student up frequently after these calls, even if the district did not ask them to.

Requiring a particular teacher or instructional assistant to be present at school for a child to attend.

A student is being perceived as disruptive in class. The teacher tells the student to report back to their classroom for detention (e.g., at lunch or recess) in order to not receive a referral.

Any situation in which a child must "earn" their way back to school with improved behavior.

Excluding a child from a school assembly, field trip or activity in which other similarly-situated students have an opportunity to participate.

Lack of access to appropriately qualified and trained adult staff to support a child's access to a full school day.

Informal Removal Non- Examples



Not Generally an Informal Removal

IEP teams should carefully monitor any patterns that emerge in the use of these practices to determine whether they impact the provision of FAPE and the IEP needs revision.

Bathroom Breaks: Students might need to leave class to use the restroom.

Going to the Nurse or Counselor: They may have to visit the school nurse if they're feeling unwell, or they may have an appointment with a school counselor.

Library Visit: Teachers might send students to the library to gather resources for a project or to conduct research.

Changing Classes: Students move between different classrooms throughout the day for different subjects, sometimes during instructional time.

Extracurricular Activities: Students might need to leave class for band, choir, drama, athletics, or other extracurricular activities that might occur during school hours.

School Events or Assemblies: Special school events, field trips, or assemblies might take students out of the classroom during regular class hours.

Lab or Practical Sessions: In case of certain subjects, students might need to move to specialized rooms, like science labs or computer rooms, for practical sessions.

Collaborative Learning Groups: Teachers may assign group work that requires students to collaborate in different parts of the school, like a quiet hallway or common area.

Classroom Break Space: Although no longer in their assigned seat, the student still has access to instruction and opportunities to respond and engage with the learning process.

Restorative Circles: Restorative circles are mediated discussions used to repair harm and build community. Students and staff sit in a circle to share how they were impacted by an incident and come to an agreement on how to repair harm. Although students may leave their typical classroom environment for the circle, they maintain access to instruction and the learning process.

So what about “calm” or “sensory” spaces?

- Sensory/quiet rooms can serve as vital environmental strategies that offer those in need of a place to unwind and regain focus.
- However, when the unique needs of a student experiencing disability results in their use of these spaces, it should be accompanied by planned, proactive instruction that has been specially designed to address the student’s unique needs that resulted in the use of these rooms.
- This specially designed instruction (SDI) should seek to build student skills in order to reduce the need for future removals.
- These spaces are not to be used for seclusion or for [absconding](#).

Proactive Targeted Strategies to Avoid Informal Removals

- Cooling-Off Periods: A student experiences distress during a class discussion. The teacher recognizes the signs of distress and asks the student to step outside the classroom for a few minutes to calm down. Once the student has had a chance to regain their composure, they are allowed to rejoin the class.
- Teacher-Requested Break: A student experiences emotional escalation during class. The teacher, recognizing the student's distress, frequently asks them to take a short break in the school counselor's office or similar to regroup. After the break, the student returns to class and resumes their normal schedule.

Proactive Targeted Strategies to Avoid Informal Removals

- Voluntary Time-Out: A student becomes overwhelmed during the course of a group project. The teacher regularly allows the student to move to a designated “quiet corner” or “calming room” inside or outside of the classroom for a short period of time to deescalate and refocus. Once the student feels ready, they return to the group project.

When designed and implemented carefully, with voice and input from the student and their entire support team, over time, these supports can increase a child’s ability to access learning and the social classroom experience.

When an FBA/BIP is Required

There are three specific situations where an FBA/BIP is explicitly required for students experiencing disability in Oregon:

- (1) when a student exhibits behavior that is determined to be a manifestation of their disability following a decision to change their placement because of a violation of a code of student conduct ([34 CFR § 300.530](#));**
- (2) when a student has placed themselves, other students, or staff at imminent risk of serious bodily injury as a result of the student's behavior ([OAR 581-015-2181\(2\)\(a\)](#)); and**
- (3) following an appropriate incident of seclusion ([OAR 581-021-0553](#)).**

Outside of those conditions, an FBA/BIP is required when the IEP team determines it is necessary to enable the provision of FAPE for a student. IEP teams should be particularly deliberate in considering the need for a FBA/BIP whenever a student exhibits behavior that impedes their learning or that of others.

So, does *that* count as a removal?



- Bus suspensions?
- On-campus suspensions?
- Suspensions for less than one full school day?
- Being “sent home early”?

Bus Suspensions



If transportation is included in the student's IEP, a bus suspension must be treated as a "removal."

Such removal constitutes a change in placement if it is for more than 10 consecutive school days, which requires a Manifestation Determination.

(OSEP Letter to Sarzynski, 112 LRP 35343, June 21, 2012)

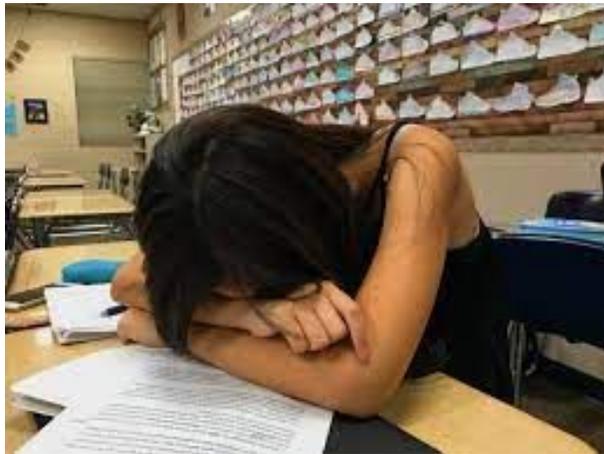
In School Suspension (ISS)

Count as days towards suspension unless:

- ✓ The student continues to receive the services specified in their IEP;
- ✓ The student is able to appropriately participate in the general curriculum; and
- ✓ The student is able to participate with nondisabled children to the same degree they could before suspension

(Parent v. Cloverdale Unified School District (2010) OAH Case No. 2010081062)

Suspension: Less than a full day



- Calculations of the number of school days that a student is removed from a classroom setting shall be as follows:
 - A half day if the student is out of school for half, or less than half, of the scheduled school day
 - As a full day if the student is out of school for more than half of the scheduled school day

[ORS 339.250](#)

Suspension in Grade 5 and Below

Oregon law prohibits out-of-school suspension and expulsion for students in Grade 5 and below except in instances when:

- The student causes serious physical harm to a student or school employee through non-accidental conduct
- An administrator determines that the student's behavior poses a direct threat to the health or safety of students or school employee
- When required by law. ORS 339.250(2)(d)

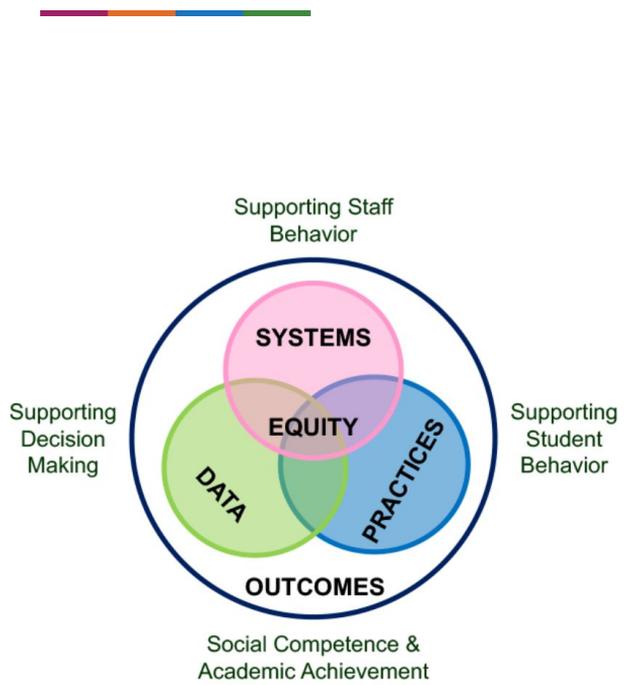
Proactively Addressing Disparities in, and Negative Outcomes from, Exclusionary Discipline

- Given the negative outcomes associated with, and the disparities in the use of, exclusionary discipline, education programs should identify ways to significantly reduce their use.
- Although there may be instances when a child's behavior, such as causing physical harm to self or others, warrants exclusionary disciplinary action, preventing the need before it occurs can be an effective first step in most situations.
- **Proactive systematic approaches that focus on instruction and supports, and that are implemented with fidelity and cultural responsiveness, are likely to address disparities; reduce the use of exclusionary discipline; and result in positive developmental, academic, and behavioral outcomes for all children including those with disabilities.**
- When schools and early childhood programs foster climates of inclusion, safety, and belonging, while implementing evidence-based practices, the use of exclusionary discipline and aversive practices (such as restraint or seclusion) can be reduced significantly.

 Examples of Evidence-Based Behavioral Interventions within an MTSS	
Universal Support: Promoting Positive Behavior School-Wide For All Students	
Social-emotional learning (SEL) programs	SEL programs teach students essential emotional and interpersonal skills, fostering empathy, self-awareness, and responsible decision-making.
School-wide positive behavioral interventions and support (SWPBIS)	SWPBIS establishes clear expectations for behavior and reinforces positive behaviors, creating a consistent and supportive school environment.
School-wide climate and culture initiatives	These initiatives involve cultivating an inclusive and respectful atmosphere, promoting positive relationships, and valuing diversity.
Additional Support: Addressing the Needs of Specific Groups of Students	
Check-in / check-out (CICO)	CICO is a structured program where small groups of students receive daily feedback and support from designated staff members to promote positive behavior.
Lunch bunch	Lunch Bunch is a small group intervention where students engage in discussions and activities to develop social skills and foster positive peer relationships during lunchtime.
Academic seminar	Academic seminars provide additional academic support and skill-building opportunities for groups of students in a structured group setting based on similar needs.
Other targeted group interventions	Targeted interventions focus on specific skills or behaviors for small groups of students, offering tailored support and guidance.
Intensive Support: Providing Comprehensive Support for Individual Students	
Functional behavioral assessment (FBA)	An FBA is a comprehensive assessment that identifies the causes and functions of a student's behaviors of concern, informing targeted intervention strategies for that student. A FBA guides the development of a BIP.
Behavior intervention plan (BIP)	A BIP is a tailored plan that outlines specific strategies, interventions, and data collection methods to address an individual student's behavioral needs based on the results of the FBA. BIPs might include strategies such as reinforcement, social skills training, environmental modifications, prompting, and self-monitoring. Follow-up monitoring of skill development and adjustment of strategies is essential when implementing BIPs.
Restorative practices	Restorative practices address harm and repair relationships through structured dialogues, encouraging accountability and promoting understanding among students involved in conflicts.

More detailed information about each of these practices can be found on the Center for PBIS's site [here](#).

Tiered Systems as a Foundation



Center on
Multi-Tiered System of Supports
at the American Institutes for Research

Self-Assessment of Classroom Management

Use this checklist when examining classroom management practices. Use the point scale to indicate the extent to which it is in place. See the Interpretation Key for more information.

Practice	Point Scale
3-5 schoolwide or classroom expectations are identified and shared with students (e.g., be safe, be respectful, be responsible).	3-5
The schoolwide or classroom expectations are explicitly taught to students.	3-5
Classroom routines are taught explicitly to students in assignments, transitions, and preparing to leave.	3-5
Students are regularly acknowledged for prosocial expectations (e.g., behavior specific praise, positive feedback).	3-5
The teacher(s) use a variety of methods to respond to unexpected or unwanted behavior.	3-5
The teacher(s) use a variety of methods to build positive relationships with their students.	3-5
The teacher(s) use a variety of methods to build positive relationships between students.	3-5
The teacher(s) use a variety of methods to act during instruction (e.g., verbal responding, gestures, proximity).	3-5

TOTAL SCORE

*These items are based off on various research sources that have been synthesized (Simonsen & Myers, 2015).

TOTAL SCORE	Interpretation
13 - 16	Acceptable Fidelity
0 - 12	Not Acceptable Fidelity

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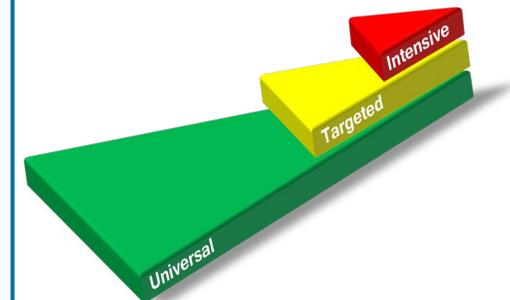
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NCPMI Preparing for the Pyramid: Classroom Essentials

Use this checklist to assess classroom management practices for a multi-tiered system of supports. This tool is intended to be used as a self-assessment or as a tool to help others assess classroom management practices. The tool is intended to be used as a self-assessment or as a tool to help others assess classroom management practices.

- 1. All students "All must be present"**
 - Includes announcements or roll call for each activity.
 - Each student is fully engaged.
 - Teacher is visible to all students.
 - Includes transitions of attention (e.g., name reviews, signal words).
 - Includes the posting of clear, specific, visible expectations, reviewed at major decision-making points.
 - Removes student from the room.
- 2. Behavior expectations**
 - Explicitly stated (e.g., "We are safe," "We are kind").
 - Are posted visibly.
 - Classroom expectations include promotion of respect.
 - Teacher and students are responsible for the classroom.
- 3. Rules**
 - Formally stated.
 - Are posted visibly.
 - Are reviewed before the lesson.
 - Posted at children's eye level in the classroom.
- 4. Families are visibly represented (e.g., photo posted, class book)**
 - Every child is represented.
 - Every child is acknowledged.
 - Families are represented in a positive way.
- 5. Physical environment designed to promote engagement**
 - Enough seating to accommodate the number of children.
 - Clear, unobstructed aisles.
 - All tables are developmentally appropriate and adequate in number and safety.
 - No table open spaces for children to sit.
 - Tables are clearly defined with enough space to accommodate the number of children.
- 6. If present, behavior management systems are positive**
 - Teachers are using a variety of strategies to manage behavior.
 - Classroom management systems are used consistently.
 - Are used in a way that is not punitive.
 - Are used to teach and reinforce positive behavior.
 - All children are expected to learn and demonstrate throughout the day.

Method Center for Pyramid Model Implementation | ChallengingtheStatus Quo.org



[Link to Self Assessment Resource](#)

[Link to Prek Classroom Essentials](#)

Invest in What Works! - Resources for Implementation



PBIS

Topics

Tools

Publications

Presentations
& Videos

Conference

About



[Link to Suite of Resources](#)

New Federal Resource Repository: Reducing Exclusionary Discipline & Increasing Behavioral Supports



Office of Special Education Programs (OSEP) Positive Supports for Behavior and Discipline Guidance and Resources (July 2023: [LINK](#))

U.S. Department of Education Discipline/Behavior Guidance and Resources

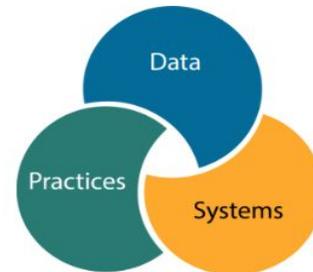
Policy Documents	▼
Multimedia Presentations and Information	▼
U.S. Department of Education Technical Assistance Centers	▼
U.S. Department of Education Resources	▼

Resource Guides on Positive, Proactive Approaches to Discipline

The following resource guides summarize additional resources that have been set up in tables and can support schools and early childhood programs in implementing positive, proactive approaches to support and respond to children's behavioral needs more effectively. Following the resources in each guide is information about OSEP TA Centers that can provide additional information to support schools in implementing the practices described below.

OSERS is committed to providing resources to support state and local efforts to implement this guidance and reduce exclusionary discipline through:

- Examination of data to better understand the frequency of exclusionary discipline and support ongoing efforts to reduce its use;
- Systems changes at the state, local, school or early childhood program levels; and
- Evidence-based practices to support educators working with children ages pre-k through high school



Data	▼
Systems	▼
Practices	▼

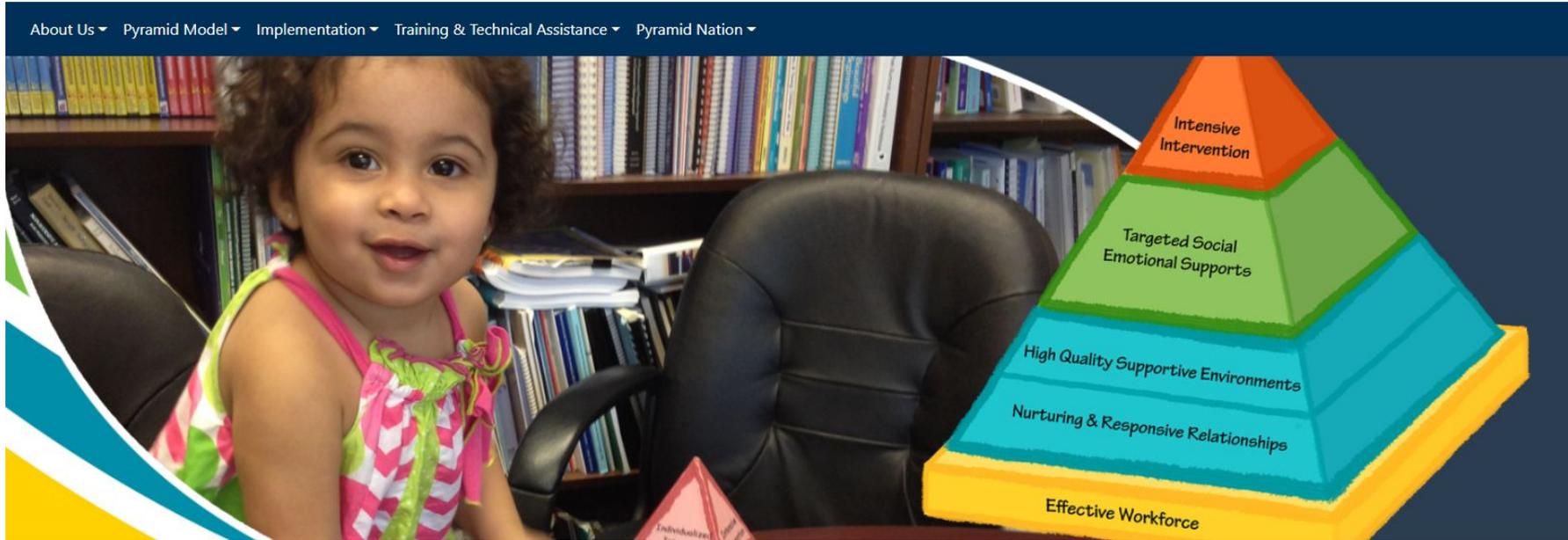
Link to Practices:

- [Addressing Discipline Disparities](#)
- [Creating a Positive Predictable Environment](#)
- [Early Childhood Resource Guide: Evidence-Based Practices to Eliminate the Use of Exclusionary Discipline \(New\)](#)
- [Implementing Evidence-Based Approaches: Positive Behavior Intervention and Supports](#)
- [Professional Development to Support Social, Emotional, and Behavioral Needs](#)
- [Stakeholder Guide on Positive, Proactive Approaches to Supporting Children with Disabilities](#)

Invest in What Works! - Resources for Implementation



Resource Library



The National Center for Pyramid Model Innovations

[Link to Suite of Resources for Early Learning](#)

Links to Oregon Resources

- [Addressing Informal Removals of Students Experiencing Disability: A Guide for ESD, District, and School Personnel and IEP Teams](#)
- [Annual Calendar of Activities to Address Informal Removals](#)
- [Counting Disciplinary Removals](#)
- [Examples and Non-Examples of Informal Removals](#)
- [Examples of Behavioral Interventions within an MTSS](#)
- [Phased Guiding Questions for Principals to Address Informal Removals](#)
- [Resources for Schools to Use in Addressing Exclusionary Discipline, Including Informal Removals](#)
- [Understanding and Addressing Ableism in Schools](#)
- [Understanding the Complexity of Student Behavior: An Empathetic Approach](#)

WOW! BUILDING RELATIONSHIPS

- Sets a positive tone
- Promotes sense of belonging
- Builds trust
- Rooted in science
- No cost, no prep!



Welcome students at the door



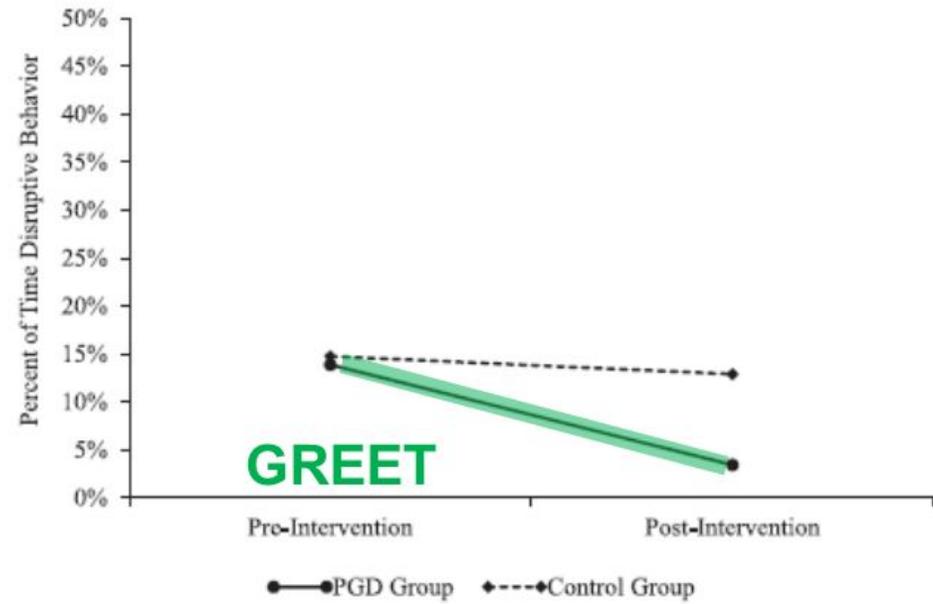
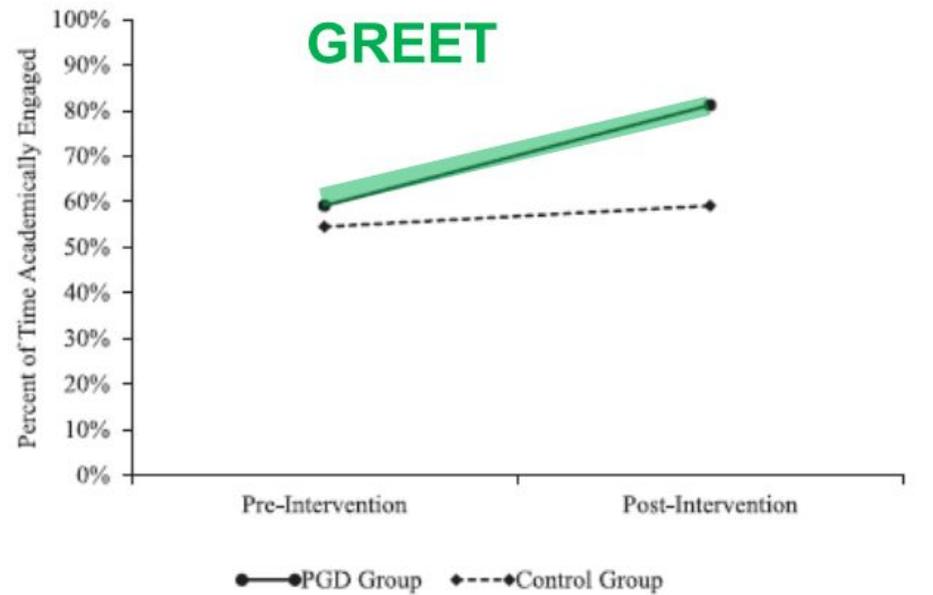
Own your environment:
establish and teach
routines



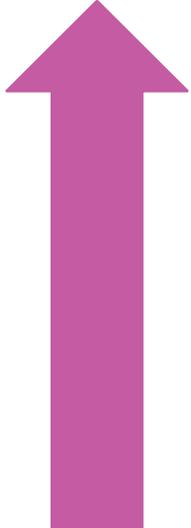
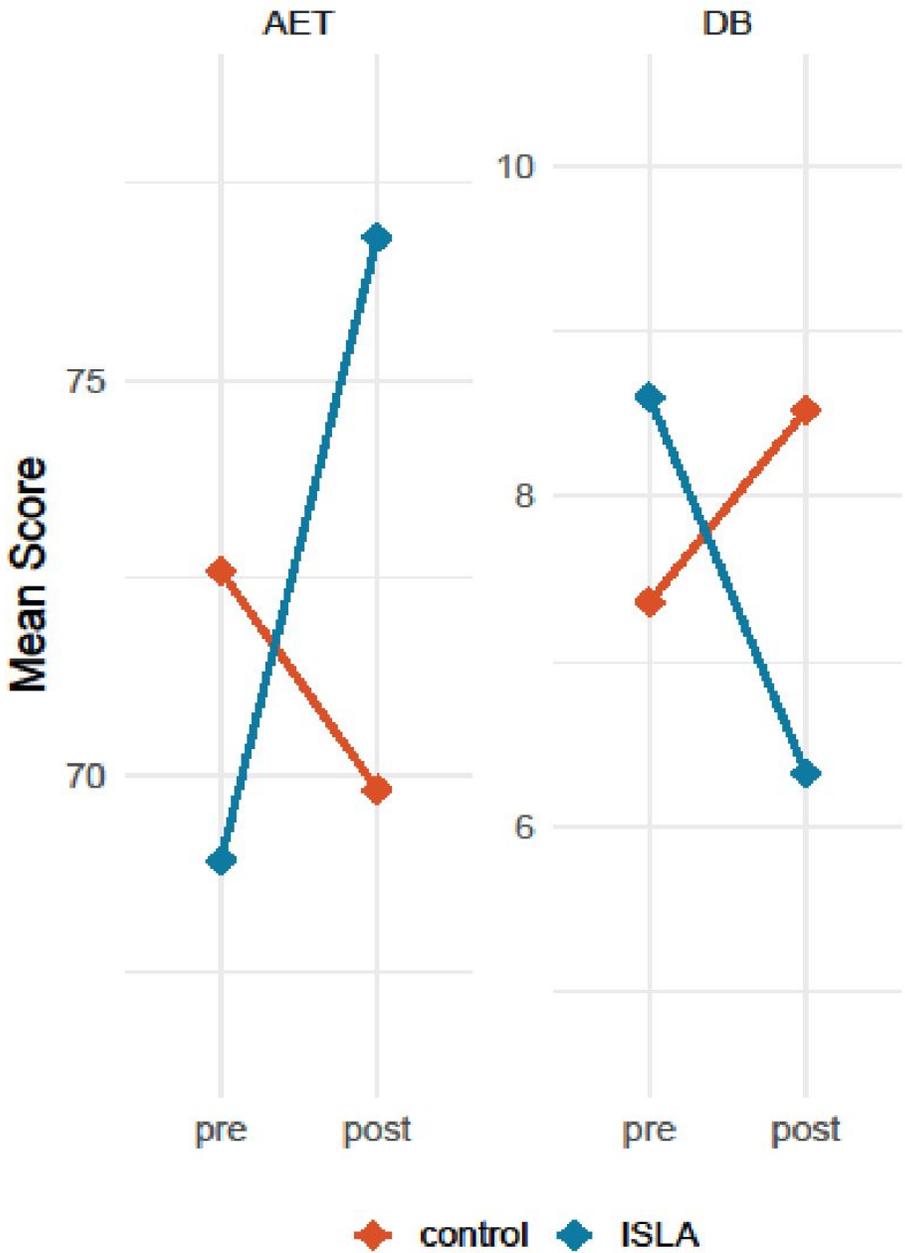
Wrap up class with
intention



THE INCLUSIVE SKILL-BUILDING
LEARNING APPROACH



IMPACT ON ENGAGEMENT & DISRUPTION



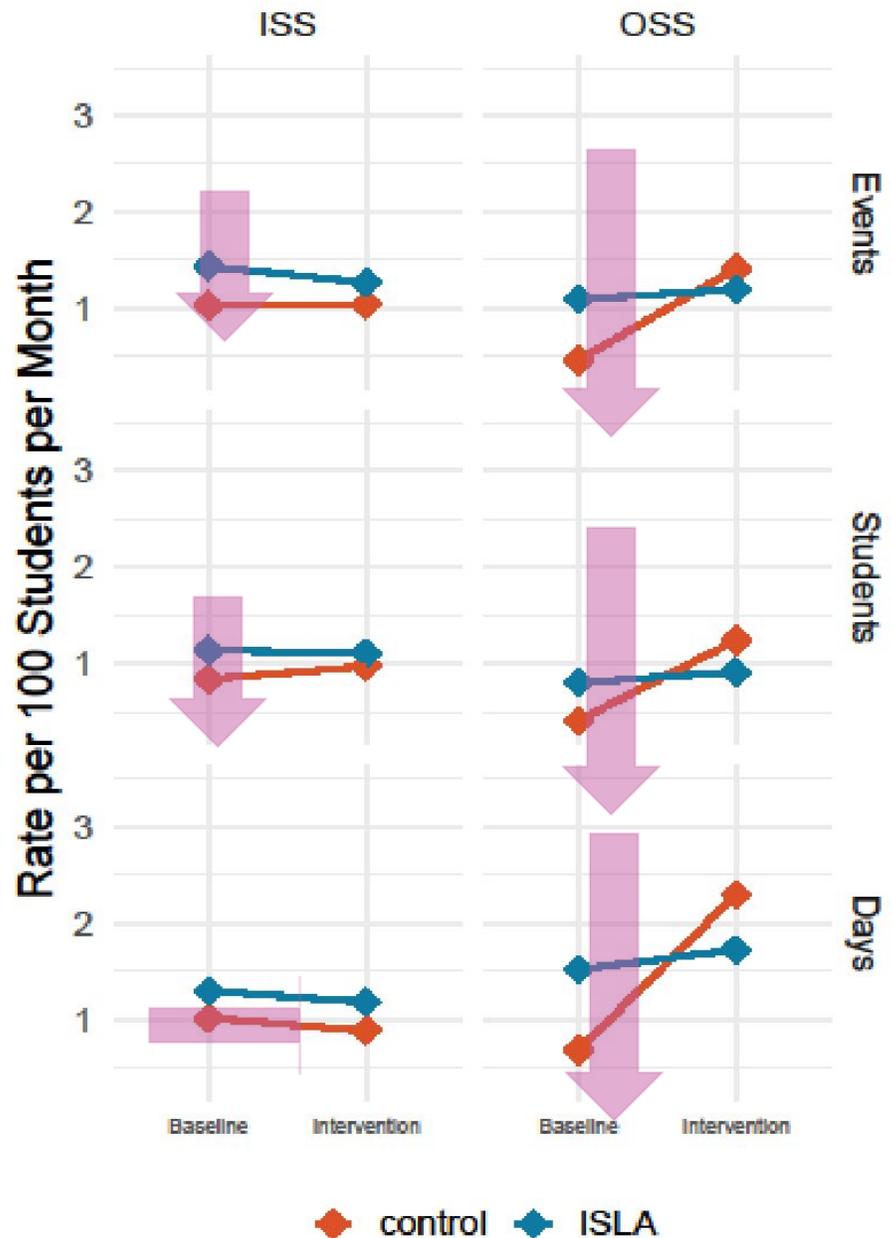
Academic Engagement
11%



Disruptive Behaviors
27%

Nese et al., Under review

IMPACT ON EXCLUSION



* Greatest impact on out-of-school suspensions*

Monitoring & Data Collection for Informal Removals

- Monitoring and data collection play a vital role in understanding the impact of informal removals on students and ensuring that students experiencing disabilities receive appropriate supports and services.
- Schools should develop a system for formally tracking removals, including the reason for the removal, the duration of the removal, and any additional information about the student's behavior and progress. More information on counting disciplinary removals is available [here](#).
- Schools and IEP teams should regularly review and analyze the data to identify patterns, trends, and changes, as well as underlying issues or root causes of the removals and/or behaviors of concern.
- Progress monitoring data can be used to help plan staff response strategies, inform decisions about the student's IEP, and decrease the likelihood of future removals.
- Various data from multiple sources (e.g., teachers, parents, students, related services providers) should inform each school's actions related to informal removals.
- Schools should analyze aggregated and disaggregated data on removals and behavior to continuously improve school wide programming and support for all students and work towards the elimination of exclusionary discipline

ODE Discipline Data Collection

- Collect student level records about discipline incidents
- Report all discipline incidents for students **aged three and up** that resulted in the following disciplinary actions:
 - In School Suspension (ISS)
 - Out of School Suspension (OSS)
 - Expulsion
 - Removal to an Interim Alternative Educational Setting (IAES)

What is the data used for?

Federal reporting under:

- Every Student Succeeds Act (ESSA)
- Individuals with Disabilities Education Act (IDEA)
- Gun Free Schools Act (GFSA)
- Persistently Dangerous/Unsafe Schools Determinations
- Guide district improvement activities including:
 - SPP/APR Indicator B4a/B4b
 - SPP/APR Indicator B9/B10
 - Significant Disproportionality

Reach Out and Stay Informed

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