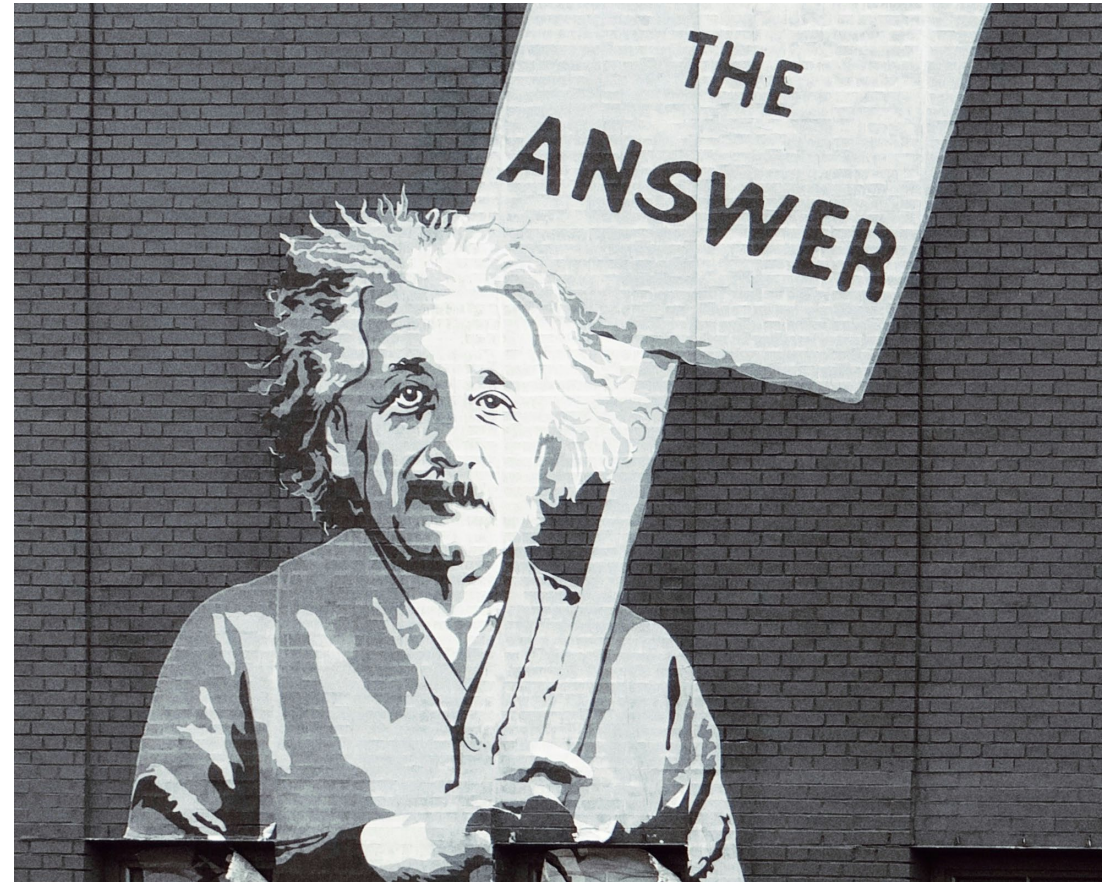
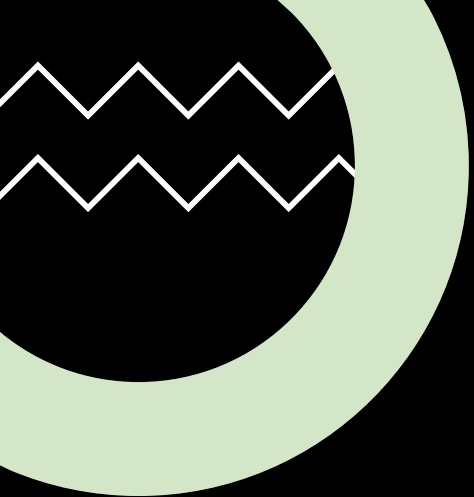


Using BIRS Data to Address Exclusionary Practices in Early Learning Programs

- Ryan Guzman- Early Childhood Special Education Coordinator
- Laura Batcheller – Director of Special Services, OESD 114
- Paola Stepney -
- *Integrated MTSS Conference*
- August 1, 2024







We would like to begin by acknowledging that we gather today on the ancestral homelands of **The Nimiipuu (Nez Perce)** and **the Palus People** who have lived in the Pacific Northwest, from time immemorial.



Meet Your Facilitators:



Laura Batcheller-OESD 114



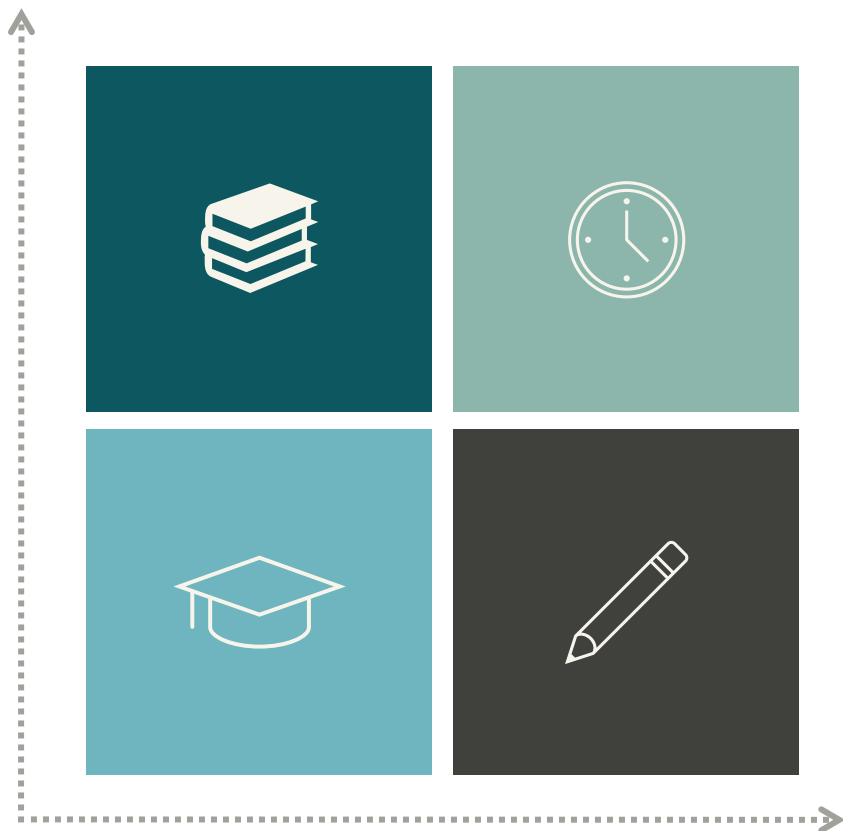
Paola Stepney-OESD 114



Ryan Guzman-OSPI



Today's Focus Points



Warm Welcome

**Defining Exclusionary Practices
Across Early Learning Systems**

**Creating Systems of Support
Through Coaching and Technical
Assistance**

**Learning & Growing Through
Collaboration; Bridging Schools,
Communities, and Families.**

Let's Test Your Knowledge



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The Span of Early Learning is:

1. Children, 3-5 years, eligible to be placed in preschool programs.
2. Children, 0-8 years, eligible for services, prenatal to 3rd grade.
3. Children, 3-6 years, eligible for services, preschool to Kindergarten.
4. Children, 3-8 years, eligible for services, preschool to 3rd grade.



School Districts Are Responsible To:

1. Provide FAPE for children found eligible for IDEA, Part B, ages 3-22.
2. Provide FAPE for children found eligible for IDEA, Part B, aged 6-22.
3. Only provide FAPE to children who participate in district run early learning programs.



Exclusionary Practices in Early Learning is:

1. In-school suspensions (Johnny will take a walk with Ms. Jones to calm down),
2. Out of school suspensions (We suggest shortening Johnny's day so that he can be more successful at school or... Johnny isn't having a good day, please pick him up now)
3. Suspensions from riding the school bus (Johnny can ride the bus when he shows us he can ...),
4. Expulsions (Johnny's needs are too great for our program, he would be a better fit for ...)
5. All of the Above

The formal or informal removal, whether on a short-term or long-term basis, of a student from a class, school, or other educational program or activity for violating a school rule or code of conduct.



Early Childhood Discipline Data in Washington State

What do we know vs. what do we need to know?



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National Research is Telling Us:

Key Facts: Inclusion of Young

Children with Disabilities

- ✓ States with the **highest rates** of providing services to preschool children with disabilities in regular early childhood programs are **Colorado, Nebraska, Wyoming, Vermont, Ohio, Connecticut, and Kentucky.**
- ✓ States with the **lowest rates** of providing preschool children with services in inclusive settings are **Louisiana, Alaska, South Dakota, Washington, and Idaho.**
- ✓ In 13 states, the percentage of children of color served in inclusive settings is lower than the average state inclusion rate. Those states include **Idaho, Ohio, Mississippi, Virginia, Indiana, New Hampshire, Texas, Connecticut, Alaska, Missouri, New Jersey, and Kentucky.**

Racial disparities in exclusionary discipline exist everywhere. We calculated exclusion rates for Black children as compared to their peers and found racial disparities in every single state.

WHAT WE LEARNED

Harsh discipline is not effective. There is **no scientific evidence** that harsh discipline improves children's behavior in the short term or over time, but there is an **abundance of research** showing it is associated with poor outcomes.

Harsh discipline is common and happens at a young age. Consider the case of exclusionary practices, such as expelling or suspending a child. In an analysis of Pre-K through elementary school systems, states reported 1.27 million cases of young children enrolled in public schools being suspended or expelled in a single school year.¹ A national parent survey found that **about 50,000 children under 5 were suspended and 17,000 were expelled in a single year.**²

By some estimates, **preschool children are expelled at rates more than three times higher than children in K-12 settings.**³ Although data on exclusionary discipline are scarce with respect to our youngest children, **research shows that toddlers may be just as at risk of experiencing this type of discipline as preschoolers.**⁴



An examination of the most recent [Civil Rights Data Collection](#) (2017–2018) shows:

01

Black preschool students accounted for 18.2% of the total preschool enrollment but received 43.3% of one or more out-of-school suspensions;

02

Black preschool students were expelled at rates that were more than twice their share (38.2%) of total preschool enrollment (18.2%); and

03

7% of the nation's 1.5 million preschoolers were children with disabilities served under Individuals with Disabilities Education Act (IDEA) and were expelled at rates 2.5 times greater than their share of the total preschool population.



2014 Recommendations For State & Early Childhood Programs to Prevent Exclusion and Suspension Practices in Early Learning Settings.

- Develop and Clearly Communicate Preventive Guidance, Discipline Practices, Expulsion, and Suspension Policies
- Access Technical Assistance in Workforce Development to Prevent Expulsion and Suspension
- Set Goals and Analyze Data to Assess Progress
- Make Use of Free Resources to Enhance Staff Training and Strengthen Family Partnerships

Sadly, nearly a decade later, the data continue to show the frequency of exclusionary discipline used for our youngest learners (has not declined).



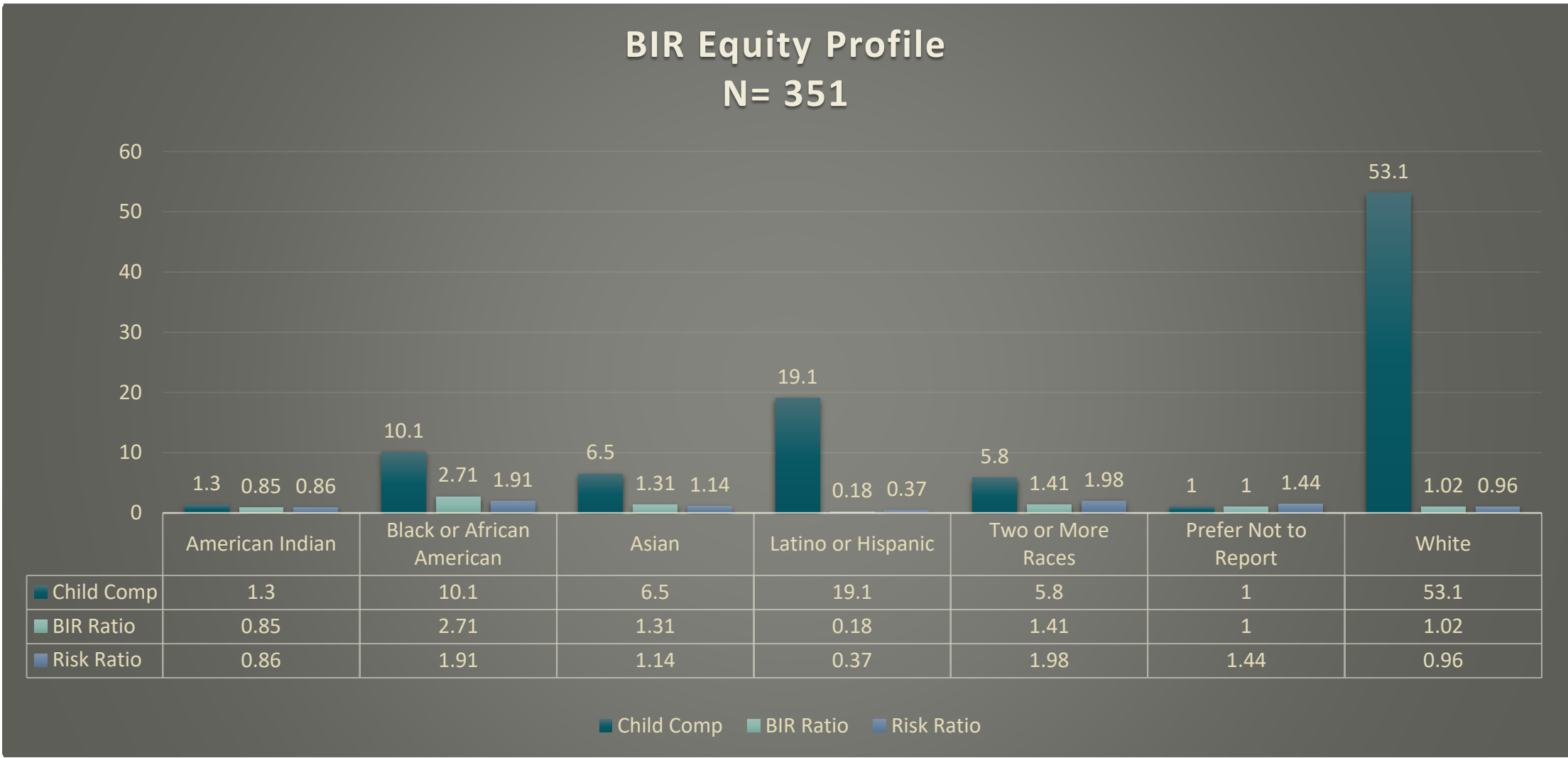
What message are we sending to our 3 through 5-year-old children if one of their first educational experiences involves a disciplinary removal?

How does this experience shape their perspective, engagement, sense of belonging and future approach to school?

-Valerie C. Williams, Director, Office of Special Education Programs

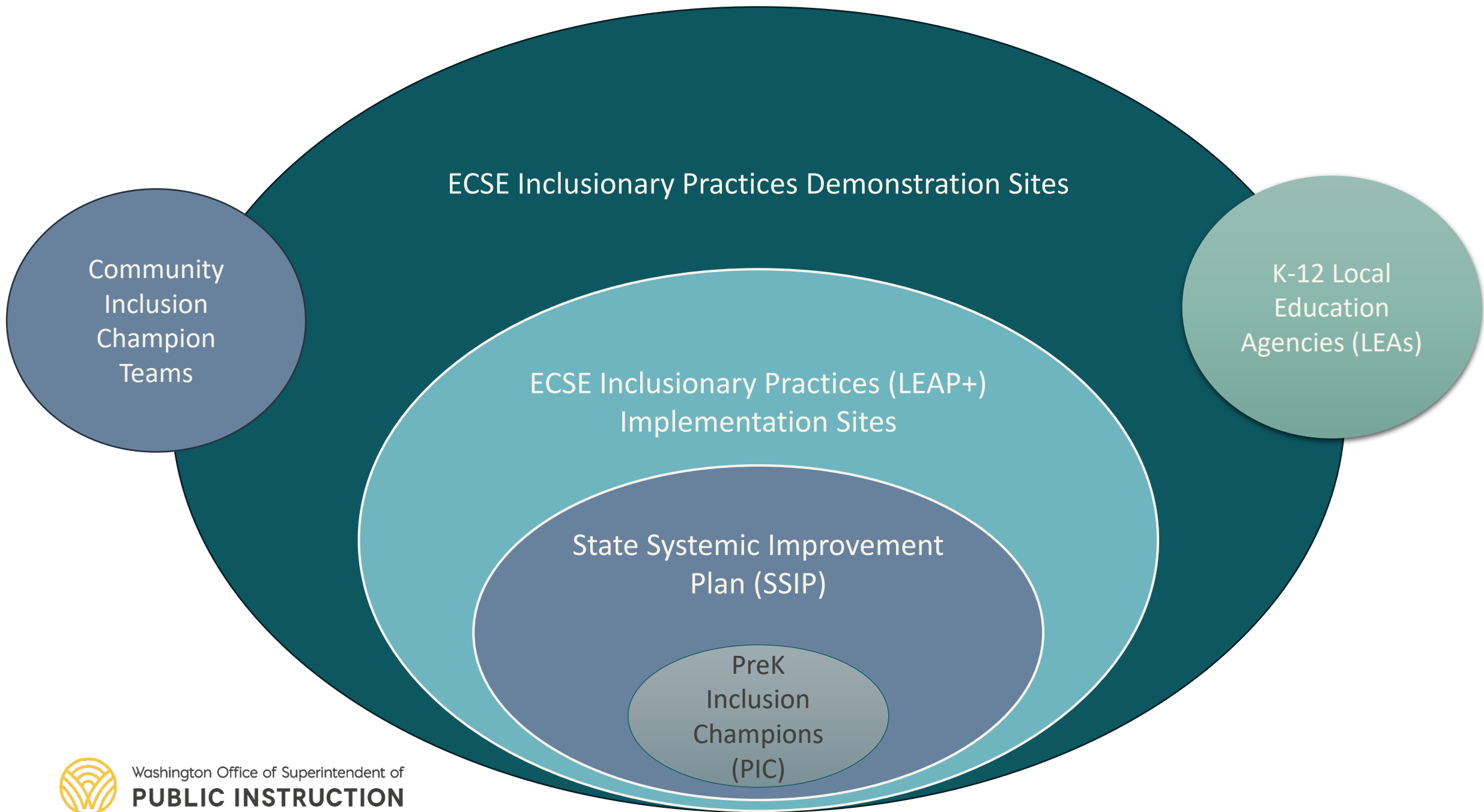


Behavior Incident Report Systems (BIRS) Findings



PreK Least Restrictive Environments (LRE): Data Trends by District

Statewide trends for:	6A: LRE 14, 18	6B: LRE 11, 12, 15, 16, 35	6C: LRE 13	Other: 17, 19	Service provider location: 36	Total N size
All children	33.2%	41.0%	0.5%	15.4%	10.0%	12,425
Children identified as Black	31.6%	51.4%	0.1%	10.7%	6.1%	749





The Behavior Incident Report System (BIRS)



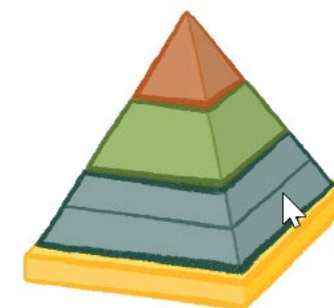
Early Childhood Program-Wide PBS Benchmarks of Quality (EC-BOQ)

CULTURAL RESPONSIVENESS COMPANION 2021



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Welcome to the Pyramid Model Implementation Data System!



Planning and Designing Impactful Data Collection Processes

1

Understanding
exclusionary
discipline

2

Exclusionary
discipline
experience of those
working in ECSE

3

Strategies to reduce
or eliminate
exclusionary
discipline



Let's Test Your Knowledge



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State Educational Agencies and Local Educational Agencies Must Ensure That All Publicly–Placed Children with Disabilities:

1. Are afforded IDEA's discipline protections, even when placed in a public agency that is not an LEA (ECEAP, Head Start, Child Care).
2. Have available to the same discipline protections that are available to children with disabilities attending their local public school.
3. Are provided IDEA's discipline protections within the interagency agreements created with a public agency that is not an LEA.
4. [All of the Above.](#)



True or False: Discipline Provisions in IDEA Apply to Children with Disabilities Aged Three Through Five Who Receive FAPE In Preschool Settings.

- **True**, preschool children with disabilities are entitled to the same disciplinary protections that apply to all other IDEA-eligible children with disabilities, *including a manifestation determination review when a proposed disciplinary removal constitutes a change of placement.* (See Section F)
- **False**, preschool children with disabilities are not entitled to the same disciplinary protections that apply to all other children with disabilities, K-12, and children without disabilities within general education settings.

Despite their young age, preschool children with disabilities are too often removed from their current educational placement for disciplinary reasons.



Framing Exclusionary Discipline Issues in Early Learning, PreK-3rd Grade

- Lack of Mixed-Delivery Systems
- Disconnected Public and Private Early Learning Settings
- Equitable Access to Early Learning Opportunities
- Systemic Gaps in support for children and families experiencing trauma



Addressing Exclusionary Practices in District Led Early Learning Settings

Exclusionary Discipline in School Aged Settings

- Office discipline referrals
- In-school suspension
- Out-of-school suspension
- Detention
- Expulsion
- School arrests
- Seclusion
- Restraint

Exclusionary Discipline in EL

- Asking a parent to pick up the child early
- Sending the child to another classroom
- Requiring a parent to attend with the child or provide a classroom assistant
- Having the child stay home for multiple days
- Dismissing the child from the program
- ESA's removing the student from the classroom to provide therapy



Collecting the Data



Establishing Systems for Sustainability

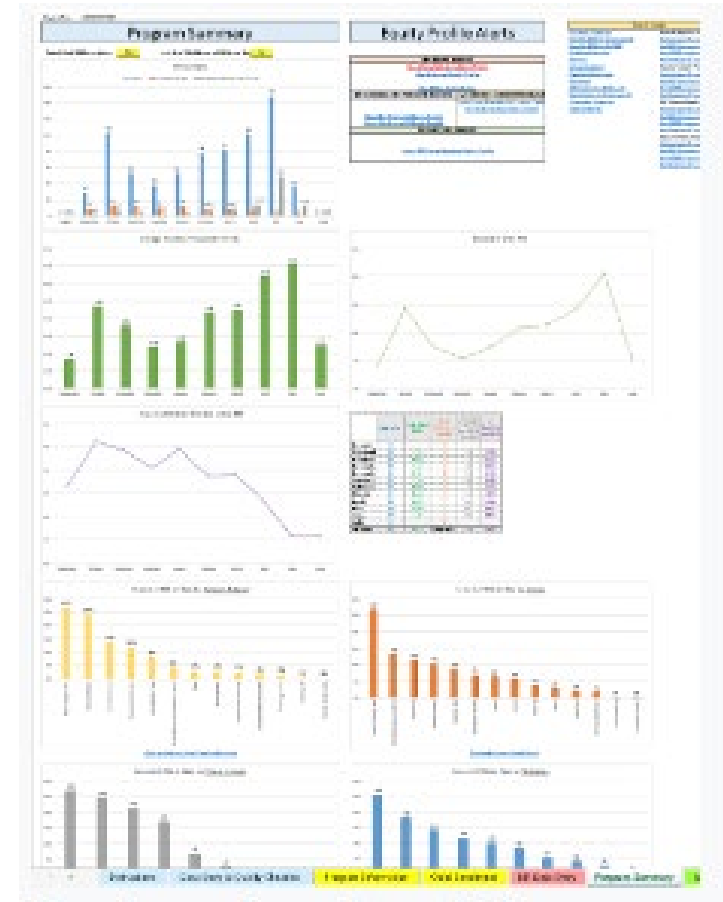
- Leadership Team Commitment
- Shared Understanding of Data Being Collected
- Individual Roles and Responsibilities
- OSPI Data Platform: PIDS (Pyramid Model Implementation Data System)



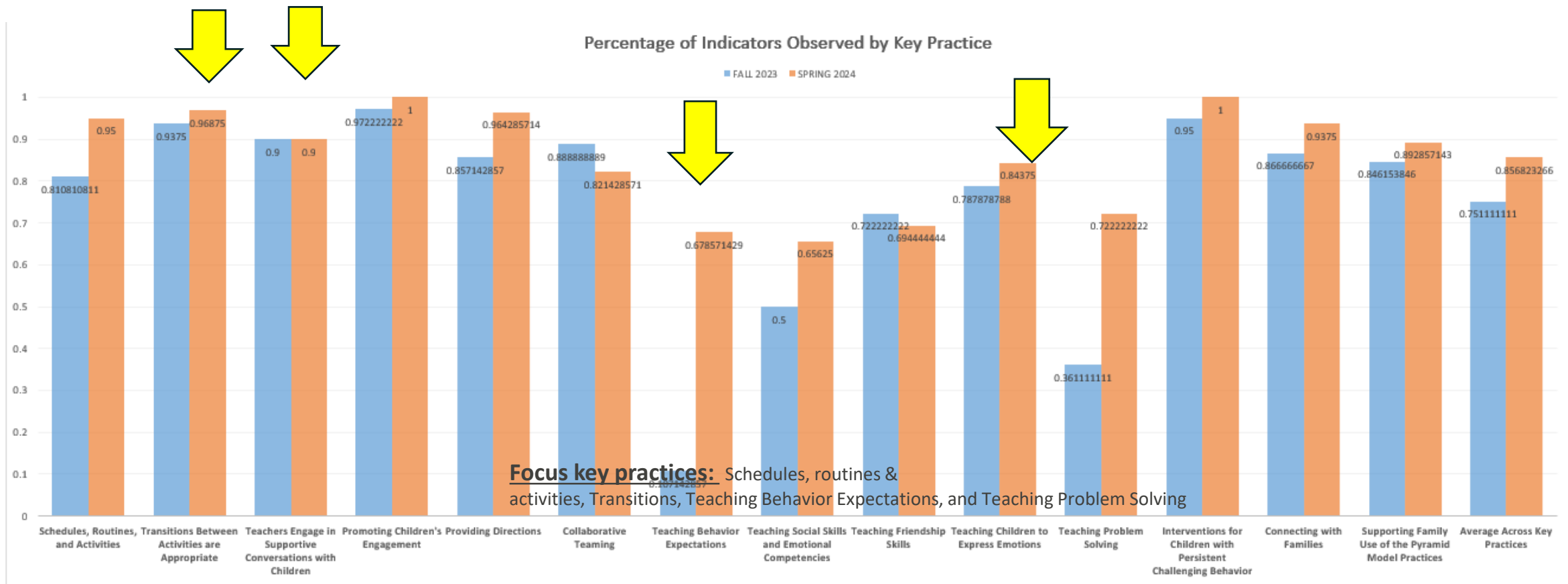
Behavior Incident Report System

- Used by practitioners to record serious behavior incidents and collect information around:

- Problem Behavior
- Activity levels
- Others involved
- Possible Motivation
- Response Needed
- Administrative Follow-Up
- Race/Ethnicity
- Gender
- IEP status
- MLL student



Job-Imbedded Professional Development



Administration Period	Total # of Red Flags
FALL 2023	3
SPRING 2024	0
Grand Total	3



Parting Reflections...

- *Is your team/district currently using data to inform your practices at the district and classroom levels?*
- *How could your system collect or use data differently to improve student outcomes through reducing exclusionary practices?*



Questions for the Team?



Contact Us!

[Ryan Guzman](#)

[Laura Batcheller](#)

[Paola Stepney](#)



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Exclusionary Practices & Harsh Discipline Resources



[Reports and Resources | The Children's Equity Project \(asu.edu\)](#)

[DaSy Data Inquiry Cycle \(dasycenter.org\)](#)



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ECSE Inclusion Resources

- [ECTA Center: Tools on Inclusion](#)
- [ECTA Center: Indicators of High-Quality Inclusion](#)
- [ECTA Center: Statewide Implementation Guide](#)
- [POLICY STATEMENT: Inclusion of Children with Disabilities in Early Childhood Programs \(Nov. 28, 2023\) - Individuals with Disabilities Education Act](#)
- [Basics - National Center for Pyramid Model Innovations \(challengingbehavior.org\)](#)
- [Bringing Social, Emotional, and Behavioral Teaching Practices to Pre-K and Kindergarten Classrooms: Implementing the Pyramid Model \(challengingbehavior.org\)](#)
- [Exclusionary Practices Resource Guide for Early Childhood Coaches \(challengingbehavior.org\)](#)
- [Dear Colleague Letter on Mixed Delivery | The Administration for Children and Families \(hhs.gov\)](#)





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