**Part B Discipline Data Notes**

**2014-15 Reporting Year**

This document provides information or data notes on the ways in which states collected and reported data differently from the Office of Special Education Programs (OSEP) data formats and instructions. In addition, the data notes provide explanations of substantial changes or other changes that data users may find notable or of interest in the data from the previous year

# Colorado

1 day or less - The increase of <=1day removals between 2014 and 2015 was most likely due to the change in the calculation of “<=1day”; starting in the 2015 collection, states must have included the counts of any students who received single half-day removals in the “<=1day” removal category. If we were to calculate the 2014 <=1 day removals by applying the same rules as 2015, the total would increase to 2,828 rather than 2,236, representing only a 1% increase between 2014 and 2015.

Drugs - One LEA is accountable for this change. The LEA reprogrammed its discipline tracking system “due to the broader and clearer definition of unilateral removals. This change decreased unilateral removals and increased all other areas of the removals.”

# Nebraska

One of Nebraska’s largest districts provided training to staff on proper coding of one-day removals of children as a part of implementing a new PBIS program. The increased accuracy of reporting by this district created an increase in this data.

# Nevada

The increases in removals to IAES for violations of conduct related to drugs and weapons are likely related to school safety concerns. Removals are implemented in compliance with federal and state laws.

# Oklahoma

Oklahoma has focused on Drug Interventions through community and school partnerships that have shown positive results in our data.

Because our State has relatively no long-term residential treatment facilities, LEAs are limited on behavior interventions for students who have severe/profound behavior needs.

# Oregon

In the fall of 2014, the Oregon Department of Education issued an executive order numbered memorandum 002-2014-15. This memorandum summarizes the changes of House Bill 2192 which revises Oregon’s school discipline code and requires school boards and districts to develop and implement policies and practices that focus on reducing unnecessary suspensions and expulsions. School boards are required to ensure that school discipline policies do the following:

- Keep students in school

- Impose discipline without bias against protective classes

- Take the student’s developmental level into account

- Propose alternative programs of instruction where appropriate using evidence based approaches.

- Ensure compliance with federal and state law concerning students with disabilities (ORS 339.250(5)(a-j)

In further support of the law, the Oregon Department of Education (ODE) formed the Oregon School Discipline Advisory Committee (OSDAC), an interdisciplinary group of policymakers, practitioners, advocates, and community members. The purpose of OSDAC is to advise, consult, support, and make recommendations to ODE and education partners on policies and practices that replace exclusionary discipline practices with inclusive, culturally responsive approaches that foster equity and successful outcomes for all students.

The significant drop between 2013-14 and 2014-15 in the category of “> 10 days” could be due to the passage of the statute, and the consequent policy and practice reforms that are currently underway in Oregon.

# South Carolina

Removed to an IAES based on a Hearing Officer finding – School level administrators received updated training on discipline processes, procedures, and systems. Thus, the increase is due to an increased awareness by administrators on the availability and appropriate use of an IAES

Unilaterally removed to an IAES by school personnel for drugs, weapons, or serious bodily injury; Number of removals for drugs – School level administrators received updated training on discipline processes, procedures, and systems. Thus, the increase is due to an increased awareness by administrators on the availability and appropriate use of an IAES.

# Virginia

Drugs, sum of 2014-2015 student count and Unilaterally removed to an interim alternative educational setting by School Personnel (NOT the IEP team) for drugs, weapons, or serious bodily injury.

On January 22, 2015, the Virginia Board of Education adopted its updated 2015 Student Code of Conduct Policy Guidelines. Section §22.1-277.07 of the Code of Virginia, amendments to the Board’s Student Code of Conduct Policy Guidelines reflect the 2014 legislative changes in the following sections. Content was added to the section on Removal, Suspension and Expulsion of Pupils on page 3, in accordance with changes to the Code of Virginia that permits, but does not require students to be expelled for drug violations or for bringing a firearm or other destructive device on to school property or to a school-sponsored event. Additionally, school administrators, pursuant to school board policy, and school boards may conclude that no disciplinary action or another disciplinary action other than expulsion is appropriate for a weapon or drug violation.