

# Annual Calendar of Activities to Address Informal Removals

Addressing the important issue of exclusionary discipline, including informal removals, in our schools demands a focused and intentional effort. The solutions will not be one-size-fits-all, and the approaches will vary based on the local context. One suggested strategy that can be effectively incorporated into our efforts is the use of a dedicated annual calendar for tracking and analyzing data related to informal removals. Through intentional action from administrators, educators, and a school-based point person focused on this effort, and by integrating this tool into our school-wide progress monitoring practices, we can record and scrutinize patterns, trends, and underlying causes associated with informal removals. This comprehensive approach helps us identify areas of concern, implement targeted interventions, and make evidence-based decisions, contributing to the elimination of exclusionary discipline.

## August: Detailed Planning, Preparation, and Setting Up Informal Removal Tracking Systems

### **Administrators and Point Person:**

- Collaborate with your school’s data team to develop a comprehensive data collection and analysis plan. This should include:
  - Disaggregating informal removal data by student demographic groups.
  - Analyzing trends in behaviors leading to informal removals.
  - Comparing removal rates across staff members.
  - Conducting surveys to gain additional insights.
- Establish a baseline for informal removals and set a reduction goal.
- Customize the plan and its goals as needed for different grade levels and student populations. This ensures your approach is tailored to the specific needs of your school context.
- Set up a monthly data review calendar. Consider integrating this review into existing school-wide data team meetings for efficiency.
- Plan a system to make referrals to appropriate student-specific teams (e.g., child study teams, MTSS teams, 504 Teams, IEP teams) for further review or meetings as appropriate in light of data. Ensure this system is used appropriately throughout the year.

### **Educators:**

- Provide your valuable input and feedback on the data collection and analysis plan.
- Familiarize yourself with the definitions and guidance about what constitutes an informal removal.
- Ensure you are aware of data tracking expectations and tools. This is crucial for calibration across staff and for consistent, accurate implementation.
- Prepare for the execution of the customized plan in your classrooms. Keep in mind the specific needs of your students while doing so.
- Follow the established pattern for data collection to ensure consistency and accuracy.

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## September - November: Implementation, Communication, Data Analysis, and Ongoing Monitoring

### *Administrators and Point Person:*

- Convey the informal removal reduction goal and plan to key partners, including district administrators, school boards, and parent groups.
- Maintain ongoing communication with staff to ensure faithful implementation of the plan.
- Forge partnerships with community organizations to offer additional support for students.
- Keep a close eye on the progress towards the reduction goal, refine the plan based on data analysis, and address any resistance to implementation.

### *Educators:*

- In collaboration with building administration, communicate the informal removal reduction goal and plan to students, parents, and other building staff.
- Roll out the tracking process and discipline strategies in your classrooms.
- Use appropriate interventions or disciplinary responses for minor behaviors.
- Make referrals to appropriate student-specific teams (e.g., child study teams, MTSS teams, 504 Teams, IEP teams) for further review or meetings as appropriate in light of data.

## October Catch

By October, schools usually have sufficient data from the start of the academic year to evaluate student behavior and address any emerging or ongoing concerns. Using the data collected on informal removals, by October, schools should:

- Implement preventive measures to proactively address concerns before they escalate.
- Ensure each student has a robust plan in place to avoid future occurrences.
- Monitor removal data monthly, to:
  - Identify any additional informal removals that may be happening within your environment.
  - Ensure students affected by informal removals are paired with appropriate interventions.

## December - February: Evaluation, Adjustment, and Sustained Communication

### *Administrators and Point Person:*

- Assess the effectiveness of the plan and the outcome by employing data analysis and conducting surveys. Your evaluation should encompass both quantitative measures (data trends, removal rates, etc.) and qualitative feedback (staff experiences, student responses, etc.).
- Make evidence-based adjustments to the plan based on your findings. This may include refining the definition of informal removals, improving the tracking process, or altering strategies based on what is proving effective or ineffective.

### *Educators:*

- Continue implementing the adjusted plan in your classrooms. Stay vigilant about tracking and reporting informal removals.
- Continue making referrals to appropriate student-specific teams (e.g., child study teams, MTSS teams, 504 Teams, IEP teams) for further review or meetings as appropriate in light of data.
- Provide ongoing feedback on the plan's effectiveness. This includes sharing insights about what's working, what's not, and any challenges you're encountering. Your frontline experience is vital for continuous

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## December - February: Evaluation, Adjustment, and Sustained Communication

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| <ul style="list-style-type: none"> <li>● Maintain ongoing communication with partners about the progress of the plan, any adjustments made, and the reasoning behind those changes.</li> </ul> | <ul style="list-style-type: none"> <li>● improvement.</li> <li>● Engage students in discussions about the plan when appropriate, helping them understand the goals and their role in achieving them.</li> </ul> |
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## March - May: Refinement, Ongoing Monitoring, and Preparation for Transition

### *Administrators and Point Person:*

- Continually refine the plan based on ongoing data analysis, feedback, and evolving school needs. This should include regularly reviewing removal trends, feedback from educators, and any changes in the school environment or student population.
- Begin preparations for the transition to the next academic year. Develop a strategy for maintaining communication over the summer break, ensuring all partners remain informed and engaged.
- Plan for onboarding new staff effectively. This should include training them on the informal removal reduction plan and its objectives, as well as their roles and responsibilities in its implementation.

### *Educators:*

- Stay committed to implementing the refined plan in your classrooms. Keep monitoring and reporting informal removals as per the plan.
- Continue making referrals to appropriate student-specific teams (e.g., child study teams, MTSS teams, 504 Teams, IEP teams) for further review or meetings as appropriate in light of data.
- Continue providing valuable feedback on the plan's effectiveness. Share your observations, experiences, and suggestions for improvements.
- Begin preparing your students for the next academic year. Discuss the ongoing goals and strategies of the plan, and reinforce their role in promoting a positive and inclusive school environment.

## June: End of Year Review, Improvement Planning, and Transition

### *Administrators and Point Person:*

- Conduct a comprehensive end-of-year review to evaluate the effectiveness of the plan. This should include:
  - Reviewing data on informal removals, including trends and any changes over time.
  - Gathering and analyzing staff feedback on the plan's implementation and impact.
  - Investigating links between reductions in informal removals and other important outcomes such as attendance, grades, and test scores.

### *Educators:*

- Participate in the end-of-year review by providing feedback on your experience with the plan's implementation and its impact on your classrooms and students.
- Reflect on your individual practices and consider any adjustments needed for the next academic year.
- Prepare for the transition to the next academic year by ensuring your data is complete and up-to-date, and by familiarizing yourself with any changes or updates to the plan.

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## June: End of Year Review, Improvement Planning, and Transition

- Based on the review, identify areas of strength and areas for improvement in the plan.
- Use the insights gained from this review to plan for the next academic year. This should take into account the lessons learned from the current year and any changes anticipated for the next year.

Maintaining a proactive, positive approach to behavior management is crucial throughout the school year. A successful plan to prevent informal removals is built on several key components:

- **Regular Communication:** Keeping all stakeholders informed and engaged is essential. This includes not just administrators and educators, but also students and parents.
- **Ongoing Professional Development:** Continual learning opportunities help staff stay up-to-date with best practices for behavior management and understand their roles in implementing the plan.
- **Effective Tracking:** Diligent and accurate tracking of all removals, with a special emphasis on informal removals, provides the data needed to assess the plan's effectiveness and make necessary adjustments.
- **Data-Driven Approach:** Decisions about adjustments to the plan should be based on data analysis and evidence. This ensures that the plan remains responsive to changing needs and conditions.
- **Supportive Disciplinary Responses:** Disciplinary actions should be appropriate to the behavior and aimed at supporting students in improving their behavior, rather than purely punitive.

By prioritizing these components, we can make significant strides in reducing informal removals and promoting a positive, inclusive, and supportive school environment. This commitment benefits not only individual students but also the broader school community.