

Indicator 4a: Suspension & Expulsion Rates Self-Assessment Instructions

The Office of Special Education Programs (OSEP) has identified 20 indicators to guide Special Education Agencies (SEA) in their implementation of the Individuals with Disabilities Act (IDEA) Part B. These indicators are also used by the SEA to report progress and performance to OSEP. This, in turn, allows OSEP to report concrete data back to Congress and to monitor and supervise State implementation in specific areas.

Indicator 4a is focused on the degree to which schools suspend students with disabilities in comparison with the suspension rate of non-disabled peers. The indicator reads as follows:

Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with Individualized Education Programs (IEP) [20 U.S.C. 1416(a)(3)(A)]

Driving Question: Do LEA/classroom structures support positive student behavior or present a barrier to it?

Instructions

Prior to beginning the self-assessment, the Local Education Agency (LEA) may need to gather and review educational records, processes, information and documents related to **suspension & expulsion rates** in the LEA. This information may include:

- 1) **Suspension data: students with disabilities**
- 2) **Suspension data: students without disabilities**
- 3) **Written policies and procedures**
- 4) **School based committees**

Each component and best practice description is followed by a list of measures and examples of those measures. An LEA's stage of practice should be informed by these measures.

Stages of Practice

The self-assessment is intended to identify an LEA's stage of practice in the area of parent involvement and provide guidance for LEAs in improving their practice. The OSDE-SES envisions stages of practice along this continuum:

- 1) None
- 2) Exploring
- 3) Partial
- 4) Adequate
- 5) Best

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An LEA may assess its practice as “Best Practice” if the LEA has measurable/observable evidence of the practice and documentation of consistent use.

Components

For the area of **suspension & expulsion rates**, the Oklahoma State Department of Education, Special Education Services division (OSDE-SES) has identified 6 components. These components provide a comprehensive description of **suspension & expulsion rates** in the LEA.

- 1) **Behavior Expectations**
- 2) **Implementation of Behavior Expectations**
- 3) **Suspensions of Students with Disabilities**
- 4) **Disproportionate Representation**
- 5) **Change of Placement**
- 6) **Staff Understanding of Student Behavior**

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Self-Assessment Team

A team consists of more than one person. The self-assessment should be completed by a team of at least 3-5 individuals. The Self-Assessment Team may include:

- 1) Director of Special Education Services
- 2) Special Education Teachers
- 3) General Education Teachers
- 4) Principals/Assistant Principals
- 5) Counselors
- 6) Related Services Personnel
- 7) Parents
- 8) School psychologist
- 9) Behavioral specialist

List the team here:

Name	Role	Signature

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Components

1) Behavior Expectations

Best Practice: Consistent expectations for behavior are outlined in the student handbook and classroom expectations are posted. *School-based committees review expectations on an ongoing basis.*

To determine your level of practice, utilize the following questions. Information for these questions should be gathered by reviewing school-wide procedures, site observations, and through discussions with students.

Measures:

- ___ Parents/students have signed a copy of a document acknowledging they have reviewed the student handbook.
- ___ Replacement handbooks are available for students in a designated location.
- ___ Classroom expectations are posted in all classes.
- ___ School-wide expectations are visible in central locations (hallway, cafeteria).
- ___ The expectations for student behavior are explained to students.
- ___ Annual ___ Quarterly
- ___ Students are afforded the opportunity to discuss the behavior policy where additional clarification is provided.

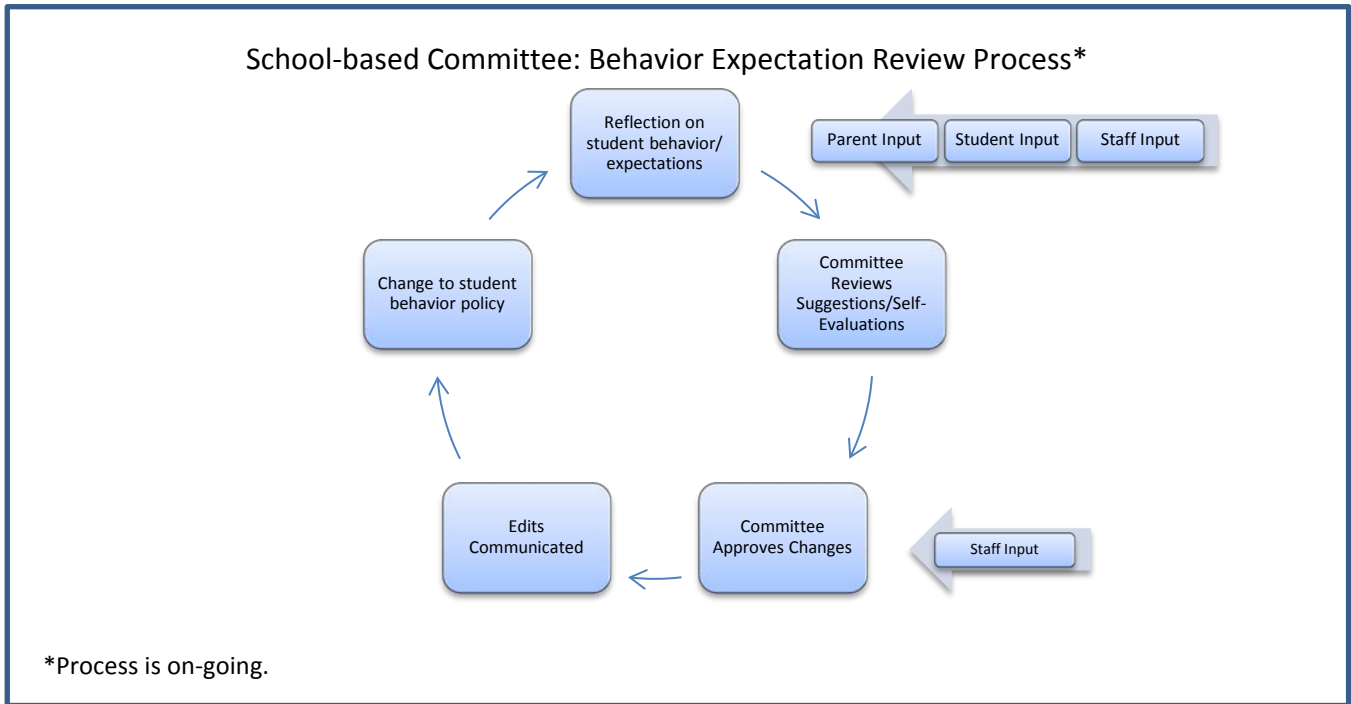
Questions for students: (See Appendix 1)

- ✓ Were you provided a copy of the student handbook?
- ✓ Do you know where the building rules are posted in the building?
- ✓ Do you have the same classroom rules in each class?
- ✓ Are the class rules posted in each of your classes?
- ✓ Does each teacher have a set of class rules for their class?

Best Practice: *School-based committees review expectations on an ongoing basis.*

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The diagram below represents the key components and the progression of the process in which a school-based committee reviews the behavior expectations. The committee meets on a regular basis throughout the year, or as necessary, rather than on an annual basis. The committee actively seeks input from parents, students, and staff regarding effectiveness of the current year's adopted behavior policy.



Documentation/Comments:

2) Implementation of Behavior Expectations

Best Practice: All teachers use common language, rules, and expectations to positively monitor student behavior. *The school participates in ongoing self-evaluations to ensure consistency.*

To determine your level of practice, utilize the following checklist. Information for this should be gathered by reviewing school-wide procedures, site observations, and through self-evaluation tools completed by staff.

Measures:

- Positive Behavior Expectation Statements begin with “Students will..” rather than “Do not..”
- All staff use common language, rules, and expectations for all students.
- To ensure school-wide consistency, the school participates in on-going self evaluation (Appendix 1 & 2)

Questions for Self-Evaluation Tool (See Appendix 2)

- ✓ Are common language expectations documented for staff?
- ✓ Do common language expectations span school-wide?
- ✓ Do common language expectations span across grade levels?
- ✓ Do common language expectations span across a single grade level?
- ✓ Do common language expectations include support staff?
- ✓ Are measures in place for substitute personnel to understand the common language?
- ✓ Are measures in place for students to understand the common language?
- ✓ Are measures in place for parents to understand the common language?

Documentation/Comments:

3) Suspensions of Students with Disabilities

Best Practice: The LEA monitors and tracks the suspension of students with disabilities *on a continuous basis*. Manifestation determinations are conducted when students with disabilities are suspended a total of 10 school days.

To determine your level of practice, utilize the following questions. Information for these questions should be gathered by reviewing school-wide procedures, documentation, site observations, and staff interviews.

Measures:

- A policy is in place to continually monitor and track the total days of suspension for students with disabilities.
- The number of days of suspension for students with disabilities is communicated on an ongoing basis.
 - Ex. Site level administration is informed if a student is a student with disabilities and communicates disciplinary action to the student's teacher of record.
 - Ex. Staff work with sites with high rates of suspensions for students with disabilities.
 - Ex. Manifestation determinations are conducted when students with disabilities are suspended more than 10 cumulative school days.

Documentation/Comments:

4) Disproportionate Representation

Best Practice: Students with disabilities are suspended at a rate *lower* than nondisabled peers. *Ongoing* professional development is offered for all teachers to address *scientifically valid* behavior intervention strategies for *all students*.

To determine your level of practice, utilize the following checklist. Information for these questions should be gathered by reviewing school-wide procedures and district practices.

Measures:

- A policy is in place to continually monitor and track the overall number of student suspensions.
- The number of overall student suspensions is communicated on an ongoing basis.
 - Ex. Support is provided to sites with high suspension rates.
 - Ex. Staff work with sites with high rates of suspensions for students with disabilities.
 - Ex. Manifestation determinations are conducted when students with disabilities are suspended more than 10 cumulative school days.
- Professional development is offered for all teachers on an ongoing basis.
 - Ex. Professional development is relevant, meaningful, based on research-based practices, & includes take-away tools.
 - Ex. Multiple opportunities for professional development are available for all teachers.
 - Ex. Opportunities are available for staff regarding current behavior policies and initiatives.
- Students with disabilities have measures in place to encourage student success regardless of whether the child has behavior concerns or not.
 - Ex. Specific and appropriate behavior goals
 - Ex. Special education staff and personnel available to assist the child
 - Ex. Prevention plan (accommodations, supports, student interests, strengths, etc.)
 - Ex. Service time/Least Restrictive Environment revisited on an on-going basis

Documentation/Comments:

5) Change of Placement

Best Practice: Student behavior rarely results in a change of placement. A Functional Behavior Assessment is conducted and a Behavior Intervention Plan is implemented for those students whose behavior impedes their learning. *The Behavior Intervention Plan is reviewed on a frequent basis and modified if needed.*

To determine your level of practice, utilize the following checklist. Information for these questions should be gathered by reviewing school-wide procedures and district practices.

Measures:

- Placement considerations rarely result in a change as a response to the child’s behavior.
 - Ex. School personnel address ways to support the student in the current placement (intervention strategies, classroom accommodations, supports, universal design for learning, differentiated instruction, student interests/strengths, or other data) to ensure success in the student’s least restrictive environment.
 - Ex. Placement considerations enable students’ access to the general education curriculum.

- A Functional Behavior Assessment is conducted and a Behavior Intervention Plan is implemented for those students whose behavior impedes their learning.
 - Ex. A policy is in place to obtain parent consent, conduct the Functional Behavior assessment, and review the results of the evaluation with the team.

- A policy is in place to ensure Behavior Intervention Plans are reviewed on a frequent basis and modified if needed.
 - Ex. A policy is in place to ensure all staff have been provided the information included in the completed Behavior Intervention Plans.

Documentation/Comments:

6) Staff Understanding of Student Behavior

Best Practice: An ongoing staff development program exists that includes research-based strategies to address and modify behavior and communicating with parents regarding student behavior.

To determine your level of practice, utilize the following questions. Information for these questions should be gathered by reviewing school-wide procedures, district practices, and staff surveys.

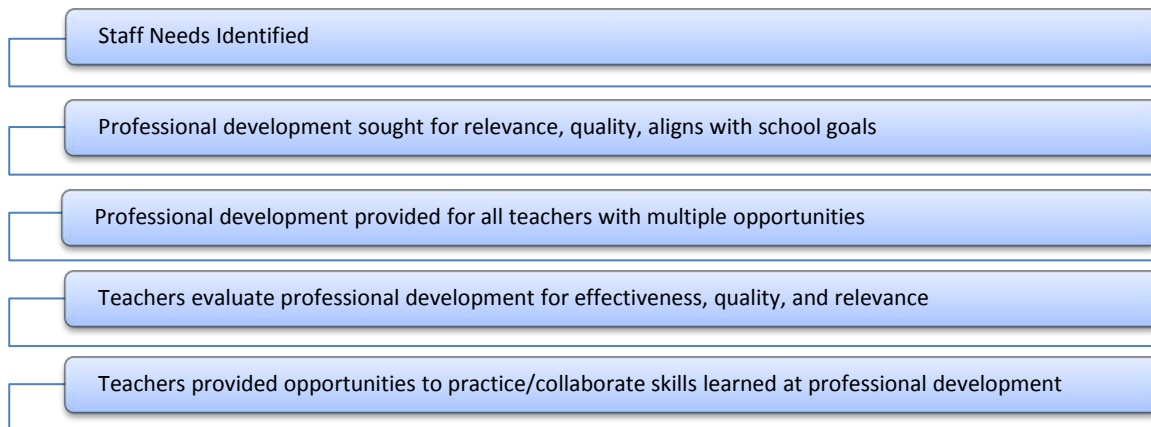
Measures:

- A staff development program is offered for all teachers on an ongoing basis.
 - Ex. The staff development program is relevant, meaningful, and based on research-based strategies to address and modify behavior.
 - Ex. Multiple opportunities for participation in the professional development program are available for all teachers.

- Professional development opportunities are available for staff regarding appropriate strategies when communicating with parents regarding student behavior.

Questions for a self-evaluation tool (See Appendix 3 for Evaluation Tool)

Quality Professional Development Consideration Process



Documentation/Comments:

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School-Wide Behavior Expectations: Student Perspective (Appendix 1)

A school representative may use this tool to poll student responses; verbally seeking student answers to the 6 question survey. The evaluator uses tally marks to acknowledge student feedback regarding student perspective of the school-wide behavior expectations. *Adaptation: The form can be copied and students check yes or no as a response to each question.*

Statement to student: “We are conducting a survey for our school regarding the behavior expectations in our school. Please provide your feedback to the following five questions.”

Site: _____ Evaluator: _____ Date: _____

	Criteria	Yes	No
1.	Were you provided a copy of the student handbook?		
2.	Do you know where the building rules are posted in the building?		
3.	Do you have the same classroom rules in each class?		
4.	Are the class rules posted in each of your classes?		
5.	Does each teacher have a set of class rules for their class?		
6.	Are opportunities provided to you to discuss or clarify behavior policies?		

Additional Comments:

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School-Wide Behavior Expectations: Staff Self Evaluation Tool (Appendix 2)

Please provide your input regarding the effectiveness of the staff development program related to research-based strategies to address student behavior.

Site: _____ Evaluator: _____ Date: _____

Criteria	Yes/No	Comments
1. Are common language expectations documented for staff?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Do common language expectations span school-wide?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Do common language expectations span across grade levels?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Do common language expectations span across a single grade level?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Do common language expectations include support staff?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Are measures in place for substitute personnel to understand the common language?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Are measures in place for students to understand the common language?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Are measures in place for parents to understand the common language?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Additional Comments:

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Staff Development Program Evaluation (Appendix 3)

Please provide your input regarding the effectiveness of the staff development program to address student behavior.

Site: _____

Date: _____

	Criteria	Yes/No	Comments
	District Opportunities	Check one	
1.	Is professional development offered to you on an ongoing basis through multiple opportunities for participation?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	Professional Development Content		
2.	Are research-based strategies addressed as part of professional development activities?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3.	Are strategies identified to address and modify student behavior?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	Relevance		
4.	Do you find the information meaningful and relevant?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5.	Are tools provided that you would be able to use with your students?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6.	Is information provided regarding appropriate strategies when communicating with parents regarding student behavior?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	Meaningful Experience		
7.	Would you recommend the professional development to someone else?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8.	Is the information meaningful to a new teacher?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9.	Is the information meaningful to a seasoned teacher?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10.	Is the professional development offered a good use of your time and considerate of your expertise?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

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Additional Comments: