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Introduction

Caddo Parish School Board Policies and Caddo Parish Public School System Corrective Action Plan require strict compliance with IDEA's discipline requirements. These requirements include Manifestation Determination Reviews, providing all services set forth in a student's Individualized Education Program (IEP), developing appropriate Functional Behavior Assessments, developing and implementing Behavior Intervention Plans, using Positive Behavioral Intervention and Supports, strategies and services, and providing a Free and Appropriate Public Education (FAPE) to all students with disabilities who have been suspended or expelled from school.

Federal statutes have also placed discipline matters under "Procedural Safeguards." The discipline statute is located in 20 U.S.C., Section 1415(k). This statute includes authority for school personnel to suspend students and to place students in interim alternative educational settings and sets requirements for students who violate a "code of student conduct." The statute includes manifestation determinations, placement as determined by the IEP team, required supports and intervention services during alternative placements, appeals, and authority of the State Department of Education Hearing Officer.

The procedures outlined in this manual represent a fundamental change in the manner in which student suspensions, expulsions, and alternative educational placements are acted upon. The purpose and goal of this manual is to assist in the explanation and clarification of the processes to be followed in various student discipline matters.

FAILURE TO COMPLY WITH THE FEDERAL LAW, REGULATIONS, OR SCHOOL POLICIES MAY SUBJECT THE SCHOOL SYSTEM TO ADVERSE LEGAL CONSEQUENCES.
Caddo Parish Special Education Suspension Alerts Flowchart

**Reminder:** All IEPs should be reconvened at the 4th, 7th, and 10th day of suspension.
The Caddo Parish Special Education Suspension Alert Flowchart is a proactive tool designed to assist administrators with the disciplining of students with disabilities.

If used correctly, this tool will improve communication between school administrators, parents of students with disabilities, and the special education department. This tool will also aid in the development of strategies that will support positive student behavior.

The Suspension Alert Flowchart is divided into four color coded categories, caution (blue), elevated (yellow), critical (orange), and severe (red). Each of these categories represents a continuum of service that must be followed when disciplining a student with a disability.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Caution (blue)</td>
<td>This category was developed for Non-OSS Offenses. If the steps of the caution category are used correctly, this may reduce the need to use out of school suspension to discipline a student with a disability in the future.</td>
</tr>
<tr>
<td>Non-OSS</td>
<td></td>
</tr>
<tr>
<td>Step 1.</td>
<td>Before meeting with a student with a disability to discuss the behavioral referral, the school administrator must review the student's Behavior Intervention Plan (BIP), if he/she has one, making sure the plan is being correctly implemented. While meeting with the student, the school administrator must review the school’s Positive Behavior Intervention and Support (PBIS) Plan, school expectations, and classroom management plan with the student.</td>
</tr>
<tr>
<td>Step 2.</td>
<td>The school administrator must review and consider the alternative to suspension list.</td>
</tr>
<tr>
<td>Step 3.</td>
<td>Whenever ISS or OSS is assigned to a student with a disability, the school administrator or designee must fax a completed SPED 9 to the compliance office within 24 hours.</td>
</tr>
</tbody>
</table>
| Step 4.             | The school administrator must contact and schedule a meeting with the teacher that has IEP authority, Instructional Specialist (IS), and/or Behavior Intervention Specialist (BIS) that is assigned to your school to discuss discipline concerns and the infraction or office referral that has been made on a special education student.  
  a. Review classroom management plan, PBIS plan, BIP if applicable.  
  b. Consider observing classroom setting to assure that school and classroom based supports are in place and are being conducted with fidelity. If student has a BIP in place, the classroom observation should include that the student's BIP is being implemented.  
  c. Teacher with IEP authority, IS, and/or BIS must review current IEP and evaluation to ensure that all impairments and support needs are in place on the IEP.  
  d. If behavior is considered a major concern, the teacher with IEP authority, IS, and/or BIS must review and follow the Discipline Continuum Checklist. *(See appendix for the Discipline Continuum Checklist)* |

*(If above data indicates that changes are needed on students IEP, the teacher with IEP authority must schedule an IEP conference with the parent(s) to discuss concerns and any additional supports that are needed on the IEP. Remember that the purpose of this review is to prevent any further disciplinary infractions that could lead to any out of school suspensions.)*
| **Caddo Parish Special Education Suspension Alerts Guidelines**  
(Continued) |
<table>
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<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Step 5.</strong> The administrator must contact the student's parent(s), making sure that they are aware of the student's behavior.</td>
</tr>
<tr>
<td><strong>Step 6.</strong> The administrator is responsible for documenting in the student's disciplinary file the actions that were taken to address the student's behavior and ensure all documentation has been provided to the special education staff.</td>
</tr>
</tbody>
</table>
| **2. Elevated (yellow)  
1-3 OSS Days** |
| This category addresses 1-3 OSS Days. If the steps of the elevated category are used correctly, this may reduce the need to use anymore OSS days for future disciplinary actions. |
| **Step 1.** The school administrator must repeat steps 1-6 in the caution category. |
| **Step 2.** The school administrator or designee must complete and fax an MDR form along with the SPED 9, if a disciplinary hearing is requested. |
| **Step 3.** The school administrator is required to meet with the parent(s) of the suspended student when he/she returns to school. |
| **Step 4.** The administrator is responsible for documenting in the student's disciplinary file the actions that were taken to address the student's behavior. |
| **3. Critical (orange)  
4-7 OSS Days** |
| This category addresses 4-7 OSS Days. If the steps of the critical category are used correctly, this may reduce the need to use anymore OSS days for future disciplinary actions. |
| **Step 1.** The school administrator repeats steps 1-6 in the elevated category. |
| **Step 2.** The school administrator must ensure that an IEP conference has been scheduled by the special education department, to ensure that behavioral concerns are addressed. IEP review meetings must be reconvened at the 4th, 7th, and 10th day of suspension. |
| **Step 3.** The administrator is responsible for documenting in the student's disciplinary file the actions that were taken to address the student's behavior. |
| **4. Severe (red)  
8-10 OSS Days** |
| This category addresses 8-10 OSS Days. |
| **Step 1.** The school administrator must repeat all steps in the critical category. |
| **Step 2.** Contact the Special Education Compliance Supervisor by phone or email to address the student's behavior. The Compliance Supervisor will meet with the Director of Special Education, Supervisor of Pupil Appraisal, Supervisor of Special Education Instruction, and appropriate staff to address the student's behavior. A new plan of action may be developed that will specifically address and target the student's unwanted behavior. |
| **Step 3.** The administrator is responsible for documenting in the student's disciplinary file the actions that were taken to address the student's behavior. |
School Tier Behavioral Management Pyramid

1. **PBIS** is a systemic approach to proactive, school-wide behavior based on a Response to Intervention (RtI) model. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complementing and organizing current programming and strategies.

**Four Elements of PBIS**
- **Systems** include the policies, procedures, and decision-making processes that consider school-wide, classroom, and individual student systems.
- **Data** are used to guide decision-making processes and measure outcomes. Data support the selection and evaluation of practices and systems.
- **Practices** include the strategies and programs that are used to directly enhance student learning outcomes and teacher instructional approaches.
- **Outcomes** are academic and behavioral targets that are endorsed and emphasized by students, families and educators and are measured using the gathered data.

2. **Classroom Management Plan** is the key component in any educational setting. If students are in a safe environment, then learning can take place. This doesn’t necessarily mean punishing behavior problems but rather a combination of setting the tone in a class, preventing behavior problems with interesting and engaging curriculums and effectively including all students in the classroom so that their needs are met. Having the right environment for all students to learn is a major goal of implementing good classroom management--without it the students would not be able to learn.

3. **Behavior Intervention Plan** (BIP) takes the observations made in a Functional Behavioral Assessment FBA and turns them into a concrete plan of action for managing a student's behavior. A BIP may include ways to change the environment to keep behavior from starting in the first place, provide positive reinforcement to promote good behavior, employ planned ignoring to avoid reinforcing bad behavior, and provide supports needed so that the student will not be driven to act out due to frustration or fatigue. When a behavior plan is agreed to, the school and staff are legally obligated to follow it, and consequences of not following it should not be inflicted on the student.
Caddo Parish Public Schools
FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) Overview

The Functional Behavior Assessment (FBA) is a process for gathering and recording information that can be used to develop a hypothesis about why behavior occurs or recurs. The FBA must be conducted prior to the development of an individualized Behavior Intervention Plan. The FBA process must be completed at each Manifestation Determination Review.

The FBA process involves these five components:
- Define the problem in clear, observable terms so it is recognizable to everyone. This is called the "Behavior of Concern".
- Identify specific events, times, and situations about this behavior to look for patterns that will indicate what appears to set off the problem behavior. Answer key questions such as: Who is there when the behavior occurs? What is going on at the time? When and where does it happen?
- Gather background information from teacher and parents to consider medical, physical, and social concerns. Some of these issues may surface as causal factors.
- Identify the consequences that might be maintaining the behavior.
- Develop a hypothesis about the purpose (function) of the behavior.

The table below describes each of the forms included in the FBA:

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHO</th>
<th>WHEN</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>FBA Baseline and Progress Monitoring Data Forms</td>
<td>Teacher(s) who teach the student</td>
<td>a) Baseline Data is used to record behavior(s) for 10 days, when there is an initial concern b) Progress Monitoring is used to record behavior(s) during the implementation of tier 2/tier 3 interventions.</td>
<td>a) Data sheet of behavior(s) of concern indicating a pattern and frequency of occurrence b) Data sheet of behavior(s) of concern to monitor the decrease or increase of the frequency of the undesired behavior(s)</td>
</tr>
<tr>
<td>FBA1 Anecdotal Record</td>
<td>Teacher(s) who observes behavior(s) of concern. All teachers of the student must complete.</td>
<td>Record daily whenever behaviors occur</td>
<td>Log sheet of behavior(s) of concern, which indicate patterns and strategies</td>
</tr>
<tr>
<td>FBA2 Student Interview</td>
<td>Case manager or team member will interview student</td>
<td>When FBA is conducted, prior to development of BIP</td>
<td>Indicates student's perceptions of his/her behaviors at school</td>
</tr>
<tr>
<td>FBA3 Parent/Guardian Interview</td>
<td>Case manager or team member will interview parent to gather concerns</td>
<td>When FBA is conducted, prior to development of BIP</td>
<td>Indicates parent/guardian concerns, medical update, family support, etc.</td>
</tr>
<tr>
<td>FBA4 Teacher Interview</td>
<td>All teachers who work with this student</td>
<td>When FBA is conducted, prior to development of BIP</td>
<td>Indicates each teacher's perspective and possible function(s) of behavior</td>
</tr>
<tr>
<td>FBA5 Summary of Findings</td>
<td>SBLT/IEP team conducts this summary at the meeting. Support staff will facilitate the completion of this form</td>
<td>Prior to development of the individualized BIP</td>
<td>Must have a hypothesis that will drive the choice of strategies used on the BIP</td>
</tr>
</tbody>
</table>

* See Appendix for FBA (pages 1-5), Baseline Data Collection Form, and Progress Monitoring Form
WHAT: A Behavior Intervention Plan (BIP) is a component of a student's IEP designed to address problematic behaviors, define specific replacement behaviors, and describe the individualized positive behavioral strategies and supports needed for successful functioning in the learning environment. If the behavior(s) of concern pose a risk of physical injury, damage to physical property, and/or serious disturbance to the learning process, a Crisis Management Plan must be attached to the BIP. A BIP is required for any student with a disability who has social/emotional and/or behavioral difficulties that are affecting his/her learning or the learning of other students.

WHO: The IEP team develops the BIP after the Functional Behavioral Assessment (FBA) is conducted.

WHEN: A Behavioral Intervention Plan is developed whenever students with disabilities need individualized behavioral strategies and supports, after Tier 1 and Tier 2 interventions and supports have proven to be ineffective and/or after an accumulation of a 4th day of out of school suspension.

Components of a Behavior Intervention Plan:

1. **Current Behavior Concern(s).** Define no more than two behaviors that are identified in the Functional Behavioral Assessment (FBA). This behavior must be measurable and clearly observable. Baseline Data Form and Anecdotal Records must be attached to the FBA.

2. **Replacement Behavior(s).** Specifically identify the positive behavior(s) that will "replace" the current behavior concerns in positive language. This behavior will be supported and/or reinforced by the appropriate strategies listed on the BIP.

3. **Method of Measuring Changes in Behavior of Concern.** Designate how the student's progress will be measured, utilizing teacher checklist, daily/weekly progress report, etc. (Attach a sample of the method chosen to the BIP.)

4. **Strategies/Interventions/Supports.** Describe specific environmental changes or modifications that will reduce and/or extinguish the behavior(s) of concern from happening. Provide the student with activities and strategies that "teach" the replacement behavior(s) and weaken the behavior(s) of concern. Identify specific reinforcement strategies to use when the student displays the replacement behavior. Specify who will provide the service and how long the intervention will be implemented.

5. **Rewards.** Identify items or activities desired by the student, and be specific. Keep rewards attainable. Specify the frequency, where the reward(s) will be given, and by whom.

* See Appendix for Behavior Intervention Plan
6. **Crisis Management.** This section must be checked for every student, designating whether or not *Crisis Management Plan* is attached. A plan is warranted if the behavior(s) of concern pose a risk of physical injury, damage to physical property, and/or serious disturbance to the learning process.

**Crisis Management Plan**

a. **Crisis Behavior:** Describe the behavior(s) in detail that poses a risk of physical injury, damage to physical property, and/or serious disturbance to the learning process. Include when, where, how long, how often, and the magnitude of behavior.

b. **Strategies/Interventions/Supports:** Clearly describe the strategies or supports required for an effective recovery from the crisis situation. Include when, where, how and who will implement strategies/supports. Clarify any potential risks associated with implementing the strategies/supports.

c. **Removal/Cooling Off Area:** State the least intrusive method of removing the student from the current environment. List a cooling off location, personnel involved, and time allotted for cooling off.

d. **Physical Restraint:** Indicate if physical restraint will or will not be used. If used, ensure the parent(s) is aware and understands the type of physical restraint being utilized. Also describe techniques and personnel who will be involved.

e. **Resolution:** Specify how to handle the student during the de-escalation stage.

f. **Parent/Guardian Coordination:** Provide name and telephone number of parent/guardian to contact during crisis.

g. **Post Intervention Strategies:** Follow the "Tension Reduction Stage" strategies provided.

h. **Signatures:** Include all signatures of IEP participants or those involved with the development of the Crisis Management Plan.

7. **Parent/Guardian Coordination.** Include anything the parent/guardian would like to do to support positive behavior in the school setting.

8. **Signatures.** The parent, student, and IEP teacher are required participants. All others present must sign indicating their involvement in the development of the plan.

The Behavior Intervention Plan must be provided to all staff who will be working with the student (ex. Bus driver, cafeteria personnel, security, APA, etc.)
Alternatives to Suspension

The suspension or expulsion of students with emotional/behavioral disorders (EBD) has been problematic and controversial. Requirements of IDEA, and case law before that, have indicated that long-term suspension or expulsion violate the Free Appropriate Public Education (FAPE) guarantee for students with disabilities. Schools have struggled to meet these requirements, but the problems with suspension and expulsion are larger than issues of EBD or disability.

Today, many schools are rightfully concerned about the numbers of all types of students who are being suspended or expelled for their behavior. This concern is driven by the over-representation of some minority groups among those who are suspended or expelled from school (Wu, Pink, Crain & Moles, 1982; Townsend, 2000; Skiba, Michael, Nardo & Peterson, 2002). Equally important is the emerging research that indicates that these consequences are not likely to change the inappropriate behavior of the students involved, nor do they serve to deter other students from engaging in the same behaviors (Skiba, Peterson & Williams, 1999, 1997). Instead, these consequences make the suspended student’s academic progress more difficult, and they may increase the likelihood of the student dropping out of school or having other negative outcomes.

As a result, many schools are beginning to examine their school discipline policies with an eye to making them both more effective and less reliant on traditional exclusionary consequences. These changes may also help schools to better serve students with EBD. Schools that try to improve their discipline system ask the questions “What do we use in place of exclusionary consequences in our discipline policies?” and “What are some disciplinary consequences which might be more effective?” The examples that follow illustrate the kinds of actions that could be built into a school’s formal disciplinary code of conduct as part of an array of consequences for inappropriate behavior. Each of these examples has at least some research demonstrating positive behavioral-change outcomes for students, and is an opportunity to maintain or re-engage students in school rather than pushing them out of school. While additional information beyond that provided here will be needed for appropriate implementation, the 10 examples listed on the following pages describe multiple promising alternatives to suspension:
Examples of Alternatives to Suspensions

1. Problem Solving/Contracting

Negotiation and problem-solving approaches can be used to assist students in identifying alternative behavior choices. The next step should involve developing a contract that reminds the student to engage in a problem-solving process, and includes reinforcers for success and consequences for continuing problem behaviors.

2. Restitution

In-kind restitution (rather than financial restitution, which often falls on the parents) permits the student to help to restore or improve the school environment either by directly addressing the problems caused by the student's behavior (e.g., in cases of vandalism students can work to repair things they damaged), or by having the student improve the school environment more broadly (e.g., picking up trash, washing lockers).

3. Mini-Courses or Skill Modules

Short courses or self-study modules can be assigned as a disciplinary consequence. These should be on topics related to the student's inappropriate behavior, and should be designed to teach the student to have increased awareness or knowledge about the topic, thus facilitating behavior change. These modules might include readings, videos, workbooks, tests, and oral reports on a range of topics such as alcohol/drug use or abuse, strategies for conflict resolution, anger control strategies, social skills (e.g., getting along with peers, making behavior appropriate for the setting), and appropriate communication skills (e.g., appropriate and inappropriate language, how to express disagreement).

4. Parent Involvement/Supervision

Parents should be invited to brainstorm ways they can provide closer supervision or be more involved in their child's schooling. Better communication and more frequent contacts between teachers and parents, as well as coordinated behavior-change approaches, are very useful and could be formalized into a disciplinary consequence.

5. Counseling

Students may be required to receive additional supports or individual counseling from trained helping professionals (e.g., counselor, school psychologist) focused on problem solving or personal issues interfering with learning.
6. Community Service

Programs that permit the student to perform a required amount of time in supervised community service outside of school hours (e.g., volunteer at another school or an organization) should be created.

7. Behavior Monitoring

Closely monitoring behavior and academic progress (e.g., self-charting of behaviors, feedback sessions for the student) will permit rewards to be provided for successful performance.

8. Coordinated Behavior Plans

Creation of a structured, coordinated behavior support plan specific to the student and based on a hypothesis about the function of the target behavior to be reduced should be created. It should focus on increasing desirable behavior, and replacing inappropriate behaviors.

9. Alternative Programming

Provide short- or long-term changes in the student schedule, classes or course content or offer the option of participating in an independent study or work-experience program. Programming should be tailored to student needs, and permit appropriate credit accrual and progress toward graduation. Change of placement or programming must be made by the IEP (Individualized Education Program) team for students with EBD or other disabilities.

10. Appropriate In-School Suspension

In-school suspension should be provided and include academic tutoring, instruction on skill-building related to the student behavior problem (e.g., social skills), and a clearly defined procedure for returning to class contingent on student progress or behavior. The environment should be carefully managed to guard against using in-school suspension as a way to avoid attending classes.
IN-SCHOOL SUSPENSION
FOR STUDENTS WITH DISABILITIES
Guidelines

The Louisiana Department of Education’s monitoring report given to Caddo Parish Public Schools in Fall, 2005, stated students with disabilities must be provided instruction by a certified special education teacher during in-school suspension. If no certified special education teacher is providing IEP services in the In-School Suspension (ISS) setting, then the ISS day counts as one day of the 10-day limit per year. The following procedure will be followed:

1. **Every school principal must complete the ISS PLAN form** and submit it to the Supervisor of Compliance by September 1st of each school year. If a principal proposes to use an In-school suspension setting for students with disabilities, the Compliance Specialist will conduct an on-site visit prior to approval.

2. Upon written approval by the Supervisor of Compliance, the school may utilize the specified ISS setting for students with disabilities.

3. For schools with an approved ISS setting, each time an in-school suspension is applied to a student with disabilities, the **IN-SCHOOL SUSPENSION ASSIGNMENTS form** must be completed by the student’s teacher(s) and given to the certified special education teacher assigned to provide in-school suspension for the student. This form must be maintained in the student’s IEP folder. As long as FAPE is provided and documented, the ISS day will not count as one of the 10 days of removals per year. This ISS must be entered into JPAMS database.

4. For schools without an approved ISS setting, any ISS day will count as one of the 10 days of removals per year. This ISS must be entered into JPAMS database.

5. The Special Education Compliance department will monitor the schools, who have approved ISS settings.

*In-School Suspension teacher(s) must serve a case load of students and these students cannot be served in Special Education ISS.*
Description of Approved In-School Suspension Forms

The following forms should be used at all schools that have Approved In-School Suspension rooms for Children with Disabilities.

Caddo In-School Suspension (ISS) Plan

This form is given to every principal at the beginning of each school year. They are required to complete the form, indicating whether or not they will have an ISS setting for special education students where FAPE will be provided. This form must be faxed (318.219.2649) to the Compliance Department by September 1st.

Special Education ISS Setting Checklist of Activities/Data Needed for FAPE

This form helps assure Caddo is meeting the SDE requirements set forth for Caddo Parish concerning ISS settings for special education students. The information is reviewed with the principal/designee, and is maintained for each school that has an ISS setting for the year.

In-School Suspension Sign-In Sheet

The certified special education teacher(s) providing ISS must ensure each student signs in and out on this form daily. Completed sign in sheets must be maintained in a secure file at the school. State and local monitors will need to review these sign in sheets; these logs must match suspension data on JPAMS and SPED9s.

In-School Suspension Assignments

This form is a REQUIREMENT as it is Caddo's only documentation that FAPE was provided to the student in ISS. The directions are on the form. Each ISS setting must have a system of completing and filing this form in the student's IEP folder at the school.

In-School Suspension Monthly Report

Each ISS setting is encouraged to complete this report. If Caddo is in Corrective Action Plan (CAP) for ISS, this sheet is a requirement, and it is faxed to the Compliance Department each month.

*See Appendix for In-School Suspension Forms
GUIDELINES FOR REMOVALS (SUSPENSIONS)

Removals for Ten or Less Days (Suspensions)

School personnel may remove a student with a disability who violates a code of student conduct from his/her current placement to an appropriate interim alternative educational setting, another setting, or suspension for not more than 10 cumulative school days per school year, to the extent those alternatives are applied to students without disabilities, without regard for Free Appropriate Public Education (FAPE)*. After 10 school days, a Manifestation Determination Review must be held if the principal seeks another removal.

* NOTE: In-school suspension “is a Removal” unless the student is placed in an Approved ISS Setting where FAPE is provided by a certified special education teacher.

FLOW CHART OF SHORT-TERM REMOVALS (suspensions)

Principal removes student for violation of code of student conduct for ten (10) cumulative school days. No FAPE needed.

Principal seeks to remove student for violation of code of student conduct beyond the maximum 10 cumulative school days. STOP!

Manifestation Determination Review (MDR) must be conducted. If the result of the MDR is “unrelated” the student may be removed IF FAPE can be provided. If the result of the MDR is “related,” the IEP must address any concerns, and the student cannot be removed.
Please review this information from the Correction Action Plan and be proactive in the implementation of the revised procedures.

<table>
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<tr>
<th>Goal 4</th>
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<tr>
<td>RELATED SERVICES AND THE PROVISION OF EDUCATIONAL BENEFIT</td>
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</table>

To ensure that all students with disabilities enrolled in CPSD who present with emotional and/or behavioral concerns are provided with appropriate related services necessary for adequately meeting their unique behavioral and/or emotional needs.

1. Starting August 15, 2009 IEP of all CPSD students who are currently classified with an exceptionality of “Emotional Disturbance” and all other students who were:
   a) subject to 4 or more suspensions and/or placement in alternative school settings in the CPSD;
   b) who have been determined eligible for pupil appraisal counseling; and
   c) who are receiving less than one hour of related services per week, to increase behavior support services to at least 30 minutes twice per week.

2. Data collected during the 2009/10 school year and all files of CPSD students who are classified with “Emotional Disturbance” who present with chronic disciplinary and/or attendance concerns will be reviewed by NSA Consultants along with pupil appraisal staff to determine if an increase in related service is warranted through a counseling assessment.

*Chronic disciplinary and/or attendance concerns will be defined as 3 minor behavior problems addressed by staff or 1 major discipline referral involving an administrator and parent contact in any one month period and/or attendance below 80% in any one month period.*

**ANY SPED student** (including Speech Only) with 4 or more cumulative days of in-school suspension* and/or out-of-school suspension days, must have a minimum of 60 minutes per week of “Behavior Support.”

(*unless the student was served in an approved ISS placement*)

This additional "Behavior Support" may include:

1. 30 minutes weekly of check-in/check-out with the IEP Teacher
2. 30 minutes weekly of Social Skills Training as provided by the IEP Teacher, the assigned Behavior Interventionist, the School Counselor, Pupil Appraisal/Site-Based School Social Worker and/or the Pupil Appraisal/Site-Based School Psychologist. Services must be specifically detailed on the student’s IEP, as well as who and when the services will be provided.

**For PA Staff Only: Remember**

- EVERY student with an exceptionality of ED will have 30 minutes of counseling provided through Pupil Appraisal, in addition to 30 minutes of additional "Behavior Support."
- IF the student with an exceptionality of ED is not receiving PA counseling (due to the parent or the competent age student (+18.0) declining said services,) the ED student must have 60 minutes per week of the additional "Behavior Support."
- For those students with an exceptionality of ED, who have previously declined PA counseling services, the service may be reinstated at any time, with parental approval, during an IEP meeting w/o a new assessment.
- Regarding Interim students: if PA counseling was a previous service, that service will be ongoing through the Interim period. If the student is being assessed due to a possible social/emotional impairment, PA counseling services should be provided. A clue will be if the School Psychologist is the PA Coordinator (rather than the assigned Educational Diagnostician/School Social Worker,) it is likely the Interim student will need counseling.
For those SPED students who will require a PA Counseling Assessment:

The Principal/Designee will notify the Teacher with IEP Authority to reconvene the IEP by providing a copy of the SPED9 with 24 hours. The Principal/Designee will also fax the SPED9 to the Compliance Department within 24 hours. Present at that meeting will be the Instructional Specialist, the Pupil Appraisal School Psychologist or School Social Worker assigned as the Related Services Provider, the SPED Behavior Intervention Specialist, and any other relevant IEP Team members. **At this 1st amended IEP meeting, the following will take place:**

1. the Pupil Appraisal Counseling Assessment will be initiated (if the student is not currently receiving PA counseling.) - *Document on Discipline Continuum Checklist*

2. the Behavior Intervention Specialist will:
   - review the current Behavior Intervention Plan and assist in making any needed revision(s), or
   - initiate the Comprehensive - Functional Behavioral Assessment process in order to develop a Behavior Intervention Plan

3. the Behavior Intervention Specialist will provide Social Skills Training on a weekly basis for a minimum of 30 minutes

4. the Teacher with IEP Authority will assure the 30 minutes of Social Skills Training are accurately recorded within the *Behavior Section* on the GSI Page, if that support was identified

5. the Teacher with IEP Authority will assure that the "Check-in / Check-out" procedures are accurately recorded within the *Behavior Section* on the GSI Page, if that support was identified (Any additional behavior support will be documented on this section of the IEP.)

6. the Teacher with IEP Authority will assure that a notation is made within the *Evaluation/Re-eval Results Section* on the GSI Page regarding the initiation of the Pupil Appraisal Counseling Assessment and schedule the next IEP meeting (within two weeks) at which the results of the PA Counseling Assessment will be delivered.

7. this amended IEP will be made official by the Instructional Specialist and submitted to SER within 48 hours. **(This ends the process for the 1st amended IEP.)**

8. the Teacher with IEP Authority will invite all relevant IEP Team members to the up-coming scheduled 2 week IEP conference; at the Alternative Schools the site-based School Social Worker(s) and/or School Psychologist(s) should be invited.

9. prior to the upcoming 2 week meeting the Behavior Intervention Specialist will collect the following completed documentation from each teacher: *(The Principal/Designee will ensure compliance of all staff.)*
   - Comprehensive - Functional Behavioral Assessment 1 - Teacher Anecdotal Record
   - Comprehensive - Functional Behavioral Assessment 4 - Teacher Interview Form(s)
     - Every Teacher that works with the student must complete both forms
   - Weekly/Daily Point Sheet (All teachers complete)
   - monthly Progress Monitoring Sheet
   - teacher documentation for Social Skills Lessons
   - any other documentation required to verify the delivery of services

10. the IEP Team will carefully review the BIP and the social and/or behavioral goal on the IEP, and revise as needed. The team will ensure the goals and the BIP are measurable. *(The BIP is considered incomplete if a data collection tool (point sheet/checklist) is not attached.)*

11. the Teacher with IEP Authority will document the results of the Counseling Assessment within the *Evaluation/Re-eval Results Section* on the GSI Page.
   - If the Counseling Assessment shows a need for Pupil Appraisal counseling and the services are accepted the following documentation must happen:
     On the Services/Placement Page document minutes and sessions per week under Special Class. List the Service as School Psychological Services or School Social Work Services.
   - If the Counseling Assessment does not show a need for Pupil Appraisal counseling: *Utilize a combination of numbers 3, 4, and 5 to reach at least 60 minutes and document in the Behavior Section on the GSI Page.*
For those SPED students currently enrolled on an Alternative School Campus (Academic Recovery and Career Discovery Center, Alexander Learning Center, Hamilton Terrace Learning Center, Hosston Alternative School and Rutherford House)

The Instructional Specialist will review the IEP folder to determine whether or not a current PA Counseling Assessment was conducted prior to or immediately following the placement on the Alternative School Campus. If the assessment was not conducted, it will be initiated and the steps listed above will be implemented. Pupil Appraisal will continue to provide counseling to those SPED students identified with Emotional Disturbance. All other special education and regular education students will be served by the site-based School Social Worker(s) and/or School Psychologist(s) assigned to the Alternative School Campus.

For ALL Special Education Students:

All designated SPED staff will be provided a copy of the Special Education Suspension Report from the Compliance Department. Staff should review this data and work together with your teams to identify those students, who will require additional behavior support and their IEP to be reconvened. Remember, you are looking for any combination of 4 or more cumulative days of in-school and/or out-of-school suspension days - not the fourth out-of-school suspension. If the student was served in an approved ISS room, his/her days do not count as an out of school suspension. Once a student has been identified, the steps listed above will be implemented.

Approved: Pamela D. Barker 4-8-10
Pamela D. Barker, Sp Ed Director Date

Approved: Robert March 4-8-10
Robert March, Director of EEP Date
CONSIDERATION OF EXPULSION (Flowchart)

Expulsion is Considered

Complete *SPED 9 and *Request for Manifestation Determination Review (MDR) forms and fax to compliance office (318.219.2649)

MDR/IEP scheduled by MDR Facilitator(s) and IEP team members notified.

MDR Facilitator(s) conducts Manifestation Determination Review
(provide parental rights book to parent)

RELATED:
Student remains in current placement with changes to IEP.

NOT RELATED:
Hearing may proceed. Supervisor of Child Welfare and Attendance may apply relevant disciplinary procedures to the student.

IEP team reconvenes to:
- Review/revise the Functional Behavior Assessment and Behavior Intervention Plan
- Conduct Functional Behavior Assessment and implement new Behavior Intervention Plan
- Develop/Revise Behavioral and/or Social Goal

IEP team reconvenes immediately after hearing decision to review/revise and document IEP based on hearing decision.

- FAPE must be provided.
- Smooth transition to and from Interim Alternative Educational Setting (IAES) must be planned.

IEP team documents these activities on the IEP/GSI, Program Services, and Placement/LRE pages.

* See Appendix for SPED 9 and Request for Manifestation Determination Forms
Procedures for Manifestation Determination Reviews and Transitioning Students to Interim Alternative Educational Settings

Students with disabilities may be removed from their current educational placement for any violation of school rules under specific circumstances. Once the Principal/Principal Designee has made the decision to suspend a student pending a school board hearing, he/she must complete the “Sped 9” and the “Request for MDR Form” at the time of the incident. A copy of the “Request Form and the “Sped 9” should be faxed to the Compliance Department within 24 hours of the incident. The Principal/Principal Designee must contact the Teacher with IEP authority so he/she can prepare for the Manifestation Determination Review (MDR) IEP meeting. The results of the Manifestation Determination Review (MDR) meeting will determine the course of action for the student.

If Manifestation Determination Review (MDR) determines that behavior is “Not Related” to student's disability

- Hearing is scheduled by school administrator
- Change of placement is at the discretion of the Hearing Officer

If Hearing Officer recommends that student be moved to an Interim Alternative Educational Setting (IAES)

- Hearing Officer will contact the alternative school site for date and time of in-take and share information with parent/guardian
- Hearing Officer determines the date the student will enroll at the new site and the length of student's stay at alternative school site
- IEP team will reconvene immediately to review and document the IEP for the receiving site
- Sending school's Instructional Specialist will contact receiving school's Instructional Specialist and Principal/Principal Designee, via telephone/e-mail, to schedule transition meeting at the alternative site

If Manifestation Determination Review (MDR) determines student behavior is “Related” to his disability

- Student will remain in his current placement with changes to the IEP
- The IEP team reconvenes to address the following
  ➢ Review/Revise the FBA and Behavior Intervention Plan
  ➢ Conduct an FBA and develop a Behavior Intervention Plan
  ➢ Develop/Revise Behavioral and/or Social Goal page
If the Manifestation Determination Review (MDR) determines student behavior is "Related" and the offense involves guns/weapons, drugs or serious bodily injury

- Student is moved through the IEP to an Interim Alternative Educational Setting (IAES) for 45 school days
- IEP team reconvenes immediately to review and document the IEP for the receiving alternative school site
- Sending school's Instructional Specialist will contact alternative school site for date and time of intake and share information with parent/guardian
- Sending school's Instructional Specialist will contact receiving school's Principal/Principal Designee and Instructional Specialist, via telephone/e-mail, to schedule transition meeting at receiving site

Hearing decisions and IEP decisions mean that students will be moving to and from our alternative school sites throughout the school year. For this reason, it's important for us to have a plan in place for these frequent movements that will not disrupt the student's services. History tells us that we need a plan for students who will be moving from their home school to an alternative school site during the school year as well as a plan for students moving back to their home school at the end of the school year.

Transitioning students back to home school throughout the school year

- Alternative school staff should keep a current list of all special education students enrolled at the site and the student's proposed return date
- Current list should be shared with the alternative school's Instructional Specialist at the end of each week; he/she will notify teacher with IEP authority.
- Teacher with IEP authority should schedule transition IEP fifteen (15) days prior to the student's date to return to home school site
- Teacher with IEP authority should invite a representative from the receiving school to the transition IEP meeting
- Teacher with IEP authority reconvenes the IEP with all support staff present to discuss the student's progress, strategies and supports needed to continue progress and to document the IEP for student returning to his/her home school

Transitioning student back to home school at the end of the school year

- Prospective list of students who will be considered for transitioning back to his/her home school should be shared with the alternative school site's Instructional Specialist by the 2nd week of April
- Instructional Specialist shares list with Teacher with IEP authority
- Teacher with IEP authority schedules transition IEP fifteen (15) days prior to the end of the school year
- Teacher with IEP authority reconvene IEP with all support staff present to discuss the student's progress, strategies and supports needed to continue progress, and to document the IEP for student returning to his/her home school for the next school year
# Manifestation Determination Review

*(Quick Reference Chart)*

The Manifestation Determination Review (MDR) is a component of *procedural safeguards in the federal statute* when discipline is applied to students with disabilities.

The MDR is a **required** process for any student with a disability who has violated a code of conduct and the school wants to order a change of placement (such as an expulsion or removal of more than 10 cumulative school days). It is a method to determine whether the behavior subject to disciplinary action is a manifestation of the student's disability.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
</table>
| 1. **When should an MDR be requested?** | • When a child with a disability violates a code of conduct and the school is considering expulsion.  
• Student has suspensions amounting to 10 days or more (Does not include ISS if the school has an approved ISS Room. MDR must be held prior to student’s removal.) |
| 2. **What are the steps in requesting an MDR?** | • Immediately following incident (Within 24 hours of the incident)  
• Fax to the following forms to the Compliance Department *(Fax# - 318.219.2649)*  
✓ Completed MDR Request Form  
✓ Completed SPED 9 (should indicate removal and return date for student)  
• Must be held within 10 school days of incident |
| 3. **Who participates in the MDR/IEP process?** | • Parent  
• Student  
• MDR Facilitator(s)  
• Teacher with IEP Authority  
• CDR/Instructional Specialist  
• Behavior Intervention Specialist  
• Pupil Appraisal (if appropriate) |
| 4. **What is relevant information to consider?** | • Pupil Appraisal Evaluations  
• Student's IEP and BIP  
• Progress Monitoring/ Weekly Progress Reports  
• Disciplinary files (office referrals and SRO incident report)  
• Teacher documentations of observations and classroom incidents (Anecdotal Records)  
• Documented Implementation of IEP, BIP or behavior strategies |
## Manifestation Determination Review

*(Quick Reference Chart - Continued)*

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
</table>
| 5. What happens if the behavior is a manifestation of student's disability? | - Student remains in current setting  
- Student can be moved to an Alternative Educational Setting (AES) through IEP  
- School will conduct FBA (if one is not already in place)  
- School will review/revise IEP  
- Pupil Appraisal will conduct counseling assessment (if student has 4 or more days out of school suspension)  
- Document the discipline continuum checklist |
| 6. What happens if the behavior is not a manifestation of student disability? | - Student goes to school board hearing  
- Student can receive disciplinary actions of a regular education student  
- Change of placement is at the discretion of the hearing officer  
- School will conduct FBA (if one is not already in place)  
- School will review/revise IEP  
- Pupil Appraisal will conduct counseling assessment (if student has 4 or more days out of school suspension)  
- Document the discipline continuum checklist |
| 7. Should schools request MDR for a child suspected of having a disability? | - Yes  
- The MDR will be held, and the School’s SPPC Meeting will determine if the incident is a manifestation under Federal Statutes |
| 8. If an incident occurs and it is not addressed within 10 school days, can it still be addressed as an MDR? | - No, the timeline expires  
- The MDR must be held within 10 days of the incident |
"Not Yet Eligible" Considerations

The following information taken from Louisiana Bulletin 1706 should be reviewed prior to participating in or conducting an MDR scheduled for a regular education student. Federal and state statutes are clear, a regular education student may be suspected of being a student with a disability only under certain circumstances.

Louisiana Bulletin 1706
Chapter 5: PROCEDURAL SAFEGUARDS
§519. Discipline Procedures for Students with Disabilities

L. A student who has not been determined to be eligible for special education and related services under this part and who has engaged in behavior that violated any rule or code of conduct of the LEA including any behavior described in § 519 B and § 519 E, may assert any of the protections provided for in this section if the LEA had knowledge (as determined in accordance with paragraph (2) below) that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

1. An LEA shall be deemed to have knowledge that a student is a student with a disability if:

   a. the parent of the student has expressed concern in writing (or orally if the parent does not know how to write of has a disability that prevents a written statement) to personnel of the LEA that the student is in need of special education and related services;

   b. the behavior or performance of the student demonstrates the need for these services, in accordance with the definition of a student with a disability;

   c. the parent of the student has requested an evaluation of the student, or

   d. the teacher of the student or other personnel of the LEA has expressed concern about the behavior or performance of the student to the director of special education of the LEA or to other personnel in accordance with the LEA's established child find or special education referral system.

2. An LEA would not be deemed to have knowledge under paragraph 2 above, if as a result of receiving the information specified in that paragraph, the LEA either:

   a. conducted an evaluation and determined that the student was not a student with a disability; or

   b. determined that an evaluation was not necessary and provided notice to the student's parents of its determination.

3. Certain conditions apply if there is no basis of knowledge.

   a. If an LEA does not have knowledge that a student is a student with a disability, in accordance with paragraphs 1 and 2 above, prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as measures applied to students without disabilities who engaged in comparable behaviors.

   b. If a request is made for an evaluation of the student during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in less than 60 business days without exception or extensions.
Contact Information

Pamela Barker
Special Education Director
(318) 603-6732

Phillip Givens
Compliance Supervisor
(318) 603-6752

Website
http://sped.caddo.k12.la.us

or

On Caddo Public Schools Homepage
Click on Special Education (under Quick Links)

Address
3004 Knight Street, Bldg. 6
Shreveport, Louisiana 71105
Fax#: 219-2649

"Creating World Class Schools
for
World Class Students"
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Caddo Parish Public Schools
FBA: Weekly Baseline and Progress Monitoring Data
Elementary

Student: _____________________ Teacher: _____________________ Grade: _____________________
Subject: _____________________ School: _____________________ □ Regular □ Special Ed.

BEHAVIOR OF CONCERN: _____________________

Directions: This table measures the DAILY occurrence of the behavior of concern. Use 1 sheet per behavior. Place a slash through a number each time the behavior occurs. The final number that has been slashed should be placed in the total box.

<table>
<thead>
<tr>
<th>DATE</th>
<th>DAILY FREQUENCY BOX</th>
<th>TOTAL</th>
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CALCULATE AVERAGE FOR BASELINE DATA ONLY.
The baseline score is used to determine an appropriate goal. Baseline data must be collected for five days. Count data only on the days the student is present. Add the total for days one through five. Divide by five.

Weekly average (baseline score) = __________ Goal = __________

Comments and other observed behaviors:

______________________________________________________________

______________________________________________________________

Page 28
### Caddo Parish Public Schools

**FBA: Baseline and Progress Monitoring Data**

**Middle/Secondary Schools**

<table>
<thead>
<tr>
<th>Student:</th>
<th>Teacher:</th>
<th>Grade:</th>
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<tr>
<th>School:</th>
<th>Period:</th>
<th>Subject Area:</th>
<th>Regular</th>
<th>Special Ed.</th>
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**BEHAVIOR OF CONCERN:**

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**Directions:** This table measures the DAILY occurrence of the behavior of concern. Use 1 sheet per behavior. Place a slash through a number each time the behavior occurs. The final number that has been slashed should be placed in the total box.

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**CALCULATE AVERAGE FOR BASELINE DATA ONLY.**

The baseline score is used to determine an appropriate goal. Baseline data must be collected for five days. Count data only on the days the student is present. Add the total for days one through five. Divide by five.

Weekly average (baseline score) = _________  Goal = _________

Comments and other observed behaviors:

---

Page 29
<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Subject/Class:</th>
<th>Start Date:</th>
<th>Behaviors(s) of Concern</th>
<th>Identify Time and Place</th>
<th>Describe What Happened Immediately Before the Behavior(s) Occurred</th>
<th>Describe How You and Others Responded After the Behavior(s) Occurred</th>
<th>List Positive Strategies Used</th>
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Caddo Parish Public Schools
FUNCTIONAL BEHAVIOR ASSESSMENT
Student Interview (FBA2)

Student: ______________________ Student #: _______ School: _______ Grade: ______
Interviewer: ___________________ Position: ___________________ Date: __________

Directions: Complete interview with student. Document all student responses on interview form. Signature of interviewer is required.

STUDENT PROFILE
What are the things you like to do, or do well, while at school? (ex: classes, activities, helping others)
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

DESCRIPTION OF BEHAVIOR
What are some things you do that get you in trouble or that are a problem at school? (ex: talking out, disrespect, fighting)
__________________________________________________________________________________________
__________________________________________________________________________________________

Where do you usually get into trouble? State specific parts of the school or specific class(es).
__________________________________________________________________________________________

How often do you have problems at school? □ Everyday □ Couple of times a week □ Couple of times a month
How long does it take you to calm down after the behavior happens? (When are you ready to go back to the classroom?)
__________________________________________________________________________________________

Are you and other students prevented from doing what you are supposed to do?
__________________________________________________________________________________________

SUMMARY OF ANTECEDENT
What kinds of things make it more likely that you will have this problem? (ex: difficult tasks, transitions, teacher requests, specific teachers, specific students)
__________________________________________________________________________________________
__________________________________________________________________________________________

Is there anything that happens before or after school or in between classes that makes it more likely that you’ll have a problem? (ex: conflict with peers, conflict @ home, lack of sleep)
__________________________________________________________________________________________

DESCRIPTION OF CONSEQUENCE
What usually happens after the problem occurs? (ex: teacher reaction, other student’s reactions, sent to office)
__________________________________________________________________________________________

****** IDENTIFYING INCENTIVES *****

What school-related items and activities are most enjoyable to you that could serve as special incentives?

□ Art Activity   □ Computer   □ Extra Free Time
□ Music         □ Other (Specify) □ Helping Teacher
Caddo Parish Public Schools
FUNCTIONAL BEHAVIOR ASSESSMENT
Parent/Legal Guardian Interview (FBA3)

Student: ___________________________ Student #: ___________ School: _______________ Grade: _______________

Interviewer: ________________________ Position: __________________ Date: __________________

Parent/Legal Guardian: __________________________ Relationship to Student: __________________

BEHAVIOR(S) OF CONCERN:

STUDENT PROFILE:
Describe your child’s community, home and/or school strengths: (What does your child do well?)

DESCRIPTION OF BEHAVIOR:
1. Are you aware that your child gets into trouble at school? Yes ___ (check all that apply) No ___

   — Profanity
   — Instigates Fights / Fights
   — Other
   — Leaving School
   — Disrespects Authority
   — Refusing to Comply w/request
   — Drugs
   — Weapons
   — Theft

2. Are the behaviors checked above also seen at home? No ___ Yes ___ If yes, how often do these behavior(s) occur at home? __________________________ How long do they last? __________________________

   When did the behavior(s) first start? (ex: recently – past months/past year, at young age)

   SUMMARY OF ANTECEDENT: (If the parent answered “no” to question #2 above, do not complete this section)
What are some things that happen before these behavior(s) occur at home or in the community? (Ex. adult authority, peers, chore time, unexpected changes)

   What are some specific things/action by others that aggravate the behavior(s) and make it worse? (Ex. academic failure, lack of sleep, problems with peers)

   POSITIVE REINFORCEMENT:
What are some things that you reward your child with for reinforcement of good behavior at home?

   What interventions have been successful in the past to improve your child’s behavior at home / school?

   COMMUNITY SERVICES:
List all community services – doctors, psychologists, social workers, etc. that help with the behavior(s) of concerns:

   Agency ___________________________ Address ___________________________ Phone Number ___________________________ Start / End Date ___________________________

   Discuss any other relevant information about your child:

   ___________________________
**Caddo Parish Public Schools**

**FUNCTIONAL BEHAVIOR ASSESSMENT**

**Teacher Interview (FBA4)**

**Student:** ___________________________  **Student #:** ___________________________  **Grade:** ___________________________

**Teacher:** ___________________________  **School:** ___________________________  **Subject:** ___________________________

How long have you known this student? Please identify strengths/contributions presented by this student.

________________________________________________________________________________________________________________________________________

**Current Behavior(s) of Concern to be assessed and addressed through an individualized Behavior Intervention Plan (BIP).**

Identify the behavior(s) of concern:

________________________________________________________________________________________________________________________________________

What does this behavior(s) look like?

________________________________________________________________________________________________________________________________________

Are other students prevented from learning due to this behavior?

________________________________________________________________________________________________________________________________________

After the behavior(s) ends how long does it take for the student to be able to return and engage appropriately in classroom activities?

________________________________________________________________________________________________________________________________________

**What are the events/setting that predict when this behavior will occur?** Check all that apply under each section.

<table>
<thead>
<tr>
<th>Location</th>
<th>Person</th>
<th>Time</th>
<th>Academic Settings</th>
<th>Setting Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class</td>
<td>Peer(s)</td>
<td>Before School</td>
<td>All Classes</td>
<td>Use of Medication</td>
</tr>
<tr>
<td>Hall</td>
<td>Teacher(s)</td>
<td>Morning</td>
<td>Reading</td>
<td>Illness</td>
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<td>Lunch</td>
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<td>Social Studies</td>
<td>Negative Social Skills</td>
</tr>
<tr>
<td>Bathroom</td>
<td></td>
<td>After school</td>
<td>Enrichment</td>
<td>Other</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Environmental Features**

- Reprimand/Correction
- Physical Demands
- Socially Isolated
- Other

Independent Activity  Group Activity  Unstructured time  Structured Activity

Task too boring  Activity too long  Task too Difficult  Task too Easy

**What consequences seem to maintain this behavior?** Check all that apply in both sections.

<table>
<thead>
<tr>
<th>Things Student Obtained</th>
<th>Things Student Avoided or Escaped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult attention</td>
<td>Preferred activity</td>
</tr>
<tr>
<td>Peer attention</td>
<td>Money/Things</td>
</tr>
<tr>
<td>I don’t know</td>
<td>Preferred tasks</td>
</tr>
<tr>
<td></td>
<td>Peer negatives</td>
</tr>
<tr>
<td></td>
<td>Physical effort</td>
</tr>
</tbody>
</table>

**What current efforts have been used to manage/control this problem behavior?** (Check all that apply.)

- Change Seating
- Detention

- Send to Office
- Reprimand/Redirect

- Time Out
- Loss of Privilege

- Meet with Student
- Reward System

- Other

Teacher’s Signature  Date
Caddo Parish Public Schools
FUNCTIONAL BEHAVIOR ASSESSMENT
SUMMARY OF FINDINGS (FBA5)

DIRECTIONS: The SBLC or IEP team will conduct this summary to develop the Individualized Behavior Intervention Plan (BIP).

Student: ___________________________ SDT#: ________ School: ________ Grade: ________
Completed by: ________________________ Position: ____________________ Date: __________
This FBA will be utilized for: □ Initial Evaluation □ Annual/Review IEP □ Re-evaluation □ Interim IEP □ SBLC

Behavior of Concern (each behavior must be on a separate summary sheet):

<table>
<thead>
<tr>
<th>Location</th>
<th>Person</th>
<th>Time</th>
<th>Academic Settings</th>
<th>Setting Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class</td>
<td>Peer(s)</td>
<td>Before School</td>
<td>All Classes</td>
<td>Use of Medication</td>
</tr>
<tr>
<td>Hall</td>
<td>Teacher(s)</td>
<td>Morning</td>
<td>Reading</td>
<td>Illness</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>Staff</td>
<td>Lunch</td>
<td>Math</td>
<td>Conflict at Home</td>
</tr>
<tr>
<td>Bus</td>
<td>Alone</td>
<td>Afternoon</td>
<td>Science</td>
<td>Academic Failure</td>
</tr>
<tr>
<td>Recess</td>
<td></td>
<td>Transition</td>
<td>Social Studies</td>
<td>Negative Social Skills</td>
</tr>
<tr>
<td>Bathroom</td>
<td></td>
<td>After school</td>
<td>Enrichment</td>
<td>Other</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>After school</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Reprimand/Correction: Independent Activity
Physical Demands: Group Activity
Socially Isolated: Unstructured time
Other: Structured Activity

Environmental Features

Task too boring
Activity too long
Task too difficult
Task too easy

Things student obtained:

- Adult attention
- Preferred activity
- Peer attention
- $Money/things

Things student avoided or escaped from:

- Adult attention
- Reprimands
- Negative peer attention
- $Difficult tasks
- Other

What current efforts have been used to manage/prevent this behavior?

- Change Seating
- Reprimand/Redirect
- Contact Parent
- Loss of Privilege
- Send to Office
- Meet with Student
- Time Out
- Referral to Counselor
- Reward System

Parent comments:

HYPOTHESIS: State the proposed function of this behavior in complete sentences.

Signature of Participants/Title: (If reviewed initial and date)

Parent/Legal Guardian: ___________________________ Student: ___________________________
SBLC Chair/ODR: ___________________________ Sp.Ed. Teacher: ___________________________
Reg. Ed Teacher: ___________________________ Other: ___________________________
Caddo Parish Public Schools
Behavior Intervention Plan

Student: ___________________________ Student #: ________________ Grade: ________________
Date: ___________________________ School: ___________________________ □ Regular □ Special Education

Describe the behavior that poses a risk of physical injury, damage to physical property, and/or serious disturbance to the learning process. Include when, where, how long, how often, and magnitude of behavior.

________________________

________________________

Replacement Behavior(s):

1. ___________________________

2. ___________________________

Method(s) of Measuring changes in Behavior of Concern(s):
□ FBA-1 (Anecdotal Records) □ Baseline/Progress Monitoring Data □ Other

Strategies/Interventions/Supports:

________________________

________________________

Incentives: (Specify frequency, where, when, and by whom incentive is given)

________________________

________________________

Crisis Management PLAN
Check one: □ No plan required at this time. □ See attached Crisis Management Plan. Reason for plan:

________________________

________________________

Parent/Guardian Coordination:

________________________

________________________

Signatures
Student: ___________________________ Regular Ed. Teacher: ___________________________
Parent/Legal Guardian: ___________________________ SBL C Chair: ___________________________
Sped Teacher: ___________________________ BIS: ___________________________
IS/ODR: ___________________________ Other: ___________________________

DateReviewed: ___________ revise intervention ___________ continue intervention ___________ outcome achieved
DateReviewed: ___________ revise intervention ___________ continue intervention ___________ outcome achieved

Page 35
Caddo Parish Public Schools
Crisis Management Plan

Student: ___________________________  Student #: ___________________________
Date: ___________________________  School: ___________________________
Grade: ___________________________  □ Regular  □ Special Ed.

Crisis Behaviors: Describe the behavior(s) that poses a risk of physical injury, damage to physical property, and/or serious disturbance to the learning process. Include when, where, how long, how often, and magnitude of behavior.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Strategies/Interventions/Supports: Clearly describe the strategies or supports required for an effective recovery from the crisis situation. Include when, where, how, and who will implement strategies/supports. Clarify any potential risks associated with implementing the strategies/supports.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Removal/Cooling off area: State the least intrusive method of removing the student from the current environment. List a cooling off location, personnel involved, and time allotted for cooling off.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Physical Restraint: (Check one) ☐ Physical restraint will be used ☐ Physical restraint will NOT be used. If yes, describe techniques and personnel who will be involved.

Resolution: Complete for every student.
if student gains composure, escort her/him to

if student continues to be aggressive, does not respond to strategies/supports, or cooling off period, then

Parent/Guardian Coordination: (Include how school and parent will communicate if a crisis occurs.)

Post Intervention Strategies: The following strategies will be implemented when the student is in the process of regaining rational and controlled actions: (The student will be at "tension reduction stage," while staff need to be at a "therapeutic rapport level.")
1. When student begins to regain control, do not have hands on him/her, but remain in close proximity.
2. Have student state facts of the situations. Staff then states facts of situation.
3. Together, work on what choices could or should have been made in the situation.
4. Let student know that you care about her/him and that you will help her/him make appropriate choices.
5. Have student state what he/she will do when he/she rejoins the class.
6. Document this consultation on the FBA anecdotal log, indicating the result (sent to counselor, sent back to class, etc.).
   a. Follow crisis plan directions for notifying the parent.
   b. If staff believes there are steps that can be taken to eliminate future occurrences of the crisis behavior, including changes in the social/physical environment, teaching replacement behaviors, etc., the IEP team should reconvene to address these steps.

Signatures
Student: Regular Ed. Teacher:
Parent/Guardian: SBLC Chair:
Sped Teacher: BIS:
SIS/ODR: Other:
Caddo Public Schools
WEEKLY PROGRESS REPORT

Student Name: ___________________  Teacher: ___________________
School: ___________________  Week Of: ___________________  Targeted Goal = ____%

Subjects: (List the subjects in the order they are taught during the school day.)
1.  __________  2.  __________  3.  __________  4.  __________  5.  __________

This Weekly Progress Report documents the implementation of this student's Behavior Intervention Plan. It is to be completed daily. Submit to the case manager weekly. The case manager will send a weekly report to the parent.

<table>
<thead>
<tr>
<th>WEEK OF:</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total =</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subjects:</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Replacement Behaviors:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 = Compliant  1 = Compliant with reminders  0 = Refused to Comply

\[
\text{\# Points Possible} \div \text{\# Points Earned} \times 100 = \% \]

Incentives: List who provided and when/Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

MAINTAIN ALL PROGRESS REPORTS IN THE SBLC/IEP FOLDER

*** If Student is absent, please note on point chart. ***

Teacher's Signature: ___________________
Caddo Public Schools
WEEKLY PROGRESS REPORT

Student: ________________ Teacher’s Name: ________________
Subject/Period: ________________ School: ________________
Targeted Goal = _____________%

This Weekly Progress Report documents the implementation of this student’s Behavior Intervention Plan. It is to be completed daily. Submit to the Case Manager weekly. The Case Manager will send a weekly report to the parents.

WEEK of ________________________

<table>
<thead>
<tr>
<th>Replacement Behaviors</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS**

\[
\begin{array}{ccc}
2 & 1 & 0 \\
Compliant & Compliant with Reminders & Refused to Comply \\
\end{array}
\]

\[
\frac{\text{# Points Possible}}{\text{# Points Earned}} \times 100 \times 100 = \text{Achievement} \%
\]

List incentive(s) earned and who gave the incentive(s):
________________________________________________________________________
________________________________________________________________________

Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher Signature: ______________________________________________________________________

*** If Student is absent, please note on point chart. ***
## SPED 9 ~ Disciplinary Documentation: Elementary School

**Caddo Parish Special Education**

### Student Information
- **Student Name:**
- **SDT#:**
- **DOB:**
- **Grade:**
- **Race:** [ ] Black [ ] White [ ] Other
- **School:**
- **Check Removal #:** [ ] First [ ] Second [ ] Third [ ] Fourth [ ] Other

### Incident Details

<table>
<thead>
<tr>
<th>Incident Date</th>
<th>Date of Removal</th>
<th>Removal Type</th>
<th>ISS= in sch</th>
<th>OS= out of sch</th>
<th># of Days</th>
<th>Local/State Code</th>
<th>Date to Return</th>
<th>MDR [Y][N][N]</th>
<th>If [Y] send request form</th>
<th>Provide a brief description of incident. <strong>Do Not Use</strong> Other Students’ Names</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Guides for Local/State Code

1. Possesses Weapons (S Code 14) (L Code 84)
2. Drunk or Drugged or under the influence of any controlled substance (S Code 21) (L Code 71)
3. Possessing or using any controlled substance or alcohol (S Codes 97, Drugs-09, Alcohol) (L Codes 57, Drugs-09, Alcohol)
4. Initiating false alarms or/or bomb threats (S Code 95) (L Code 55)
5. Threatening a teacher or other school personnel (S Code 82) (L Code 52)
6. Defacing, stealing, or destroying school property (S Codes 11 & 20) (L Code 51 & 70)
7. Initiating or instigating a fight (S Code 18) (L Code 63)
8. Participating in a fight (S Code 16) (L Code 64)
9. Bullying, threatening (S Code 65) (L Code 55)
10. Threatening a student with serious bodily harm (S Code 65) (L Code 55)
11. Possessing or using fireworks (S Codes 15/17) (L Code 65/67)
12. Possessing tobacco, lighters, or matches (S Code 68) (L Code 58)
13. Using tobacco (S Code 68) (L Code 58)
14. Possessing or using electronic devices (S Code 61) (L Code 51)
15. Lacking on school campus, bus or school-sponsored events while suspended (S Code 61) (L Code 51)
16. Participating in gambling (S Code 65) (L Code 55)
17. Defining or refusing to comply with any reasonable request (S Code 61) (L Code 51)
18. Possession of an imitation weapon (S Code 65) (L Code 55)
19. Committing an act of defiance in language or action (S Code 61) (L Code 51)
20. Using forged notes or forged official forms (S Code 63) (L Code 53)
21. Leaving school without permission (S Code 65) (L Code 55)
22. Violating school policies (S Code 65) (L Code 51)
23. Using profanity toward school personnel (S Code 64) (L Code 54)
24. Using profanity toward other students (S Code 64) (L Code 54)
25. Engaging in mutual displays of affection (Kissing, etc.) (S Code 65) (L Code 55)
26. Committing immoral practices or acts (S Code 65) (L Code 55)
27. Making unbridled charges against school personnel (S Code 63) (L Code 53)
28. Possession of over the counter or prescription drugs not allowed by law (S Code 33)
29. Possession of body armor (S Code 34)
30. General classroom misconduct (S Code 61) (L Code 42)
31. Continuously unprompted for class (S Code 61) (L Code 43)
32. Falsifying records included (S Code 61)(L Code 44)
33. Skipping (S Code 61) (L Code 45)

### Notes
- A Manifestation Determination Review (MDR) is required under the following conditions: **More than 10 consecutive or cumulative school days or** Drugs/Weapons
- "Codes 14 and 97 require police notification.
- [ ] Teacher with IEP authority notified of suspension

**Compliance Report**

**Signature of Principal/Principal Designee**

**Copies to:** Instructional Specialist and Teacher with IEP authority

**Date of Report:**

**FAX copy to Compliance Dept. within 24 hours:**

**FAX:** 219-2649

---

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### SPED 9 ~ Disciplinary Documentation: Middle & High School

*Cadile Parish Special Education*

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>SDT#:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptionality:</td>
<td>Grade:</td>
</tr>
<tr>
<td>DOB:</td>
<td>Race: [ ] Black [ ] White [ ] Other</td>
</tr>
<tr>
<td>Check Removal #: [ ] First [ ] Second [ ] Third [ ] Fourth [ ] Other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Incident Date</th>
<th>Date of Removal</th>
<th>ISS= in sch OS= out of sch</th>
<th># of Days</th>
<th>Local/State Code</th>
<th>Date to Return</th>
<th>MDR [ ] [ ]</th>
<th>Provide a brief description of incident. Do Not Use Other Students' Names</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Guides for State/Local Code</th>
</tr>
</thead>
</table>

1. **Possesses Weapons** (S Code 14) (L Code 64)
2. **Striking a teacher or other school personnel** (S Code 21) (L Code 71)
3. **Group fighting** (S Code 16) (L Code 66)
4. **Possessing or using any controlled substance or alcohol** (S Codes 67, Drugs 69, Alcohol) (L Codes 97, Drugs 59, Alcohol)
5. **Initiating false alarms and/or bomb threats** (S Code 63) (L Code 55)
6. **Threatening a teacher or other school personnel** (S Code 62) (L Code 52)
7. **Defacing, stealing, or destroying school property** (S Codes 61 & 62, Stealing) (L Codes 61 & 70, Stealing)
8. **Initiating or instigating a fight** (S Code 10) (L Code 50)
9. **Participating in a fight** (S Code 16) (L Code 66)
10. **Bullying, threatening, or harassing a student** (S Code 63) (L Code 55)
11. **Loitering on any school campus, bus or school-sponsored events while suspended** (S Code 61) (L Code 51)
12. **Possessing or using fireworks** (S Codes 19(17)) (L Codes 8567)
13. **Possessing tobacco, lighters, or matches** (S Code 59) (L Code 56)
14. **Using tobacco** (S Code 58) (L Code 56)
15. **Possessing or using electronic devices** (S Code 51) (L Code 51)
16. **Disobeying or refusing to comply with any reasonable request** (S Code 60) (L Code 51)
17. **Committing an act of defiance** (S Code 51) (L Code 51)
18. **Using forged notes or official forms** (S Code 53) (L Code 53)
19. **Leaving class/school without permission** (S Code 16) (L Code 63)
20. **Violating the school/parish dress code/Rule 10** (S Code 51) (L Code 51)
21. **Violating traffic and safety regulations** (S Code 17) (L Code 67)
22. **Using profanity toward school personnel** (S Code 64) (L Code 54)
23. **Using profanity toward other students** (S Code 04) (L Code 54)
24. **Failure to attend all classes/sharing** (S Code 18) (L Code 88)
25. **Possession of drugs** (S Code 65) (L Code 55)
26. **Participating in gambling** (S Code 16) (L Code 55)
27. **Engaging in mutual displays of affection** (S Code 51) (L Code 53)
28. **Committing immoral practices or acts** (S Code 65) (L Code 55)
29. **Making unfounded charges against school personnel** (S Code 63) (L Code 55)
30. **Possession of over the counter or prescription drugs not allowed by law** (S Code 33)
31. **Possession of body armaments** (S Code 49)
32. **General classroom misconduct** (S Code 60) (L Code 49)
33. **Continuity unprepared for class** (S Code 01) (L Code 40)
34. **Eating/dining in class/food included** (S Code 60) (L Code 44)

* A Manifestation Determination Review (MDR) is required under the following conditions: * More than 20 consecutive or cumulative school days or * Drug/Weapons

Completed by: [ ] Teacher with IEP authority notified of suspension

Signature of Principal/Principal Designee

Copies to: Instructional Specialist and Teacher with IEP authority

FAX copy to Compliance Dept within 24 hours FAX: 219-2649

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Caddo Parish Schools Special Programs Center
Compliance Department
REQUEST FOR MANIFESTATION DETERMINATION REVIEW

Administrator/Lead SPED Teacher: Complete this form at time of incident and provide copy to Instructional Specialist the same day. Fax copy, along with copy of "SPED 9" to Compliance Department, Attention: Compliance Supervisor (318) 219-2649.

The Compliance Office will arrange the MDR and return the form with the date and time listed in Section II, which is located at the bottom of the form.

Ten School Day Timeline Begins at Time of Incident
MDR MUST BE HELD WITHIN 10 SCHOOL DAYS OF THE INCIDENT

Date of Incident

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Administrative Contact* (required)</th>
<th>School Contact #</th>
</tr>
</thead>
</table>

**Section I. Complete this entire section before faxing:**

Student: ___________________________ Student #: ___________________________

Exceptionality: ___________________________ Date of Birth: ___________________________

Brief Description of Incident:

________________________________________________________________________

________________________________________________________________________

PARENT CONTACT INFORMATION *(MUST BE CURRENT)*

NAME ___________________________ ADDRESS ___________________________

HOME ___________________________ CELL ___________________________ WORK ___________________________

**This section to be completed by Compliance Staff**

☐ Clerical: Copy of IEP/EVAL/BIP placed in folder

Assigned To: ___________________________ Date: ___________________________

**Section II. The MDR date and time has been arranged with the parent. School Contact Person must notify IEP Team via email/phone call.**

Manifestation Date: ___________________________ Time: ___________________________

Date faxed to Attendance Department when MDR is scheduled: 636-3225 / /

Determination: ☐ Related ☐ Not Related

Disposition: ___________________________

Date faxed to Attendance Department after MDR: 636-3225 / /

White – Administration Yellow – Instructional Specialist
Caddo Parish Schools
Special Education Department

In-School Suspension (ISS) Plan for Students with Disabilities
School Year: __________________

School: __________________________  Principal: __________________

Directions: Complete the following information and return to Special Programs Center by September 1st for approval by the Supervisor of Compliance. After approval and on the effective date listed below, the school may use the process outlined below for students with disabilities who are in need of In-School-Suspension for disciplinary reasons.

CHECK ONE:

☐ No, I do not intend to provide certified special education teachers for In-School-Suspension for students with disabilities at my school. I will use alternatives to suspension when possible. If a student with a disability is placed in ISS, it is counted as one of the “ten days” of removals per year. I will ensure the data for each day of ISS will be entered into JPAMS and a SPED 9 will be faxed to the Compliance Department.

☐ Yes, I will provide one (1) or more certified special education teachers for In-School-Suspension for students with disabilities at my school. These teachers will document FAPE daily for each student in the ISS room. I will ensure the data for each day of ISS will be entered into JPAMS and a SPED 9 will be faxed to the Compliance Department. I assure the district that scheduling the certified special education teachers for ISS will not deny any other student IEP services. I also ensure that the certified ISS room for students with disabilities will NOT be used by general education students.

__________________________ will be the teachers

Names of certified special education teachers

providing IEP services and FAPE when ISS is the disciplinary measure chosen.

__________________________ will be the room(s)/setting(s)

Specify room number(s)/ location(s)

where the teachers above will provide these services.

Signature of Principal ___________________________ Date ______________

Fax this Completed Form and the ISS Schedule to the Supervisor of Compliance by SEPTEMBER 1ST.
Fax Number: 318-219-2649

TO BE COMPLETED BY SUPERVISOR OF COMPLIANCE:

Approved by: ___________________________ Date of Approval: ___________________________

Phillip Givens, Supervisor of Compliance

Effective Date of ISS Room: _____________________

CC:  Dr. Dawkins
     Mrs. Turner
     Mrs. Gunn
     Ms. Barker

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The following ISS Models are based on a 6th period day. They can be adjusted as needed.

**Model #1**  
*(Using 2 Teachers)*

<table>
<thead>
<tr>
<th>Rotation Example 1</th>
<th>Rotation Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 1</td>
<td>Teacher 1</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>Teacher 1</td>
</tr>
<tr>
<td>Teacher 1</td>
<td>Teacher 2</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>Teacher 2</td>
</tr>
<tr>
<td>Teacher 1</td>
<td>Teacher 1</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>Teacher 1</td>
</tr>
</tbody>
</table>

**Model #2**  
*(Using 3 Teachers)*

<table>
<thead>
<tr>
<th>Rotation Example 1</th>
<th>Rotation Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 1</td>
<td>Teacher 1</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>Teacher 1</td>
</tr>
<tr>
<td>Teacher 3</td>
<td>Teacher 2</td>
</tr>
<tr>
<td>Teacher 1</td>
<td>Teacher 2</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>Teacher 3</td>
</tr>
<tr>
<td>Teacher 3</td>
<td>Teacher 3</td>
</tr>
</tbody>
</table>

**Model #3**  
*(Using 4 Teachers)*

<table>
<thead>
<tr>
<th>Teacher 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 2</td>
</tr>
<tr>
<td>Teacher 3</td>
</tr>
<tr>
<td>Teacher 4</td>
</tr>
<tr>
<td>Teacher 1</td>
</tr>
<tr>
<td>Teacher 2</td>
</tr>
</tbody>
</table>

**Model #4**  
*(Using 6 Teachers)*

<table>
<thead>
<tr>
<th>Teacher 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 2</td>
</tr>
<tr>
<td>Teacher 3</td>
</tr>
<tr>
<td>Teacher 4</td>
</tr>
<tr>
<td>Teacher 5</td>
</tr>
<tr>
<td>Teacher 6</td>
</tr>
</tbody>
</table>
SPECIAL EDUCATION ISS SETTING
(Checklist of Activities/Data Needed for FAPE )

School: ______________________________ Date: ______________

Signature of Contact Person: ______________________________

☐ Who should be in the special education ISS setting?
   This setting is for special education students who are sent by the administrator for In-
   school suspension.

☐ In-School Suspension Student Sign-in Sheets (Attach sample copy of sign-in shee
   Each school must keep a sign-in sheet that the student signs each day he/she is in the
   ISS setting. These sign-in sheets must be kept at the school for the state/local
   monitors. The school will not send me a monthly ISS report. A report is generated
   from the JPAMS. You need to check the JPAMS report that is given to your
   Instructional Specialist each month. The students who have signed in to ISS must be
   on the JPAMS database for every in-school suspension day. The Compliance
   Specialist and/or Behavior Intervention Specialist will monitor the sign-in sheets and
   compare them to JPAMS for our school. They must match.

☐ In-School Suspension Assignments Sheet:
   • This assignment sheet is to be completed by the teacher(s) whose classes the
     student will miss during the time he/she is in ISS.
   • The ISS certified special education teacher providing FAPE in ISS is to assure the
     student’s IEP (including BIP) is implemented as the assignments are completed
     during ISS.
   • The completed assignments are returned to the teacher(s) responsible for
     assigning grades.
   • At the end of the day, the ISS Assignment Sheet must be sent to the Teacher with
     IEP Authority to be placed in the student’s IEP folder. This is Caddo’s
     documentation that FAPE was provided in the ISS setting. (Without this in the
     IEP folder, it will be assumed no FAPE was provided.) The Compliance
     Specialist and/or Behavior Intervention Specialist will monitor selected IEP
     folders to look for completed assignment forms of students who have received
     ISS.

☐ Copy of Student’s Accommodation Page:
   A copy of the IEP accommodation/modification page and BIP are to be maintained in
   the ISS special education setting, to assure FAPE is provided. These must be kept in
   a confidential, locked location in the ISS setting.
<table>
<thead>
<tr>
<th>Print Name</th>
<th>Time In</th>
<th>Time Out</th>
<th>Subject(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>(List the corresponding number(s) of the subject(s) printed below.)</td>
</tr>
<tr>
<td>1.</td>
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<td>20.</td>
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</tbody>
</table>

Reading = 1  Vocational = 4  Art = 7  Physical Education = 10  Elective = 14 (please list)
Science = 2  Spelling = 5  Music = 8  Social Studies = 11  Other = 15 (please list)
Math = 3  Writing = 6  ELA = 9  Foreign Language = 12

**DIRECTIONS:** The certified special education teacher(s) providing ISS must ensure each student signs in and out on this form daily. Completed sign in sheets must be maintained in a secure file at the school. State and local monitors will need to review these sign in sheets and the logs must match ISS data in JPAMS and on SPED9s.
Caddo Parish Schools
Department of Special Education

IN-SCHOOL SUSPENSION ASSIGNMENTS

*One (1) Assignment Sheet per day in ISS*

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This student has been assigned to In-School Suspension</td>
<td>to</td>
</tr>
<tr>
<td>IEP Teacher must provide a copy of the IEP to be used during ISS.</td>
<td></td>
</tr>
</tbody>
</table>

Directions for Referring teacher(s): Please complete this form and return it to the special education teacher assigned to provide in-school suspension for this student. Include all books, material, and dittos needed. The assignments should include clear directions.

Subject: □ ELA □ Reading □ Math □ Science □ Social Studies □ P.E./Health □

Signature/Date of Referring Teacher (Required): Signature: ___________________________ Date: __________

Subject: □ ELA □ Reading □ Math □ Science □ Social Studies □ P.E./Health □

Signature/Date of Referring Teacher (Required): Signature: ___________________________ Date: __________

Subject: □ ELA □ Reading □ Math □ Science □ Social Studies □ P.E./Health □

Signature/Date of Referring Teacher (Required): Signature: ___________________________ Date: __________

Subject: □ ELA □ Reading □ Math □ Science □ Social Studies □ P.E./Health □

Signature/Date of Referring Teacher (Required): Signature: ___________________________ Date: __________

Related/Direct Services: Related/Direct service providers must sign below when providing IEP services during ISS.

*One (1) Assignment Sheet per day in ISS*

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>Medication(s):</th>
<th>Administered By:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Provider/Discipline Signature:</td>
</tr>
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<td></td>
<td></td>
<td>□ APE □ Speech □ OT □ PT □ Counseling □ Inclusion</td>
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<tr>
<th>Date:</th>
<th>Time:</th>
<th>to</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Provider/Discipline Signature:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ APE □ Speech □ OT □ PT □ Counseling □ Inclusion</td>
</tr>
</tbody>
</table>

Signature/Date of Certified SPED Teacher Providing ISS for this student (Required): Signature: ___________________________ Date: __________

Page 47
### Caddo Parish Schools
Department of Special Education
In-School Suspension Monthly Report for Students with Disabilities

School: ____________________ Month: ____ Person Completing Form: ____________________

**DIRECTIONS:** The certified SPED teacher who is providing ISS must complete this form and retain the completed form in a secure file at the school. A Caddo Parish Compliance Specialist will review these monthly reports and the logs must match ISS data in JPAMS.

<table>
<thead>
<tr>
<th>Student #</th>
<th>Student Name (Last, First)</th>
<th>Exceptionality</th>
<th>Date(s) in ISS</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Page 48
<table>
<thead>
<tr>
<th>Student #</th>
<th>Student Name (Last, First)</th>
<th>Exceptionality</th>
<th>Date(s) in ISS</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
**DISCIPLINE CONTINUUM CHECKLIST**  
**REVISED AUGUST 2010**

**Student:** __________________________  
**IEP Teacher:** ______________________

**SDT#:** ____________________________  
**School:** __________________________

**SECTION ONE:** THE IEP TEACHER MUST VERIFY the following activities prior to any Disciplinary Action at the beginning of each school year or at enrollment for each student:

<table>
<thead>
<tr>
<th>Date (list date per section)</th>
<th>Y/N</th>
<th>Activities to be reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Meet with the Assistant/Principal/Representative from your school’s PBIS Discipline Team to review the school’s PBIS plan. Implement applicable positive behavioral intervention strategies and supports (Tier 1 &amp; Tier 2). Review the “Pyramid of Strategies” guide located in the Discipline Resource Manual to assure your classroom setting aligns with your school’s PBIS Plan. Review the student’s IEP for the following statements below:</td>
</tr>
</tbody>
</table>

Denote Yes, No, or N/A on each line for regarding the presence of each item within the IEP. Any “No” answers require the IEP to be reconvened.

- Review current evaluation to determine if impairments are addressed in IEP
- GSI page accurately reflects social/behavioral functioning
- Goals appropriately address social/behavioral concerns
- If there is a Behavior Intervention Plan (BIP), are the specific positive behavioral intervention strategies and supports present to assure student development and success in the learning environment
- FBA outlines hypothesis(es) regarding function of targeted behavior(s)
- BIP revised when needed (dates listed)
- Positive behavioral intervention strategies listed in positive language & supports implemented
- Individual Health Plan (IHP)-medical authorization is current
- Current Emergency Plan, if applicable

* All personnel advised and trained on implementation of BIP
* Evidence of parent notification regarding behavior concerns
* SPED 9 and disciplinary school site records match district database

**Reconvene IEP immediately to address any concerns especially those that were marked “no”**

**Date IEP reconvened to address concerns:** __________________________

**Section One Reviewed By:** __________________________
## DISCIPLINE CONTINUUM CHECKLIST
### REVISED AUGUST 2010

**Student:** [Blank]  
**Behavior(s) of concern:** [Blank]

### SECTION TWO: THE IEP TEACHER MUST VERIFY THE FOLLOWING ACTIVITIES AFTER THE 4th DAY OF OUT OF SCHOOL SUSPENSION:

<table>
<thead>
<tr>
<th>Date (list date per section)</th>
<th>Y/N</th>
<th>Prior to an IEP meeting, the IEP teacher must VERIFY these activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Meet with disciplinary personnel concerning formal behavioral concerns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• SPED 9 and disciplinary school site records match district database</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Evidence of parent notification regarding behavior concerns</td>
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<tr>
<td></td>
<td></td>
<td>• Staffed with personnel serving student</td>
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<tr>
<td></td>
<td></td>
<td>• Revised BIP - (dates listed/strategies changed)</td>
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<tr>
<td></td>
<td></td>
<td>• Were positive behavioral intervention strategies and supports <em>implemented?</em> Are they listed on the IEP and/or BIP? Present documentation (Weekly progress reports and baseline data)</td>
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<tr>
<td></td>
<td></td>
<td>• Review positive behavioral intervention strategies and supports from Tier 1 and Tier 2</td>
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<tr>
<td></td>
<td></td>
<td>• GSI page accurately reflects social/behavioral functioning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Goals appropriately address social/behavioral concerns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Individual Health Plan (IHP)-medical authorization is current (within 1 year)</td>
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<td>• Use of &quot;Anecdotal Record&quot; form, FBA 1 to document behavior(s) of concern.</td>
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<tr>
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<td></td>
<td>• Conduct new Functional Behavioral Assessment (student interview, parent interview, teacher interview, summary of findings and hypothesis)</td>
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<tr>
<td></td>
<td></td>
<td>• Referral to community agency, if needed</td>
</tr>
</tbody>
</table>

Reconvene IEP to list the positive behavioral intervention strategies and supports on GSI page (Consideration of Special Factors - Behavior)

**Date IEP reconvened to address concerns:**

### SECTION THREE: FOLLOWING THE 7th DAY OF OUT OF SCHOOL SUSPENSION, LESS THAN 10 DAYS REMOVAL, THE IEP TEAM MUST RECONVENE, VERIFY THE FOLLOWING ACTIVITIES AND ADDRESS ANY CONCERNS NOT PREVIOUSLY DISCUSSED:

<table>
<thead>
<tr>
<th>Date (list date per section)</th>
<th>Y/N</th>
<th>SECTION THREE: FOLLOWING THE 7th DAY OF OUT OF SCHOOL SUSPENSION, LESS THAN 10 DAYS REMOVAL, THE IEP TEAM MUST RECONVENE, VERIFY THE FOLLOWING ACTIVITIES AND ADDRESS ANY CONCERNS NOT PREVIOUSLY DISCUSSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Meet with disciplinary personnel concerning formal behavior concerns</td>
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<tr>
<td></td>
<td></td>
<td>• SPED 9 and disciplinary school site records match district database</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Evidence of parent notification regarding behavior concerns</td>
</tr>
<tr>
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<td></td>
<td>• Staff with personnel serving student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Special education services are identified and being provided</td>
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<td></td>
<td></td>
<td>• IEP reflects current social/behavior functioning (review Consideration of Special Factors)</td>
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<tr>
<td></td>
<td></td>
<td>• Goals appropriately address current social/behavioral concerns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Behavior Intervention Plan, if present, implemented with consistency, review Weekly Progress Reports, Monthly Progress Monitoring, Anecdotal Records, Attendance &amp; Discipline Information (SPED 9s &amp; referrals)</td>
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<td></td>
<td></td>
<td>• Review Functional Behavioral Assessment (FBA) forms</td>
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<td>• Revise or develop Behavior Intervention Plan (Strategies must be revised)</td>
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<td></td>
<td>• Referral to community agency, if needed (Consider ISC referral as well)</td>
</tr>
</tbody>
</table>

Reconvene IEP to list the positive behavioral intervention strategies and supports on GSI page (Consideration of Special Factors - Behavior)

**Date IEP reconvened to address concerns:**

---

**Section Two Reviewed By:** [Blank]  
**Section Three Reviewed By:** [Blank]
DISCIPLINE CONTINUUM CHECKLIST
REVISED AUGUST 2010

Use a separate SECTION FOUR for each MDR/Hearing. {3a}

Student: _______________ Behavior(s) of Concern: _______________

SECTION FOUR: IEP TEACHER MUST VERIFY THE FOLLOWING ACTIVITIES FOR EACH CIRCUMSTANCE:
1. DISCIPLINARY REMOVALS OF 10 OR MORE DAYS OF OUT OF SCHOOL SUSPENSION CUMULATIVE OR CONSECUTIVE.
2. ANY TIME EXPULSION IS BEING CONSIDERATION (MDR/hearing):
   (A separate SECTION 4 sheet must be used and attached for each MDR/Hearing)

<table>
<thead>
<tr>
<th>DATE (each box)</th>
<th>Y/N</th>
<th>REQUIRED ACTIVITIES:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Parent given copy of rights booklet &amp; 10-day IEP notification</td>
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<td>The review of the IEP must include:</td>
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<tr>
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<td></td>
<td>- Current evaluation impairments are addressed in the IEP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Special education services are identified and provided</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- IEP reflects current social/behavior functioning (review Consideration of Special Factors)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Goals appropriately address current social/behavior concerns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Behavior Intervention Plan, if present, implemented with consistency-review Weekly Progress Reports, Monthly Progress Monitoring form(s) and Anecdotal Records</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- IHP-medical authorization is current</td>
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<tr>
<td></td>
<td></td>
<td>- Current Emergency Plan addresses concerns-if needed</td>
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<tr>
<td></td>
<td></td>
<td>- LRE setting appropriate for student’s current level of functioning</td>
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<td>A review of supports must include the following:</td>
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<tr>
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<td></td>
<td>Staffing with each teacher who serves this student</td>
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<tr>
<td></td>
<td></td>
<td>Consider community agency referral, if needed</td>
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<tr>
<td></td>
<td></td>
<td>School Counselor/Designee conference, if needed</td>
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<tr>
<td></td>
<td></td>
<td>Administration and teacher/parent conference</td>
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<tr>
<td></td>
<td></td>
<td>PA service provider, Instructional Specialist, Behavior Intervention Specialist, and OT/PT contact</td>
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<td></td>
<td>Other (list)</td>
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<td>A review of school-based records must include the following:</td>
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<tr>
<td></td>
<td></td>
<td>- Cumulative Folder, Report Cards, 9-weeks Progress Reports, Attendance Record, Parental Correspondence, SPED Progress Reports, Test Scores: ILEAP, GEE, Classroom Pre/Post Test Results (GATES, WRAT-4, SORT), Progress Monitoring Results</td>
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<tr>
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<td></td>
<td>- Review school-based discipline record</td>
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<td>- Review current incident report</td>
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<td></td>
<td>- Review CPSB Expulsion Hearing packet</td>
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<td></td>
<td>Review any information that the parent/guardian provides: (medical/private agency reports/community assistance)</td>
</tr>
</tbody>
</table>

Four Reviewed/Completed By: _______________________________
**DISCIPLINE CONTINUUM CHECKLIST**  
**REVISED AUGUST 2010**

Use a separate **SECTION FOUR** for each MDR/Hearing. {3b}

**Student:** ____________________  **Behavior(s) of Concern:** ____________________

**SECTION FOUR: IEP TEACHER MUST VERIFY THE FOLLOWING ACTIVITIES FOR EACH CIRCUMSTANCE:**
1. **DISCIPLINARY REMOVALS OF 10 OR MORE DAYS OF OUT OF SCHOOL SUSPENSION CUMULATIVE OR CONSECUTIVE,**
2. **ANY TIME EXPULSION IS BEING CONSIDERATION (MDR/hearing):**
   
   *(A separate SECTION 4 sheet must be used and attached for each MDR/Hearing)*

<table>
<thead>
<tr>
<th>DATE (each box)</th>
<th>Y/N</th>
<th>REQUIRED ACTIVITIES:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

- Parent given copy of rights booklet & 10-day IEP notification

**The review of the IEP must include:**
- Current evaluation impairments are addressed in the IEP
- Special education services are identified and provided
- IEP reflects current social/behavior functioning (review Consideration of Special Factors)
- Goals appropriately address current social/behavior concerns
- Behavior Intervention Plan, if present, implemented with consistency-review Weekly Progress Reports, Monthly Progress Monitoring Form(s) and Anecdotal Records
- IEP-medical authorization is current
- Current Emergency Plan addresses concerns-if needed
- LRE setting appropriate for student’s current level of functioning

**A review of supports must include the following:**
- Staffing with each teacher who serves this student
- Consider community agency referral, if needed
- School Counselor/Designee conference, if needed
- Administration and teacher/parent conference
- PA service provider, Instructional Specialist, Behavior Intervention Specialist, and OT/PT contact
- Other (list)

**A review of school-based records must include the following:**
- Cumulative Folder, Report Cards, 9-weeks Progress Reports, Attendance Record, Parental Correspondence, SPED Progress Reports, Test Scores: ILEAP, GEE, Classroom Pre/Post Test Results (GATES, WRAT-4, SORT), Progress Monitoring Results
- Review school-based discipline record
- Review current incident report
- Review CPSB Expulsion Hearing packet

**Review any information that the parent/guardian provides:** (medical/private agency reports/community assistance)

**Four Reviewed/Completed By:** ____________________


### DISCIPLINE CONTINUUM CHECKLIST

**REVISED AUGUST 2010**

Use a separate **SECTION FOUR** for each MDR/Hearing. {3c}

**Student:** ___________________________ **Behavior(s) of Concern:** ___________________________

**SECTION FOUR: IEP Teacher MUST VERIFY THE FOLLOWING ACTIVITIES FOR EACH CIRCUMSTANCE:**

1. **Disciplinary Removals of 10 or more days of out of school suspension cumulative or consecutive.**
2. **Any time expulsion is being considered (MDR/hearing).**
   (A separate SECTION 4 sheet must be used and attached for each MDR/Hearing)

<table>
<thead>
<tr>
<th>DATE (each box)</th>
<th>Y/N</th>
<th>REQUIRED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Parent given copy of rights booklet &amp; 10-day IEP notification</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>The review of the IEP must include:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Current evaluation impairments are addressed in the IEP</td>
</tr>
<tr>
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<td>• Special education services are identified and provided</td>
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<td>• IEP reflects current social/behavior functioning (review Consideration of Special Factors)</td>
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<td>• Goals appropriately address current social/behavior concerns</td>
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<td>• Behavior Intervention Plan, if present, implemented with consistency-review Weekly Progress Reports, Monthly Progress Monitoring form(s) and Anecdotal Records</td>
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<td>• IHP-medical authorization is current</td>
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<td>• Current Emergency Plan addresses concerns-if needed</td>
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<td>• LRE setting appropriate for student’s current level of functioning</td>
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<td><strong>A review of supports must include the following:</strong></td>
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<td>Staffing with each teacher who serves this student</td>
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<td>Consider community agency referral, if needed</td>
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<td>School Counselor/Designee conference, if needed</td>
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<td>Administration and teacher/parent conference</td>
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<td>PA service provider, Instructional Specialist, Behavior Intervention Specialist, and OT/PT contact</td>
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<td>Other (list)</td>
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<td><strong>A review of school-based records must include the following:</strong></td>
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<td>• Cumulative Folder, Report Cards, 9-weeks Progress Reports, Attendance Record, Parental Correspondence, SPED Progress Reports, Test Scores: ILEAP, GEE, Classroom Pre/Post Test Results (GATES, WRAT-4, SORT), Progress Monitoring Results</td>
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<td>• Review school-based discipline record</td>
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<td>• Review current incident report</td>
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<td>• Review CPSB Expulsion Hearing packet</td>
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<td><strong>Review any information that the parent/guardian provides:</strong> (medical/private agency reports/community assistance)</td>
</tr>
</tbody>
</table>

Four Reviewed/Completed By: ___________________________