

Indicator 4a: Suspension and Expulsion Rates Self-Assessment

OSDE-SES

Component 1: Behavior Expectations				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Consistent expectations for behavior are not outlined in the student handbook. Classroom expectations are not posted. 	<ul style="list-style-type: none"> Consistent expectations for behavior are outlined in the student handbook. Classroom expectations are not posted. 	<ul style="list-style-type: none"> Consistent expectations for behavior are outlined in the student handbook. Classroom expectations are not consistently posted. 	<ul style="list-style-type: none"> Consistent expectations for behavior are outlined in the student handbook. Classroom expectations are posted. Expectations are reviewed annually. Students are offered opportunities for clarification. 	<ul style="list-style-type: none"> Consistent expectations for behavior are outlined in the student handbook and classroom expectations are posted. <i>School based committees review expectations on an ongoing basis.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.



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Component 2: Implementation of Behavior Expectations				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Teachers do not use common language, rules, and expectations to positively monitor student behavior. 	<ul style="list-style-type: none"> Teachers use common language, rules, and expectations to positively monitor student behavior on an inconsistent basis. 	<ul style="list-style-type: none"> All teachers use common language, rules, and expectations to positively monitor student behavior. 	<ul style="list-style-type: none"> All teachers use common language, rules, and expectations to positively monitor student behavior. The LEA participates in annual self-evaluations to ensure consistency. 	<ul style="list-style-type: none"> All staff use common language, rules, and expectations to positively monitor student behavior. <i>The LEA participates in ongoing self-evaluations to ensure consistency.</i>

Comments/Documentation:

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Component 3: Suspensions of Students with Disabilities				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> The LEA does not monitor or track the suspension of students with disabilities. Manifestation determinations are not conducted when students with disabilities are suspended more than 10 cumulative days. 	<ul style="list-style-type: none"> The LEA does not monitor or track the suspension of students with disabilities. Manifestation determinations are not consistently conducted when students with disabilities are suspended more than 10 cumulative days. 	<ul style="list-style-type: none"> The LEA does not consistently monitor and track the suspension of students with disabilities. Manifestation determinations are conducted when students with disabilities are suspended more than 10 cumulative days. 	<ul style="list-style-type: none"> The LEA annually monitors and tracks the suspension of students with disabilities. Manifestation determinations are conducted when students with disabilities are suspended more than 10 cumulative days. 	<ul style="list-style-type: none"> The LEA monitors and tracks the suspension of students with disabilities <i>on a continuous basis</i>. Manifestation determinations are conducted when students with disabilities are suspended more than 10 cumulative days.

Comments/Documentation:

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Component 4: Disproportionate Representation				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Students with disabilities are suspended at a rate of 50% or higher than nondisabled peers. 	<ul style="list-style-type: none"> Students with disabilities are suspended at a rate of 30-49% higher than nondisabled peers. 	<ul style="list-style-type: none"> Students with disabilities are suspended at a rate of 10-29% higher than nondisabled peers. 	<ul style="list-style-type: none"> Students with disabilities are not suspended at a rate of disproportionality than nondisabled peers. The number of suspensions of students with disabilities is 1-9% lower than nondisabled peers. The LEA provides training for teachers to address appropriate behavior strategies to reduce the number of suspensions for students with disabilities. 	<ul style="list-style-type: none"> Students with disabilities are suspended at a rate <i>lower</i> than nondisabled peers. <i>Ongoing</i> professional development is offered for all teachers to address <i>scientifically valid</i> behavior intervention strategies for <i>all students</i>.

Comments/Documentation:

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Component 5: Change of Placement				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Student behavior results in a change of placement 90-100% of the time prior to input from the IEP team. Functional behavior assessments are not conducted and behavior intervention plans are not implemented for those students whose behavior impedes their learning. 	<ul style="list-style-type: none"> Student behavior results in a change of placement 60-89% of the time with input from the IEP team. Functional behavior assessments are not conducted and behavior intervention plans are not implemented for those students whose behavior impedes their learning. 	<ul style="list-style-type: none"> Student behavior results in a change of placement 10-59% of the time with input from the IEP team. Functional behavior assessments are conducted and behavior intervention plans are implemented on an inconsistent basis for those students whose behavior impedes their learning. 	<ul style="list-style-type: none"> Student behavior results in a change of placement less than 10% of the time. A functional behavior assessment is conducted and a behavior intervention plan is implemented for those students whose behavior impedes their learning. 	<ul style="list-style-type: none"> Student behavior results in a change of placement less than 10% of the time. A functional behavior assessment is conducted and a behavior intervention plan is implemented for those students whose behavior impedes their learning. <i>The behavior intervention plan is reviewed on a frequent basis and modified as needed.</i>

Comments/Documentation:

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Component 6: Staff Understanding of Student Behavior				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Formal training on strategies to address and modify behavior is not provided to school staff. School staff does not communicate with parents regarding student behavior. 	<ul style="list-style-type: none"> School staff receives information or limited training on strategies to address and modify behavior. School staff communicates with parents less than 25% of the time regarding student behavior. 	<ul style="list-style-type: none"> Information and formal training on strategies to address and modify behavior is provided to school staff on an inconsistent basis. Training is limited to specific staff. School staff communicates with parents regarding student behavior on an inconsistent basis. 	<ul style="list-style-type: none"> All school staff receives formal training on strategies to address and modify behavior, such as providing interventions and direct instruction for appropriate behavior. School staff regularly communicates with parents regarding student behavior. 	<ul style="list-style-type: none"> <i>An ongoing staff development program exists that includes research-based strategies to address and modify behavior and communicating with parents regarding student behavior.</i> School staff regularly communicates with parents regarding student behavior.

Comments/Documentation:

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