

1-19-09 for MDOE



**Maine Department of Education's**  
**Section 3 In-Depth Indicator Self Assessment**  
**for**  
**Improvement or Corrective Action Planning**

**IDEA B#4 Significant Discrepancies in Suspension and Expulsion Rates**  
**of Students with Disabilities**

**January 19, 2009**

Adapted from: School-wide Positive Behavior Support Implementer's Blueprint and Self Assessment from the Center for Positive Behavioral Interventions and Supports (2004); Using Data for Decisions: What you can do to positively impact the disproportionate use of discipline by David Guardino (2007); and the Florida School Safety and Security Best Practices with Their Associated Indicators (2006-07).

## Purpose

The purpose of the Self Assessment is to assist SAUs in reviewing and analyzing their current policies, procedures, and practices to determine their effectiveness and identify areas needing strengthening and/or improvement for increased compliance and performance to meet Maine's IDEA Part B State Performance Plan targets. By completing the self-assessment, the SAU will be able to determine areas for improvement and/or corrective action planning.

## IDEA Part B Indicators

**Indicator #4:** Rates of suspension and expulsion

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

## General Instructions to the CIMP Team

1. The team will review the IDEA data provided by Maine Department of Education as well as the SAU/CDS data for each indicator.
2. Have the Team review the Components and Features of B4 to completing the ratings.
3. Identify the title or number and location of any supporting documents (e.g., policies procedures, practices).  
**There is no need for collecting or copying the policies or sending the policies to Maine Department of Education.**
4. Using data and the Team's knowledge of policies, services, programs, and initiatives, the Team completes the following Self-Assessment protocol using a consensus decision-making process. Rate each feature according to the following rating scale:
  - 5 = All of the Time
  - 4 = Most of the Time
  - 3 = Some of the Time
  - 2 = Rarely
  - 1 = Never
5. At the end of each major section, there is a box for total score and an average section score. Please average all the scores for that section and write that score in the row at the end of the section. This will also be the score that will be transferred to a summary sheet at the end of each section for an IDEA Indicator.
6. Any component or feature rated with a 1, 2, or 3 indicates a need for improvement and/or corrective action. The team may identify the prioritized component to be addressed and identify potential areas for improvement and/or corrective action planning.
7. Submit Completed Self Assessment(s) to designated personnel of Maine Department of Education (MDOE).

## IDEA Part B4 Indicator

**SAU:**

**Date Completed:**

| <b>B4 Components and Features</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>Information<br/>(Policy/Procedure Title or<br/>Number &amp; Location) to<br/>Support Rating</b> |
|--|----------|----------|----------|----------|----------|--|
| <b>1. SAU General Discipline, Prevention, &amp; Intervention Policies</b>  |          |          |          |          |          |  |
| 1.1 The SAU's discipline policies are in compliance with relevant State and federal laws and regulations, including requirements for students with disabilities.   |          |          |          |          |          |  |
| 1.2 The SAU school board and administrators annually review discipline policies and revise those policies based on student discipline data and input from teachers, students, parents, and staff.                        |          |          |          |          |          |  |
| 1.3. The SAU increases the knowledge base of all appropriate staff on the SAU's disciplinary policies and procedures and prevention activities/programs on regular bases.  |          |          |          |          |          |  |
| 1.4 The SAU reviews and makes available to its schools sources of information on positive behavioral supports, violence and drug prevention, and other safety-related prevention programs, curricula, and/or activities. |          |          |          |          |          |  |
| 1.5. All students at each grade level are taught conflict resolution, social communication/decision-making skills, and violence prevention.  |          |          |          |          |          |  |
| 1.6. The schools in the SAU have plans and activities that address the needs of students who do not respond to the general discipline policies.  |          |          |          |          |          |  |
| <b>Total No. of Points for Each Column</b> (rating # multiplied by the number of times the rating is marked) and <b>Total Points</b> (sum of all ratings)  |          |          |          |          |          | <b>TOTAL Points:</b>   |
| <b>Section Average Score</b> (average of all scores - the total points for all ratings divided by 6)   |          |          |          |          |          | <b>Average:</b>  |

**1 = Never    2 = Rarely    3 = Some of the Time**

**4 = Most of the Time**

**5 = All of the Time**

## IDEA Part B4 Indicator

**SAU:**

**Date Completed:**

| <b>B4 Components and Features</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>Information (Policy/Procedure Title or Number &amp; Location) to Support Rating</b> |
|---|----------|----------|----------|----------|----------|--|
| <b>2. SAU Collection, Analyses, and Uses of Discipline Data</b>   |          |          |          |          |          |  |
| 2.1 The SAU and schools have a process in place to collect, revise, update, and ensure the accuracy of discipline data reported to Maine Department of Health and Human Services and Maine Department of Education.   |          |          |          |          |          |  |
| 2.2 On a regular basis the schools in the SAU analyze office discipline referrals by: type of problem behavior or incident, location, time of day, student, and potential functions of behaviors for students to determine the most common problem behaviors, the problem locations, the specific times of day, & the numbers of referrals by students. This data is used to address systemic problems. |          |          |          |          |          |  |
| 2.3 Annually, the SAU and its schools analyzes disciplinary, suspension, & expulsion data disaggregated by students with and without disabilities to determine if there are significant discrepancies and the effectiveness and needs in prevention and intervention programs/activities.   |          |          |          |          |          |  |
| 2.4. Annually, the SAU and schools analyze the variances in disciplinary, suspension, and expulsion data by schools and determines the effectiveness of school-level discipline policies and procedures.  |          |          |          |          |          |  |
| 2.5. The SAU regularly reviews the performance and effectiveness of its prevention and intervention programs and activities based on student discipline data and revises, eliminates, or add programs/activities accordingly at the district, building, or classroom level.   |          |          |          |          |          |  |
| <b>Total No. of Points for Each Column</b> (rating # multiplied by the number of times the rating is marked) and <b>Total Points</b> (sum of all ratings)   |          |          |          |          |          | <b>TOTAL Points:</b>   |
| <b>Section Average Score</b> (average of all scores - the total points for all ratings divided by 5)  |          |          |          |          |          | <b>Average:</b>  |

1= Never    2= Rarely    3= Some of the Time    4= Most of the Time    5= All of the Time

## IDEA Part B 4 Indicator

**SAU:**

**Date Completed:**

| <b>B4 Components and Features</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>Information (Policy or Procedure Title or Number &amp; Location) to Support Rating</b> |
|--|----------|----------|----------|----------|----------|---|
| <b>3. SAU's Implementation of Positive Behavioral Interventions and Supports (PBIS)</b>  |          |          |          |          |          |   |
| 3.1. SAU staff has received staff development in Positive Behavioral Interventions and Supports.   |          |          |          |          |          |   |
| 3.2. An SAU leadership team has been organized and has developed a prevention-based action plan.   |          |          |          |          |          |   |
| 3.3 The SAU has developed a positive behavioral interventions and supports policy statement that includes: need and rationale, purpose & benefits, measurable outcomes, activities for achieving outcomes, and evaluation strategies.  |          |          |          |          |          |   |
| 3.4. The SAU had a three-tiered approach to prevention and intervention to discipline, including: (1) Universal focused on the prevention of new problem behaviors by all students and staff across all settings; (2) secondary focused on reducing the number of problem behaviors or at-risk behaviors of a specialized group of students with efficient and rapid responses; and (3) tertiary focused on reducing the intensity and/or complexity of problem behaviors of individual students with high-risk behaviors.                           |          |          |          |          |          |   |
| 3.5. The SAU has in place a Positive Behavior Support System which specifies: (a) a small number of agreed-upon positively stated expectations/rules for all students and staff, (b) procedures for teaching these expectations to students, (c) a continuum of procedures for encouraging displays and maintenance of expectations, (d) a continuum of procedures for discouraging displays of rule-violating behavior, and (e) procedures for monitoring and evaluating the effectiveness of the discipline system on a regular and frequent basis |          |          |          |          |          |   |
| <b>Total No. of Points for Each Column</b> (rating # multiplied by the number of times the rating is marked) and <b>Total Points</b> (sum of all ratings)  |          |          |          |          |          | <b>TOTAL Points:</b>  |
| <b>Section Average Score</b> (average of all scores - the total points for all ratings divided by 5)   |          |          |          |          |          | <b>Average:</b>   |

1 = Never    2 = Rarely    3 = Some of the Time    4 = Most of the Time    5 = All of the Time

## IDEA Part B4 Indicator

**SAU:**

**Date Completed:**

| <b>B4. Components and Features</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>Information (Policy/Procedure Title or Number &amp; Location) to Support Rating</b> |
|---|----------|----------|----------|----------|----------|--|
| <b>3. SAU's Alternatives to Suspension/Expulsion Policies</b>   |          |          |          |          |          |  |
| 3.1. The schools in the SAU implement suspension and expulsion of students in accordance with the SAU's policies, administrative procedures, and state and federal requirements.          |          |          |          |          |          |  |
| 3.2 The SAU has built in alternatives to suspension and expulsion in the SAU's disciplinary policies.   |          |          |          |          |          |  |
| 3.3. The SAU's alternatives to suspension and expulsion are appropriately and consistently used by all schools in the SAU.  |          |          |          |          |          |  |
| 3.4 In-school suspensions are used as viable alternative disciplinary practices to out-of-school suspension and expulsion.  |          |          |          |          |          |  |
| 3.5 Schools in the SAU develop and implement behavior intervention plans for students who have chronic behavior problems whether or not they are eligible for special education services. |          |          |          |          |          |  |
| <b>Total No. of Points for Each Column</b> (rating # multiplied by the number of times the rating is marked) and <b>Total Points</b> (sum of all ratings)                                 |          |          |          |          |          | <b>TOTAL Points:</b>   |
| <b>Section Average Score</b> (average of all scores - the total points for all ratings divided by 5)  |          |          |          |          |          | <b>Average:</b>  |

1 = Never    2 = Rarely    3 = Some of the Time    4 = Most of the Time    5 = All of the Time

**Notes/Comments:**

## IDEA Part B 4 Indicator

**SAU:**

**Date Completed:**

| B4 Component and Feature  | Average Score | Priority | Potential Areas for Improvement or Corrective Action Planning |
|---|---------------|----------|---|
| <b>1. SAU General Discipline, Prevention, &amp; Intervention Policies</b>               |               |          |   |
| <b>2. SAU Collection, Analyses, and Uses of Discipline Data</b>                         |               |          |   |
| <b>3. SAU's Implementation of Positive Behavioral Interventions and Supports (PBIS)</b> |               |          |   |
| <b>4. SAU's Alternatives to Suspension Expulsion Policies</b>                           |               |          |   |

**Team Certification:**

I certify that the ratings on the IDEA B4 indicator components and features, the priorities, and the potential areas for improvement or corrective action planning, represent a consensus of all Team Members.

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|               |           |      |
|---------------|-----------|------|
| Name of Chair | Signature | Date |
|---------------|-----------|------|

**Verification: I verify that the Self-Assessment was developed in compliance with requirements of Maine and Federal statutes and regulations.**

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|                        |           |      |
|------------------------|-----------|------|
| Name of Superintendent | Signature | Date |
|------------------------|-----------|------|