General Supervision

Behavior and Discipline

SELD A

February 21, 2018
Disclosure

• This presentation is based on Rule.
• The GaDOE does not interpret Rule for Districts. It is advised that the District seek legal representation from district if there is a question of interpretation.
Best Practice

Proactive approaches to discipline for all students include expectations that are directly taught.

Code of Conduct
PBIS
SEL
Benefits of Best Practice

a) A decrease in office discipline referrals.
b) A safe and healthy school climate.
c) A climate where teachers can teach and students can learn.
d) A climate where learning and teaching are valued.
Equity and Continuous Improvement

Action Steps Checklist

a) **Train all school staff** to apply school discipline policies and practices in a fair and equitable manner.

b) Use proactive, data-driven, and continuous efforts, including gathering feedback from families, students, teachers, and school personnel to prevent, identify, reduce, and eliminate discriminatory discipline and unintended consequences.
Discipline and Data

• How is the discipline data documented?
• Who collects and inputs the discipline data?
  • Teachers
  • Clerks
  • Administrators
• What procedures do you have in place to ensure all staff as well as new staff are trained in collection/input of discipline data?
• What tools should your staff be expected to use, how do they know about these tools and how are they trained on these tools?
Special Education Rules Outline

State Rule: 160-4-7-.10 – Discipline Components

- Relationship of general code of conduct to IEP
- Interim alternative settings and 10-day rule
- Manifestation determination
- Functional behavior assessment
- Behavior intervention plan
- Special Circumstances: weapons, illegal drugs, injury
Special Education Rules Outline

State Rule: 160-4-7-.10 – Discipline Components

- Provision of notification of change of placement
- Appeal process
- Placement during appeal
- Protections for children not yet eligible
- Referral to law enforcement and judicial authorities
- Change of placement due to disciplinary removal
Positive Behavioral Supports

• IDEA requires individualized education program (IEP) Teams to consider the use of positive behavioral interventions and supports for children with disabilities whose behavior interferes with their learning or the learning of others when necessary to provide FAPE and to be included in the IEP. 34 CFR §§300.324(a)(2)(i) and (b)(2); and 300.320(a)(4)
Positive Behavior Interventions and Supports

“Positive Behavior Interventions and Supports is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school’s sense of safety, improve school climate, and support improved academic outcomes for all students.”

- pbis.org
Multi-tiered System of Support

Academic Systems
- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - High Intensity
- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- Universal Interventions
  - All students
  - Preventive, proactive

Behavioral Systems
- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - Intense, durable procedures
- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- Universal Interventions
  - All students, all settings
  - Preventive, proactive
Positive Behavioral Interventions and Supports

From the whole child perspective.....
What do we teach?

If a child doesn’t know how to read, what do we do?
If a child doesn’t know how to multiply, what do we do?
If a child doesn’t know how to write, what do we do?
If a child doesn’t know how to tie their shoes, what do we do?....we teach!
If a child doesn’t know how to behave, what do we do?

....we punish!
PBIS Values

Table Top Process Question(s)

Option #1: Describe an intervention used to address student behavior that may have effectively resulted in behavior change, but that simultaneously impacted some aspect of the student’s quality of life in a negative way.

-or-

Option #2: Based on your own experiences and roles in education, describe 1-2 reasons why aversive or punishment based approaches to behavior change fail to support and maintain the dignity of the students.
Trauma-Informed Care

As an additional step to the process of understanding a student and their behavior, the FBA-BIP team should work with stakeholders in and outside of the school context to learn about any past or present trauma experienced by the student.

*Child as a whole*, taking home environment, medical conditions, life experiences, and student history into account.

*Adverse Childhood Experiences* (ACEs) that a student may have had in the past or that a student may be currently experiencing.

- Inherently disruptive experiences in childhood that produce significant and potentially damaging levels of stress and associated physical changes.
Be Trauma Informed

1. Trauma is real.
2. Trauma is prevalent. In fact, it is likely much more common than most of us realize.
3. Trauma is toxic to the brain and can affect development and learning in a multitude of ways.
4. In our schools, we need to be prepared to support students who have experienced trauma, even if we don’t know exactly who they are.
5. Children are resilient, and within positive learning environments, they can grow, learn, and succeed.
Dube Hat Activity

• Make a list of all the hats you wear. (mother, daughter, father, brother, sister, employee, etc.) Make an exhaustive list – 5 minutes

• Reflecting on all of the hats you have listed, what is one common attribute you need to have for all?

• Which one of the hats is the most difficult to wear? Why?

• Which one of the hats do you enjoy most to wear? Why?

• Now, take a few moments. Remove every single one of the hats you wear. And wear no hat. Take a few minutes to reflect

• How does it feel to have no hats on and to not play a role?

• How will you make time each day to take off all the hats?

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Adverse Child Experiences

What are some examples of events or environmental factors in a child’s past or present life experience that could impact behavior? How might these experiences shape our interaction with the student?
A Baby Crying....

a) What message could the baby be communicating through crying?

b) What might a parent do to figure out the message and respond accordingly?

c) What might the baby then do to show us that we got the message and responded correctly?
Behavior is Communication

What is a student trying to tell you?

➢ The FBA process allows us to focus on the reason for the behavior rather than simply on the behavior itself.

Think about two students you have known whose behavior looked the same, but seemed to occur for two very different reasons...
Behavior is Communication

Functions of Behavior = Communication

- **Escape/Avoidance** - from person, task, environment, etc.
- **Tangible** - desire for a specific item or activity
- **Attention** - desire for attention from peers, adults
- **Sensory/Self-stimulation** - the behavior feels good or meets a sensory need
What is an FBA?

Functional Behavior Assessment:

A *process* that helps us to develop an informed hypotheses about behavior based on relationships between environmental conditions that predict and maintain the behavior.
When is a FBA Required?

• When the LEA, parent and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child’s disability

• A Functional Behavioral Assessment (FBA) and/or Behavior Intervention Plan (BIP) must be administered within the past year for any student considered for GNETS services in accordance with (3)(c)(2) of this rule.
FBA

When is it in the child’s best interest to conduct a FBA?

Do you need parent permission to conduct an FBA?
Standards of Practice

Components of Functional Behavior Assessment

The FBA is developed through observations and assessments. This process should include:

• Interviews completed by staff, caregivers, and the student

• Observations of student behavior, staff behavior, and the environment

• Data analysis (rate/duration of the behavior, common triggers and typical consequences)
Standards of Practice: FBA

Upon completion of the observations and assessments, through a collaborative team-based decision-making process, the team analyzes the data to determine the function of the target behavior. Team members should utilize the antecedent-behavior-consequence (ABC) model as the basis for determining the function of the behavior. The team should analyze what happens before the behavior, during the behavior, and after the behavior occurs.
Standards of Practice: FBA

The team’s analysis of the comprehensive FBA assessments should identify patterns and result in summative information that should include:

• Time of day and settings where the behavior typically occurs
• Subject/activity when the behavior most often occurs
• Frequency/duration/intensity of the behavior
• Staff present during the behavior
• Antecedents/events or conditions that immediately precede/trigger the behavior
• Consequences that maintain the problem behavior.
Standards of Practice: FBA

The team should develop a **hypothesis statement** that provides a concise, objective summary of common triggers and commonly surrounding instances of targeted behavior. This hypothesis will provide a solid conclusion of the function of the behavior. Information derived from the FBA hypothesis statement should directly inform intervention selected for the BIP. These interventions should be implemented with the student.
Standards of Practice

**Behavioral Intervention Plan (BIP)**

The target/problem behavior, the hypothesized function of the behavior, and a summary of data collected are included in the BIP. Behavior Intervention Plans are driven by hypotheses, and the FBA data collected are individualized for the student. **Individualized Positive Behavior Support** should include prevention interventions and replacement behaviors. The antecedent modification/prevention intervention(s) must be function specific. Replacement behaviors are used to teach new skills or alternative behaviors.
Standards of Practice: BIP

Positive (prevention) interventions to avoid the target behavior (e.g., antecedent modifications), may include:

- Instructional modifications,
- Behavioral precursors such as signals,
- Modification of routines,
- Opportunities for choice/control,
- Clear expectations,
- Pre-correction,
- Errorless learning, etc.
Standards of Practice: BIP

When choosing behaviors to teach, **the team** should detail procedures for how the behavior will be taught and develop a plan for how **the team** will reinforce the more appropriate, replacement behavior. **The team** should consider what skills the student needs to learn in order to use a more appropriate behavior to communicate their needs.
Standards of Practice: BIP

Selected new skills to replace problem behaviors that can be as or more effective than the problem behavior (replacement behaviors) may include:

• Verbal prompts, modeling/gestural prompts, visual cues, communication skills, social skills, self-management/monitoring skills, choice making, etc.

• Instructional methods to teach replacement behaviors that can include pre-instruction; modeling; rehearsal; social stories; incidental teaching; peer buddy; meeting sensory needs; direct instruction; and verbal, physical, and/or visual prompting; etc.

• Consequences that promote the learning of the replacement behavior that are based on student preferences

• Consequences that address the occurrence of the target behavior.

• The desired outcomes of the behavioral intervention plan for the student.
Standards of Practice: BIP

During the implementation of the BIP, frequency/duration data should be collected to monitor the effectiveness of the interventions described in the BIP. The progress monitoring should be data-based. The action plan for the implementation of the BIP should include:

• Designation of which team member will provide initial and ongoing checks for accurate and consistent implementation of interventions/strategies

• Activities, dated, and documentation describing who is responsible for completing each task

• Explanation of how data will be collected and analyzed

• Timelines for team meetings, data analysis, and monitoring success of the BIP.

If necessary, a crisis intervention plan is developed when the safety of the students or others must be assured.
Manifestation Determination Review
Change in Placement Due to Behavior

- Full Continuum of Services (proactive)
- 10 day rule
- Manifestation Determination
- Alternative Placements
- Special Circumstances (weapons, drugs, violence)
What is a Manifestation Determination Review (MDR)

• A Manifestation Determination Review (MDR) is an important discipline procedure under the IDEA.

• The MDR examines the relationship between a child's disability and his/her misconduct.

• An MDR much occur when a district proposes to take specified serious disciplinary actions.
10 Day Rule

For purposes of removals of a child with a disability from the child’s current educational placement under this Rule, a change in placement occurs if:

• The removal is for *more than 10 school days*; or
• The child has been subjected to a *series of removals* that constitute a pattern
  • (i) Because the series of removals totals more than 10 school days in a school year;
  • (ii) Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
  • (iii) Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.
Manifestation Determination

(a) Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and the relevant members of the child's IEP Team (as determined by the parent and the LEA) must review all relevant information in the child’s file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

2. If the conduct in question was the direct result of the LEA's failure to implement the IEP. [34 C.F.R. § 300.530(e)(1)(i) - (ii)]

(b) The conduct must be determined to be a manifestation of the child's disability if the LEA, the parent and relevant members of the child's IEP Team determine that the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or the conduct in question was the direct result of the LEA's failure to implement the IEP. [34 C.F.R. § 300.530(e)(2)]

(c) If the LEA, the parent and the relevant members of the child's IEP Team determines the conduct in question was a direct result of the failure of the LEA to implement the IEP, the LEA must take immediate steps to remedy those deficiencies. [34 C.F.R. § 300.530(e)(3)]
## Who?, When?, What?

<table>
<thead>
<tr>
<th>Who attends MDRs?</th>
<th>When is an MDR necessary?</th>
<th>What documents are reviewed?</th>
</tr>
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<tbody>
<tr>
<td>• LEA</td>
<td>• Decision to change the placement because of a violation of student conduct</td>
<td>• Review <em>ALL</em> relevant information in the child’s <em>educational files</em>.</td>
</tr>
<tr>
<td>• Parent</td>
<td>• Suspensions that constitute a change in placement more than 10 days (cumulative or consecutive)</td>
<td>• Review of all information provided by the parent/guardian (even if they bring it on the day of the MDR).</td>
</tr>
<tr>
<td>• Relevant members of the IEP (as determined by LEA <em>and</em> parent)*</td>
<td>• When there is a recommendation for a 45 day expulsion (tribunal).</td>
<td></td>
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<tr>
<td>*Psychologist SELT SE teacher(s) GE teachers(s) Admin Rep. SE Coordinator, as needed</td>
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**2/20/2018**
MDR Meeting TIPS

• Give the Parent a copy of Parent Rights

• Review the Student’s discipline chronology and Code of Conduct violation/s

• Review the disciplinary actions that have taken place as a result of the violation/s

• Review the number of Out of School Suspension days the student has accrued

• Review the IEP (Progress on Goals/objectives and Special Education services that the student is currently receiving)

• Review the Eligibility and Psychological Reports (ask your School Psychologist to review the Psychological Report if the student has one)

• Review the current FBA and/or BIP if the student has one

• Review any other pertinent information

• Discuss and determine the answers to the following questions
# Manifestation Determination Reviews

There are 2 questions that the team must answer:

<table>
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<tr>
<th>Question 1 - Was the conduct in question caused by, or had a direct and substantial relationship to, the child’s disability?</th>
<th>Question 2 - Was the conduct in question the direct result of the LEA’s failure to implement the IEP?</th>
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<tbody>
<tr>
<td>• Avoid pre-determinations</td>
<td>• Has there been reasonable educational benefit from the IEP?</td>
</tr>
<tr>
<td>• <em>Thorough</em> review of <em>all relevant information</em></td>
<td>• Was the package of services outlined in the IEP in place?</td>
</tr>
<tr>
<td>• “A to B” <em>straight-line relationship</em> between behavior and disability.</td>
<td>• Has there been a failure to implement the IEP that <em>directly</em> resulted in the behavior?</td>
</tr>
<tr>
<td>• <em>Substantial, direct, or causal link can be established.</em></td>
<td>• <em>Substantial, direct, or causal link...</em></td>
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</table>

If the answer is yes to either question 1 or 2, the behavior IS a manifestation of the disability.
Manifestation Determination

• If the answer to either question is “yes”, then the behavior is a manifestation of the student’s disability. The IEP team will then discuss any further placement decisions. The student should NOT be referred to a Tribunal Hearing. The following should also be discussed:

• Any needed revisions to the IEP (Goals, Services, accommodations, etc.)

• Has an FBA been conducted? If not, one should be conducted and implemented.

• Is a BIP in place? If so, what modifications need to be added to address the behavior that led to the disciplinary action?

• If not, one needs to written and implemented. Does the Behavior Specialist need to be contacted? Determine who will be the person at the school that will be responsible for coordinating the completion of the FBA and BIP (not the Behavior Specialist)

• If the answer to both questions is “no”, then the behavior is NOT a manifestation of the student’s disability. The student may be referred to a Tribunal Hearing.

• The committee can discuss the panel procedures and possible outcomes (such as: return to school or, Forrest Hill Academy), but CANNOT tell the committee the definite outcome (since this will be determined by the Tribunal).
Determination that the Behavior was a Manifestation

(a) If the LEA, the parent and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must either:

1. Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or

2. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior, and except as provided in paragraph (5) below, return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan. [34 C.R § 300.530(f)(1)-(2)]
# Manifestation Determination Review

<table>
<thead>
<tr>
<th>If the answer is YES:</th>
<th>The team does the following:...</th>
</tr>
</thead>
</table>
| **Question 1**<br>Yes - Behavior IS a manifestation.... | • Return the student to the placement from which the child was removed.  
• FBA  
• BIP |
<p>| <strong>Question 2</strong>&lt;br&gt;Yes - There is a failure to implement the IEP... | • Take immediate steps to remedy those deficiencies. |</p>
<table>
<thead>
<tr>
<th>If... (BIG 3)</th>
<th>Then...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Weapon</td>
<td>• <strong>MDR is still required</strong></td>
</tr>
<tr>
<td>• Illegal drugs</td>
<td>• Student may be removed to an interim alternative placement WITHOUT regard to whether the behavior is determined to be a manifestation.</td>
</tr>
<tr>
<td>• Serious bodily injury</td>
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</tbody>
</table>
Factors to remember

- MDR is not the determination of guilt or innocence
- NO VOTING!!!! ...It is a team consensus
- Parent Notice must be given just like for IEP meetings.
- Parents have the right to meaningful participation.
- Due Process is available to the student and is considered expedited by the law.
Scenario 1

Johnny, a 7th grade SLD student, was involved in a fight with a classmate. The classmate’s arm was broken during the fight. Johnny was charged with assault and fighting. He was assigned a three day out of school suspension.

The IEP team convened to conduct a manifestation determination meeting. What types of information must be reviewed in determining if the charges are/are not a manifestation of Johnny’s disability?

**If the charges are found to be a manifestation of Johnny’s SLD, what are next steps?**

**If the charges are found to not be a manifestation of Johnny’s SLD, what are next steps?**
Scenario 2

Sarah, a 9th grade OHI student, used profanity and failed to comply with teacher directions during class. She also continued to tap on her desk after being asked repeatedly to stop. Mrs. Jones completed a disciplinary referral for Sarah and sent her to the principal’s office. The principal assigned Sarah one day of in-school suspension for classroom disruption.

The Special Education Director followed up with Mrs. Jones and requested that a MDR be scheduled for Sarah. What types of information must be reviewed in determining if the charges are/are not a manifestation of Sarah’s disability?

If the charges are found to be a manifestation of Sarah’s OHI, what are next steps?

If the charges are found to not be a manifestation of Sarah’s OHI, what are next steps?
Scenario 3

- Young only receives speech services. While skipping class Young was involved in a fight. During the altercation Young dropped a gun on the floor. When the police arrived, they arrested and charged him possession of a gun (felony) and disorderly conduct.

- At the MDR the team discovered that his IEP was out of compliance (late/overdue).

- Are these charges a manifestation of his disability?
Scenario 4

• On Eva’s IEP it says she has extreme trouble with unstructured times and during transitions. Eva’s IEP indicates that she is to have supervision during transitions from an aide, including class changes.

• Eva is eligible for services under EBD.

• Yesterday, her aide was absent and there was no substitute. Eva got into a fight in the hallway.

• Is this a manifestation of her disability?
Manifestation Determination Review

Where Discipline and SPED collide

You must conduct a MDR before you can administer discipline past 10 days

Who can sum up the process?
Alternative Placements

45 day Interim Alternative Educational Settings

• School personnel may remove a child to an Interim Alternative Educational Setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child’s disability during 3 special circumstances.

• The Interim Alternative Educational Setting is determined by the IEP team.
Special Circumstances

(a) School personnel may remove a child to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

1. Carries a weapon to or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of the State or the LEA;

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or to a school function under the jurisdiction of the State or the LEA; or

3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or the LEA. [34C.F.R. § 300.530(g)(1)-(3)]

(b) The interim alternative educational setting is determined by the IEP Team. [34C.F.R. § 300.531]
Appeals and Expedited Hearings

(a) The parent of a child with a disability who disagrees with any decision regarding placement or the manifestation determination under this Rule, or an LEA that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others, may appeal the decision by requesting a hearing. The hearing is requested by filing a due process hearing request pursuant to Rule 160-4-7-.12 Dispute Resolution. [34 C.F.R. § 300.531(a)].

(b) Authority of administrative law judge or hearing officer. An administrative law judge or hearing officer under Rule 160-4-7-.12 Dispute Resolution hears the facts makes a determination regarding an appeal under the disagreement above. [34 C.F.R. § 300.531(b)(1)]
Appeal

1. In making a determination under this Rule, the administrative law judge or hearing officer may:

   (i) Return the child with a disability to the placement from which the child was removal if the administrative law judge or hearing officer determines that the removal was a violation of this Rule or that the child's behavior was a manifestation of the child’s disability; or

   (ii) Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the administrative law judge or hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others. [34 C.F.R. § 300.531(b)(2)(i)-(ii)]

   (c) These appeal procedures may be repeated, if the LEA believes that returning the child to the original placement is substantially likely to result in injury to the child or to others. [34 C.F.R. § 300.531(b)(3)]
Expedited Due Process Hearing

Whenever a hearing is requested under paragraph (8)(a) this Rule, the parents or the LEA involved in the dispute must have an opportunity for an impartial due process hearing consistent with Rule 160-4-7-.12 Dispute Resolution, except as provided in 1 and 2 below. [34 C.F.R. § 300.531(c)(1)]

1. The State is responsible for arranging the expedited due process hearing, which must occur within 20 school days of the date the complaint requesting the hearing is filed. The administrative law judge or hearing officer must make a determination within 10 school days after the hearing. [34 C.F.R. § 300.531(c)(2)]

2. Unless the parents and LEA agree in writing to waive the resolution meeting described in Rule 160-4-7-.12 Dispute Resolution or agree to use the mediation process described in the same Rule:

(a) A resolution meeting must occur within seven days of receiving notice of the due process hearing request/complaint; and

(b) The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of the receipt of the due process hearing request/complaint. [34 C.F.R. § 300.531(c)(3)]

(c) The decisions on expedited due process hearings are appealable consistent with Rule 160-4-7-.12 Dispute Resolution. [34 C.F.R. § 300.531(c)(5)]
Placement During Appeals

When an appeal under this Rule has been made by either the parent or the LEA, the child must remain in the interim alternative educational setting pending the decision of the administrative law judge or hearing officer or until the expiration of the 45 school day time period provided for in this Rule, section 5, Special Circumstances, whichever comes first, unless the parent and the LEA agree otherwise. [34 C.F.R. § 300.533]
Disciplining Students Not Yet Identified

- Students who are suspected of a disability
  - An LEA must have knowledge that a child is a child with a disability before the behavior that precipitated the disciplinary action occurred.
- The parent must express concern in writing that the child is in need of special education and related services.

continued
Disciplining Students Not Identified

Students who are suspected of a disability

• The teacher of the child or other personnel of the LEA expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the LEA or to other supervisory personnel of the LEA.

• Students who are in the process of an evaluation should be treated as a student with a disability.
LEA Roles and Responsibilities

Vickie Cleveland
Program Manager GNETS
Division for Special Education Services and Supports
Georgia Department of Education
GENERAL SUPERVISION
GNETS RULE
Components

• Eligibility and placement
• Documentation of ongoing effectiveness and improvement
• Recommended class size by level
• Positive behavioral interventions and supports
• Academic curriculum

Review policies and procedures for the GNETS rule.
LEA Responsibilities

• Ensure that FAPE is provided
• The responsibility of the provision of FAPE remains with the LEA
• All students receiving GNETS services must remain enrolled in the LEA of residence
LEA Responsibilities

• Convene IEP meetings

• The LEA representative must be present at Individualized Education Program (IEP) meetings and participate in the development of the IEP, including the placement decision.

• An IEP meeting should not be developed that specifies GNETS services without involvement of the GNETS Director or his/her designee

• IEP goals should be monitored to determine the students’ progress and consideration of continuum of services.

• Clearly message to families the communication plan of students receiving GNETS services

• Monitor student IEP goals annually to determine students’ progress and access to services in a lesser restrictive environment
LEA Responsibilities

- **Conduct FBAs/BIPs for any student considered for GNETS services**
- A FBA and/or BIP must be administered within the last year when considering GNETS services for a student.
- The FBA is developed through observations and assessments.
- BIPs are driven by the hypotheses, and the FBA data collected are individualized for the student.
- Individualized Positive Behavior Supports should be included.
- Crisis intervention plan is developed when the safety of the student or others must be assured.
LEA Responsibilities

• **Collaborate with GNETS to determine opportunities for students to have access to general curriculum activities**

• To the maximum extent possible, **collaborate with community service providers** to deliver mental health services and/or **family support** in **students’ zoned schools**

• IDEA requires that students with disabilities, to the maximum extent possible, are educated with students who are not disabled.

• The LRE Rule requires students with disabilities to have an equal opportunity to participate in nonacademic and extracurricular services and activities: lunch, counseling services, athletics, transportation, health services, recreation activities, clubs, or employment opportunities as appropriate.
LEA Responsibilities

• **LEAs are responsible for providing transportation to and from a GNETS.**

• **Provide transportation** to and from a GNETS, as required, including transportation to and from home/school for students receiving GNETS services for part of the school day and for students participating in extracurricular activities.

• If an LEA provides transportation to and from school or financial support (e.g., tokens) for non-disabled students as a mode of transportation, then the LEA must offer the same supports for students receiving GNETS services.

• However, if an IEP team identifies transportation as a related service on a child’s IEP, then the LEA will need to arrange for transportation services.
LEA Responsibilities

• **Maintain and report** student record info in accordance with SBOE rule 160-5-1-.07 and GaDOE guidance

• **Submit student schedules** to the GaDOE with the GNETS code

• Ensure that data are entered in the Student Information System and that FTE and Student Record data are reported for all their students receiving GNETS services.

• Collaborate with GNETS to **examine student records and discuss the coordination of service provisions** for students being considered for GNETS in accords with 34 CCFR300.501.(2)(3)
LEA Responsibilities

• LEA must **provide GNETS with assessment outcome data** to facilitate the GNETS continuous improvement monitoring process.

• Provide ongoing professional learning opportunities

• Allocate supports and resources, which **may include in-kind services to GNETS** (i.e. additional funding or staffing as needed to meet the needs of students)

• Monitor **facilities for safety and accessibility** for students served by GNETS and report identified concerns to all key stakeholders such as fiscal agents, GNETS directors and any other appropriate parties
Consideration for Services
GNETS Consideration for Services

- Guiding Questions for Consideration of GNETS Services
- GNETS Consideration of Services Flow Chart
- Request for GNETS Consultation
- GNETS Student Information Packet
Consistency for Consideration of Services Document

• Fall of 2018 rollout
• GNETS sites currently piloting Consideration of Services:

  Woodall, Heartland, Oaktree, Pathways, Rutland, H.A.V.E.N., Harrell, Cedarwood, Oconee, Horizon, North Star
Is the student currently served in Special Education?

YES  NO

If the answer is “NO” then GNETS is not an appropriate consideration at this time. Staff may want to consider convening the RTI or SST team to address the next steps for this student.
Guiding Questions

• Does this student have a Behavior Intervention Plan (BIP) based upon an appropriate Functional Behavior Assessment (FBA) completed within the past year?

• Have any Evidenced Based Interventions been implemented with this student?

• What is/are this student’s current placement and/or circumstances?

• Is there documentation that indicates evidence of IEP Annual Reviews, Goals, Progress Monitoring?
GNETS Consideration for Services Flow Chart
Georgia Network for Educational and Therapeutic Support

A student currently being served in SPED has behavior problems at their school and it is believed GNETS may be an option. (GNETS services are only for students served in SPED). School personnel contacts Special Education Director or designee with concerns (outlining frequency, duration and intensity of behavior problems). A check list of “Guiding Questions” is completed to determine whether more work is needed at the school level or to proceed with GNETS involvement.

GNETS Consultation

Services that are considered GNETS Consultation may include a request for FBA coaching, classroom observation and written feedback, or records review with feedback (complete the "Request for GNETS Consultation" form).

FBA Coaching
Assists with identifying target behaviors & setting up data collection; assists with review of data after it is collected by school personnel; Assists with data analysis; Assists with writing a draft BIP

Direct Consultation
GNETS staff observes student at school and looks at records; A written report with recommendations is provided to Sped Dir, Principal, and/or teacher; A verbal conference is held, if requested.

Indirect Consultation
GNETS staff looks at records (psychological, eligibility, BIP, IEP) & gives ideas verbally.

GNETS Consideration for Services

According to SBOE 160-4-7-.15, if the IEP team recommends GNETS services, the following documents must exist in the student's records:
- Current IEP
- FBA/BIP administered within the past year
- Comprehensive reevaluation within last 3 years

IEP meeting will be held inviting GNETS Director or Designee. It is best practices to include the following documents to assist with immediate service delivery.
- Completed Guiding Questions Checklist
- School History
- GNETS consultation documents

Continuum of GNETS Service Delivery and Environments

The IEP team must determine that GNETS services are necessary for students to receive FAPE. Removal from the general education setting will occur only when the nature or severity of students' social, emotional and/or behavioral challenges are such that education in a general education setting with the use of supplementary services and intensive individualized interventions cannot be achieved.

- The GNETS continuum of services by environment may be found on page 3-4 of the GNETS State Board Rule 160-4-7-.15.
- Move-Ins / Transfers: For students who move in from GNETS or similar program in another state or who are released from a long-term hospitalization or residential treatment should have an IEP meeting to amend the IEP if necessary.
• According to SBOE 160-4-7-.15, if the IEP team recommends GNETS services, the following documents must exist in the student's records:
  ➢ Current IEP
  ➢ FBA/BIP administered within the past year
  ➢ Comprehensive reevaluation within last 3 years

• IEP meeting will be held inviting GNETS Director or Designee.

• It is best practices to include the following documents to assist with immediate service delivery.
  • Completed Guiding Questions Checklist
  • School History
  • GNETS consultation documents
Request for GNETS Consultation

• Check the Consultative Services you would like for GNETS to provide (choose one):
  • Participate in a planning meeting
  • Complete a Functional Behavior Assessment (FBA) Coaching
  • Participate in Behavior Implementation (BIP) Plan Development
  • Provide classroom observation and written Feedback
  • Review records and provide feedback
GNETS Confidential Student Information Packet

• Demographics

• Referral concerns and services would you like for GNETS to provide

• Documents provided/attached to support the severity of the duration, frequency and intensity of one or more of the characteristics of the disability category of emotional and behavior disorders as indicated:
  • An inability to learn that cannot be explained by intellectual, sensory, or health factors
  • An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
  • Inappropriate types of behavior or feelings under normal circumstances
  • A general pervasive mood of unhappiness or depression
  • A tendency to develop physical symptoms or fears associated with personal or school problems
Information Collected

• Medical Information
• Agency Information (DFCS, Mental Health, Etc).
• Full Continuum of Special Ed Services Offered

<table>
<thead>
<tr>
<th>Services:</th>
<th>Date of Initial Placement</th>
<th>Date Terminated</th>
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<tbody>
<tr>
<td>Consultation</td>
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<td>Inclusion Classroom</td>
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<tr>
<td>SPED Resource or Pull Outs (Part Day)</td>
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<td>Residential School or Program</td>
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Additional Data

• FBA/BIP
• Disciplinary/Restraint Data
• Academic Supports
Questions?