

DATA COLLECTION AND PROCEDURAL SAFEGUARDS

Special Education

Learning Outcomes

01

Data Collection

02

Data Forms and Analysis

03

Procedural Safeguards



01

Data Collection

Data: What is it?



- Data is a set of values
- **Qualitative** (“categorical”)
 - arranged in categories but not numerical (i.e. hair color, gender, physical traits)
- **Quantitative**
 - information about quantities that can be measured and expressed with numbers (i.e. height, shoe size, age)

Data Collection

- Include cumulative data on the ESY data collection sheet
 - Four supplementary data collection forms on the website
 - located in the “Forms” folder
 - general in nature and can be used by any teacher
 - specialized forms for behavior may be recommended by the Behavior Specialist during a consult
- Academic coaches may review data during a visit to assist in guiding further instruction/analysis
- Procedural Specialists may verify data collection during DIAR meetings



02

Data Forms
&
Analysis

ESY Data Collection: Form

- Consistent data collection form presented at meetings
- Fulfills QPR requirement for one data point per goal, per quarter
 - QPR is “live” for parents
 - Don't include scores until you are ready to complete the QPR
- Goal progress is reported through the end of the quarter
- Guides data collection to meet ESY requirement

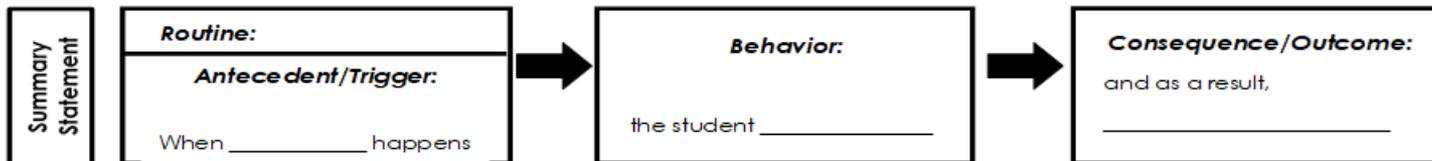
ESY Data Collection: Form (IEP PRO)

- Located in IEP PRO and in the ESY folder
- To access from the ESY folder:
 - Select “Departments”
 - Select “Special Education/Student Services”
 - Select “Staff Links” and sign in (last name.first name) and Outlook password
 - Once signed in, you will select the “Extended School Year” folder
 - You will then select “IEP Data – ESY Eligibility”

Supplemental Data Form: #1 ABC Tracker

Identify a student with recurring challenging behavior. Focus on a single routine (see Part A to identify and prioritize a routine) and track occurrences of the problem behavior during the prioritized **routine (subject or time of day)**. Each time a problem behavior occurs during this routine over the next weeks document the A-B-C sequence. Use the data collected to identify patterns or trends across occurrences to form a Summary Statement describing the student's behavior below.

Date/Time	When (A ntecedent) happens...	The Student...(B ehavior)	And as a result...(C onsequence)
Example... Date: Feb 8 Time: 10:25 am	Asked to complete worksheet (multi-digit multiplication & work problems) independently	Verbally refuse to work, say, "This is stupid", wander room & make negative comments	Teacher will leave student alone and students gets to avoid difficult task/worksheet
1 st Incident Date: Time:			
2 nd Incident Date: Time:			
3 rd Incident Date: Time:			
4 th Incident Date: Time:			
5 th Incident Date: Time:			



Supplemental Data Form: #1 ABC Tracker

DEFINING THE TERMS AND GUIDING QUESTIONS

ACTIVITY (Setting) – Where does the behavior occur?

- across all settings?
- during a specified time like P.E., recess, unstructured times, reading, math or whole group instruction?
- List staff member/s working with the student at the time.
- Does behavior only occur with a specific staff member?

ANTECEDENT – What is occurring prior to the behavior?

- What is the trigger for the behavior? (Examples: student takes out reading book, student does not get his/her way, student loses a game)

BEHAVIOR – Describe the behavior

- What does the behavior look like?
- What is the student doing?
- What is the behavior that needs to be changed? (Examples: Student is constantly out of his/her seat, student is hiding under the table, student is hitting).

CONSEQUENCE – What is the student getting as a result of the behavior?

- This helps the team hypothesize the function of the behavior
- Examples: screaming gains the attention of classmates, the student runs away at math and avoids completing the assignment

Supplemental Data Form: #2

DURATION RECORDING SHEET

Duration Recording Sheet Length of time from beginning to end of response. Behaviors often measured with this method include tantrums, crying, screaming, etc.				
Description of Target Behavior: _____				
Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____
Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____
Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____
Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____
Total Minutes Duration				
Total Minutes Observed				
PERCENT				

Supplemental Data Form: #2

DURATION RECORDING SHEET

How long does the behavior last?

- Use this data collection method for behaviors that last more than a few seconds and continue for an extended period.
- Avoid using a single box for full-day totals. Instead, utilize a new box each time an incident occurs within a new task/subject/timeframe.

Supplemental Data Form: #3

FREQUENCY RECORDING

How often the behavior occurs:

Helpful when trying to determine the number of times a behavior occurs in a designated amount of time

Used when a student is doing something repetitive or habitual (examples: cursing, hand motions, etc.)

Supplemental Data Form: #4

STRATEGY TRACKING

How effective are the interventions in place?

- Used to track the effectiveness of the current interventions in place
- Assists in tracking patterns and analyzing the most effective interventions in shaping behavior
- Used for both proactive and reactive interventions

03

Procedural Safeguards

Procedural Safeguards

IDEA requires the LEA to provide the parent and/or guardian of a child identified with a disability with a notice containing a full explanation of the procedural safeguards available under the IDEA and U.S. Dept of Education regulations

Procedural Safeguards

- **Located in IEP PRO**

- Sign in
- Select “Evaluation/MET” from the toolbar
- Scroll to “Supplemental Evaluation Forms”
- Option to select either an English or Spanish version (check the ADE website to determine if other language translations are available from the state before requesting translation services)

- **Located on the CUSD Special Education website**

- Departments
- Special Education/Student Services
- Sign in
- Staff Links
- Folder: Special Education Clerk

Procedural Safeguards

THINGS TO REMEMBER

Procedural Safeguards are required one time per school year.

The Public Education Agency (PEA) is responsible to ensure that the parent is aware of the safeguards and what they mean.

Exceptions

- Upon initial referral or parent request for evaluation
- Upon receipt of the first State complaint under 34 CFR §300.151 through 300.153
- Upon receipt of the first due process complaint under §300.507 in a school year
- When a decision is made to take a disciplinary action that constitutes a change of placement
- Upon parent request

Procedural Safeguards

PART 1

Section 1: General Information

- Receive a PWN at required times
- Provide informed consent for evaluation, re-eval and initial placement
- Be involved in decisions regarding special education and related services
- Obtain an IEE (Independent Education Evaluation)

Section 2: Confidentiality

- Examine all records, request a change to information, consent to disclose information

Procedural Safeguards

PART II

- **Section 3: State Complaint Procedures**

- Request a due process hearing and/or appeal unfavorable findings

- **Section 4: Due Process Complaint Procedures**

- Maintain child in the same placement during due process proceedings
- Information on the procedure the school will follow for interim alternative setting
- Right to mediation to resolve disputes if both parties agree to this option

Procedural Safeguards

PART III

- **Section 5: Hearing on Due Process Complaints**

- **Section 6: Appeals**
 - Right to civil action
 - Right to request attorney's fees

Procedural Safeguards

DISCIPLINE

- **Section 7: Procedures When Disciplining Children with Disabilities**
 - **As it also applies to students without disabilities**, school personnel may remove a child with a disability from his/her current placement who violates a code of conduct
 - The student may not be removed to an interim alternative education setting, another setting, or suspended for more than 10 days in a row
 - Placement to an interim alternative education setting is determined by the IEP team
 - Personnel may also impose additional removals for not more than 10 school days in a row in a school year for separate incidents, provided the removals do not constitute a change of placement
 - A **change of placement** occurs when a child is removed from the current educational placement for more than 10 days in a row, or the child has been subjected to a series of removals that constitute a pattern

Procedural Safeguards

DISCIPLINE

- Once a child has been removed for the current placement a total of 10 school days in the same school year, the PEA must provide services during any subsequent removals in the school year
 - **CUSD Practice:** Hold a Manifestation Determination Review (MDR)
- If a behavior violated the code of conduct, was **NOT** a manifestation of the child's disability, but required disciplinary action that exceed **10 school days** in a row, disciplinary procedures may be applied to the child with a disability in the same manner and for the same duration as it would to a child without a disability.
 - The school must provide services for any days exceeding the 10 allotted "FAPE Free Days"
 - The IEP team determines the interim alternative educational setting for services
 - Services for 10 school days or less are only required if the district would provide those same services to a child without a disability

Procedural Safeguards

DISCIPLINE *and* IEP SERVICES

- Services for a child removed for more than 10 school days:
 - Provide educational services that allow the child to continue to participate in the general education curriculum (in another setting) and progress toward meeting IEP goals
 - Receive (as appropriate) an FBA and behavior intervention services and modification designed to address the behavior violation so it does not occur again

Procedural Safeguards

MANIFESTATION DETERMINATION REVIEW (MDR)

- (MDR)
 - Within 10 school days of decision to change placement due to a violation of the code of conduct, the district, parent and other relevant members must review all relevant information to determine if the conduct had a direct or substantial relationship to the disability, OR, if the conduct resulted from the district's failure to implement the IEP
- Determined to be a manifestation:
 - Conduct an FBA (if not completed prior)
 - Implement BIP (revise if already created)
 - Except under special circumstances, return the child to the placement he/she was removed from unless the IEP team agrees to a change of placement as part of the BIP review

Procedural Safeguards

MDR-SPECIAL CIRCUMSTANCES ("THE BIG THREE")

- **Special Circumstances:**

- Regardless of whether the behavior was a manifestation of the child's disability, the IEP team may determine that the child should be removed to an interim alternative educational setting for up to 45 school days if:
 - The child carries a weapon to school or has a weapon on school premises or school function
under PEA jurisdiction (i.e. 2.5-inch locking blade)
 - The child knowingly has or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the PEA
 - The child has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the PEA

Procedural Safeguards

(CONT'D)

Section 8: Requirements for Unilateral Placement by Parents of Children in Private Schools at Public Expense

- District is not required to pay for private education if a FAPE has been made available at the PEA
- District where the private school is located must include the needs of a child with a disability under Part B of IDEA
- Reimbursement may be required if a FAPE was not made available and parents challenge this in court (due process)
- Parent is required to notify PEA if they make a unilateral placement in a private school and must file due process to seek reimbursement from the PEA