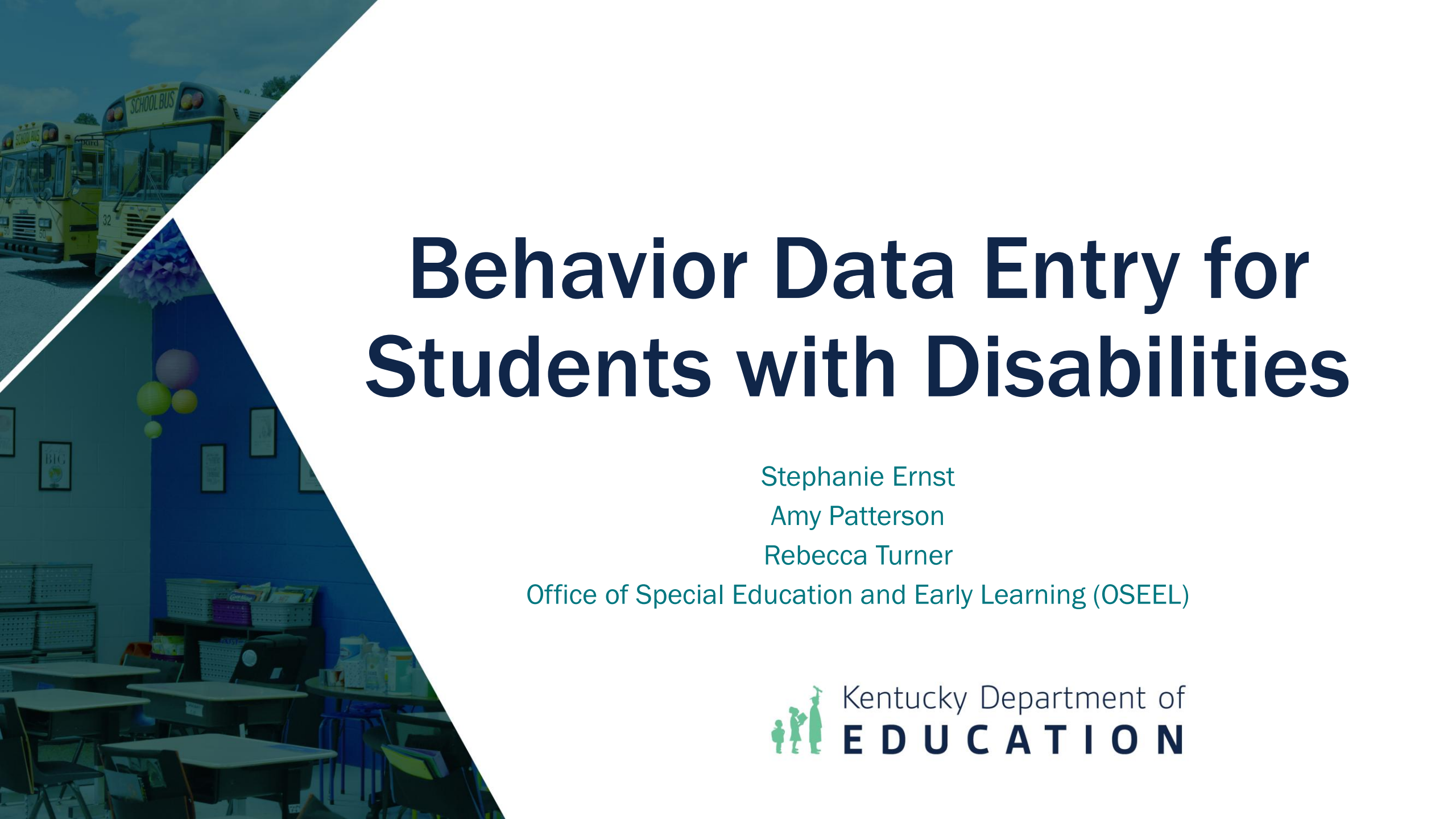




Behavior Data Entry for Students with Disabilities

Stephanie Ernst

Amy Patterson

Rebecca Turner

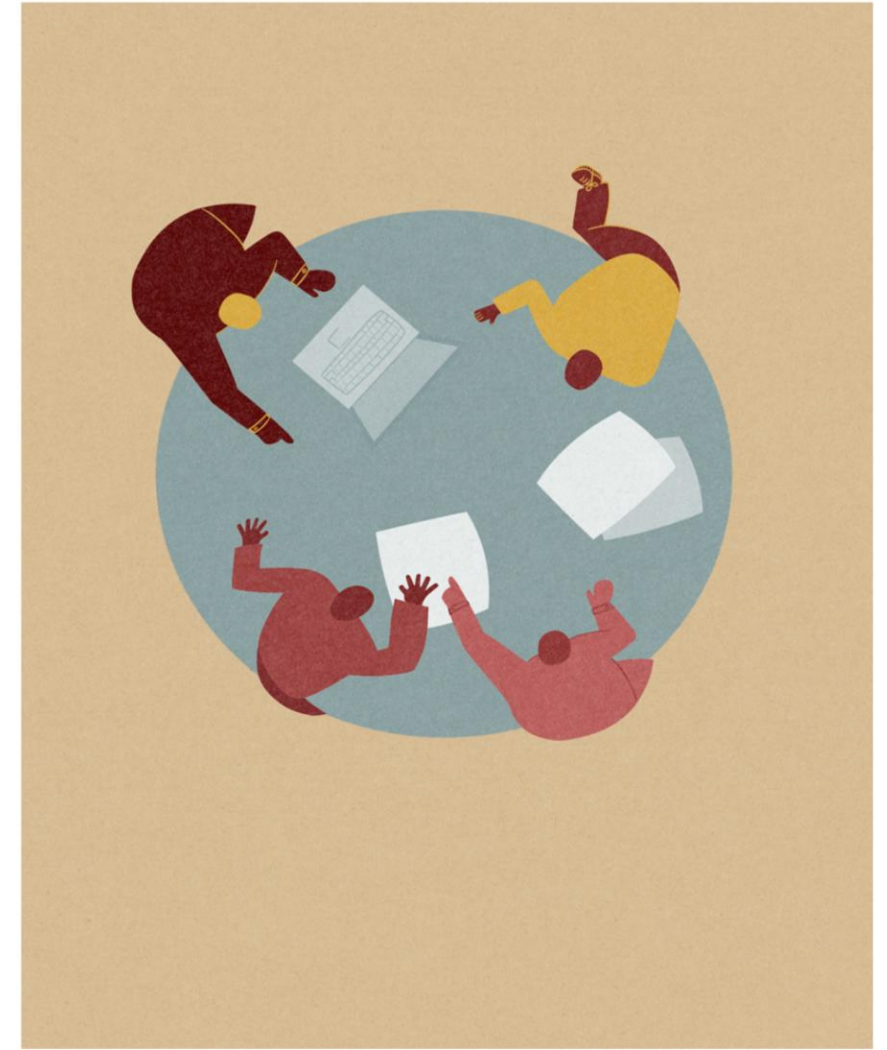
Office of Special Education and Early Learning (OSEEL)



Kentucky Department of
EDUCATION

Uses for This Training

- Independent review
- Teacher review of behavior resources (PreK – grade 12)
- District staff training for behavior documentation
- Corrective action plan (CAP) training with approval of the KDE CAP lead.
- Clarification of expectations around behavior documentation



Training Agenda



Resources



Discipline
Guidance



Manifestation
Determinations



Behavior Data
Entry



Dear Colleague Letter, July 19, 2022

“There is an urgent need for SEAs and LEAs to improve the implementation of IDEA so that all eligible children with disabilities are served appropriately and equitably. For years, data have demonstrated clear disparities in the use of discipline for children with disabilities.”

- OSEP Dear Colleague Letter, July 19, 2022

Resources

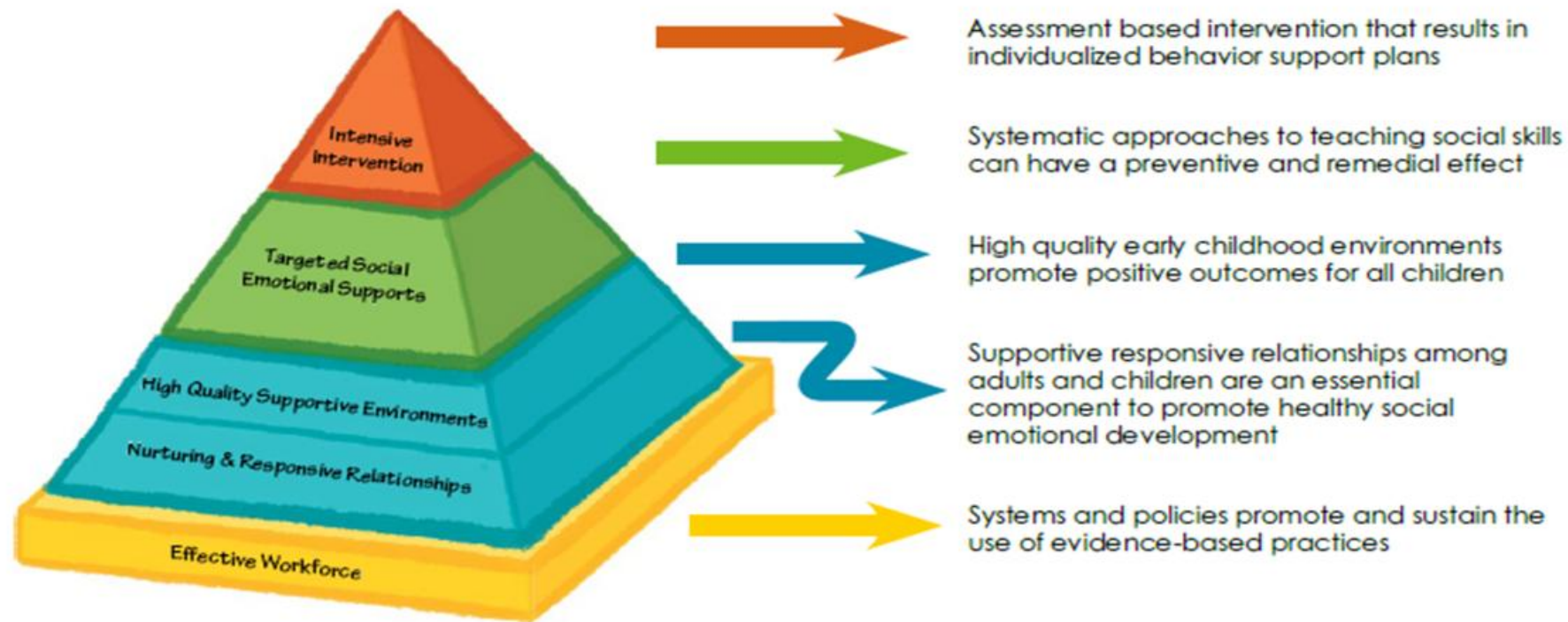


Data Resources

- [Individuals with Disabilities Education Act \(IDEA\) Discipline Guidance](#)
- [Behavior Data Standards](#)
- [Special Education Reporting Manual](#)
- [Special Education Resources for Using Infinite Campus \(IC\)](#)
- [*The Office of Special Education and Early Learning Webcast: Discipline Procedures for Students with Disabilities*](#)
- [Kentucky Department of Education Safe Schools Data Collection and Reporting website](#)

Pyramid Model

for Promoting Social Emotional Competence in Infants and Young Children



Pyramid Model Resources

- [National Center for Pyramid Model Innovations](#)
 - [Providing Intensive Individualized Intervention](#)
 - General Considerations
 - Understanding Individualized Positive Behavior Support (IPBS)
 - Partnering with Families
 - Trauma Informed Practices
 - Steps of the IPBS

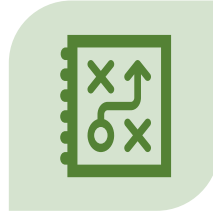
OSEEL Behavior Resources



SUPPORT ON
BEHAVIOR SPECIALLY
DESIGNED
INSTRUCTION (SDI)



BEHAVIOR SUPPORTS
AND GUIDANCE



CLASSROOM
MANAGEMENT



EVIDENCE-BASED
PRACTICE



SOCIAL-EMOTIONAL
LEARNING



EFFECTIVE
CLASSROOM
STRATEGIES SERIES



[Behavior Resources - Kentucky
Department of Education](#)

Discipline Guidance



Change of Placement Because of Disciplinary Removals

A Change of Placement occurs:

- If the removal is for more than **10 consecutive days**
OR
- The child has been subjected to a **series of removals that constitute a pattern**
 - Series of removals total more than 10 school days in a school year
 - Child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals
 - Additional factors, such as: length of each removal, total amount of time the child has been removed, proximity of the removals to one another
- Could include exclusions that take place outside of IDEA's discipline provisions which occur because of a child's behavior: **"informal removals"**

It is the role of the district to determine if a change of placement has occurred and not the role of the Admissions and Release Committee (ARC).

Informal Removal and Change of Placement

In general, the use of informal removals to address a child's behavior, if implemented repeatedly throughout the school year, could constitute a disciplinary removal that leads to a change of placement.

Therefore, the discipline procedures would generally apply unless all three of the following factors are met:



Child is afforded the opportunity to continue to appropriately **participate in the general curriculum**;



Child continues to **receive** the **services** specified on the child's **IEP**; and



Child continues to **participate with nondisabled children** to the extent they would have in their current placement.

Manifestation Determinations



Manifestation Determination Review (MDR)

Five “W”s

1. What an MDR is,
2. When must one be conducted,
3. When a child’s behavior must be determined to be a manifestation of their disability,
4. What actions the ARC must take if they determine the behavior *is* a manifestation of the child's disability, and
5. What actions school officials may take if the conduct in question is determined *not* to be a manifestation of the child’s disability.

What?

- A manifestation determination review is a review conducted by the local education agency (LEA), the parent and relevant members of the ARC (determined by the parent and the LEA)
- It is a review of all relevant information in the child's file to determine if the conduct that gave rise to the violation of the school's code of student conduct was:
 - Caused by, or had a direct and substantial relationship to, the child's disability, or
 - If the behavior in question was the direct result of the LEA's failure to implement the IEP.

When?

- An MDR is held by the relevant members of the ARC.
 - Each time that a child is removed for more than 10 consecutive school days **AND**
 - Each time that the LEA determines that a series of removals constitutes a change of placement because of disciplinary removals.

Actions the ARC must take when the behavior is a manifestation of the child's disability.

If the conduct in question is determined to be a **manifestation** of the child's disability, the LEA must:

- **Conduct a Functional Behavior Analysis (FBA)**, unless one has already been conducted, **AND implement a Behavior Intervention Plan (BIP)**.
- If a BIP exists, review and modify as necessary.
- **Return child to placement** from which child was removed, unless LEA and parent agree to change of placement.
- LEA must take immediate steps to **remedy deficiencies in the IEP**, if the behavior was a direct result of the LEA's failure to implement the IEP.
- If removal is for weapons, drugs, or serious bodily injury, child may remain in IAES for not more than 45 school days.

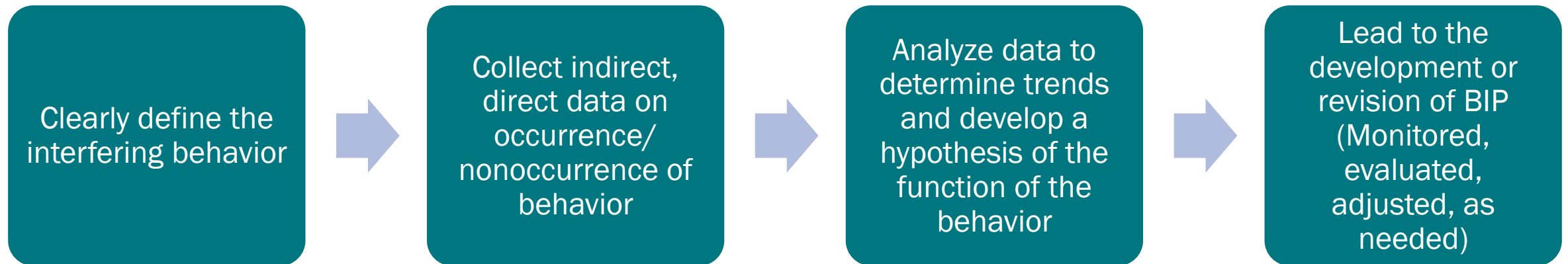
Actions School Officials may take when the behavior in question is determined to not be a manifestation

If the conduct in question is determined **not to be a manifestation** of the child's disability:

- For changes in placement that exceed 10 consecutive school days, school personnel **may apply the relevant disciplinary procedures** to the child with disabilities in the **same manner** and for the **same duration** as the procedures would be applied to children without disabilities.
- Child must continue to **receive educational services** as provided in 34 CFR 300.101 (a)
- Child must receive, as appropriate, an **FBA and behavioral intervention services and modifications**

FBA and BIP

An FBA is used to understand the function and purpose of a child's specific, interfering behavior and factors that contribute to the behavior's occurrence and non-occurrence for the purpose of developing effective positive behavioral interventions, supports and other strategies to mitigate or eliminate the interfering behavior.



Services During Removals

When removals **total 10 school days or less**, in a school year:

- LEA is required to provide services during periods of removal to a child with a disability who has been removed from their current placement for 10 school days or less in that school year, only if it provides services to a child without disabilities who is similarly removed. [34 CFR 300.530 \(d\)\(3\)](#)

Beginning on the **11th cumulative day**, and during subsequent days of removal:

- LEA must provide services, regardless of whether a change in placement has occurred.

Pause and Reflect- Guiding Questions

How does our district currently ensure manifestation determinations are conducted within the required timeline?

How confident are we that our teams understand what “direct and substantial relationship” means?

After a manifestation determination where behavior was a manifestation, how do we ensure behavior intervention plans are updated and implemented? Are there any gaps in follow-through?

What training have our teams received on discipline policies as aligned with IDEA? Where do we still need capacity-building?



Behavior Data Entry (ages 3-21)



Behavior Data Entry Starts in Preschool

- Required to report ages 3-21
- Supports students – allows for early provision of supports as needed
- Supports teachers and administrators



Terms to Know

Behavior
Resolution

Informal Removal

In-School
Removal

Out-of-School
Removal

Interim
Alternative
Educational
Setting (IAES)



Why Document Behavior Events?

Pause
and
Reflect:

Obstacles in
documenting student
behaviors

Why it's important to
enter behavior data



Why Document Behavior Events?



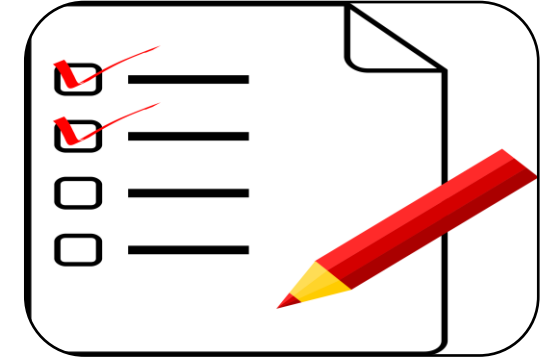
KRS 158.444



IDEA (20 U.S.C. § 1418(a)(1)(D))



Data for district,
school and student



Documentation



Kentucky Department of
EDUCATION

Participant Detail

A red exclamation mark will appear if the student has an Individual Education Program (IEP).



Resolution

Add Resolution

Resolution Details

*Resolution Type:

SSP3: Out of School Suspension

State Code: SSP3: Out of School Suspension

Category: Minor

*Resolution Assign Date:

09/29/2023

*Resolution Start Date:

09/29/2023

*Resolution Start Time:

01:00 pm

*Resolution End Date:

10/13/2023

*Resolution End Time:

3:00 pm

Duration in School Days:

5.27

Behavior Admin Staff Name

Details:

Student was sent home for the remainder of the day and suspended the entire week after fall break.

Data Entry - Attendance

- Behavior events coded as SSP3: Out of School Removal must be coded as an absence of “S: Suspended.”
- If a parent is called to take a student home or if a student is sent home from school early as a result of a behavior event, the event must be recorded as Out of School Suspension (SSP3), reflecting the actual date/time the student checks out of school. Attendance must be marked as S: Suspended. Dates/times of attendance and behavior resolution must match.
- [Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA’s Discipline Provisions](#) Question C-6 and Appendix 1

Data Entry – Important Reminder

The use of behavior event codes and resolutions should always be closely monitored by the district safe schools administrator in accordance with the district's code of conduct.

State Resolutions

What is a Disciplinary Removal?

Any instance in which a child is removed from his/her educational placement for disciplinary purposes, including:

1. *In-school suspension;*
2. *Out-of-school suspension;*
3. *Expulsion;*
4. *Removals by school personnel to an interim alternative educational setting (IAES1) for drug or weapon offenses or serious bodily injury; and*
5. *Removals by hearing officer to an interim alternative educational setting (IAES2) for likely injury to the child or others.*

State Resolution Codes in IC

- **SSP1** – Expelled with Services
- **SSP2** – Expelled without Services (not used for a student with an IEP)
- **SSP3** – Out-of-School Suspension
- **SSP7** – Physical Restraint
- **SSP8** – Seclusion
- **INSR** – In-school removal
- **INDR** – In-district removal
- **IAES1** – Unilateral Removal by School Personnel (*for drug or weapon offenses or serious bodily injury*)
- **IAES2** – Removal by Due Process Hearing Officer (*for likely injury to the child or others*)

In-School vs. Out-of-School Removals

In-School Removals

- INSR
- SSP8

Out-of-School Removals

- SSP1
- SSP2
- SSP3
- INDR

Other Removals

- IAES1
- IAES2

Informal Removal (1)

- Action taken by school personnel in response to a child's behavior that excludes the child for part or all of the school day, or even an indefinite period of time. These exclusions are considered informal because the school removes the child with a disability from class or school without invoking IDEA's disciplinary procedures.
- Subject to IDEA's requirements to the same extent as disciplinary removals by school personnel using the school's disciplinary procedures.

Informal Removal (2)

- Include administratively shortened school days when a child's school day is reduced by school personnel, outside of the ARC and placement process, in response to the child's behavior.
- This includes preschool.
- Some examples may include but are not limited to:
 - "Principal excused" absences due to behaviors;
 - Students sent home because they are "having a bad day;" and
 - Students not allowed to return to school until threat assessment has been completed.

In-school Suspension

- Also known as an In-School Removal
- Used and clarified within the United States Education Department's Office of Special Education Programs (OSEP's) behavior/discipline guidance package
- A removal from the student's regular educational program or setting for disciplinary purposes to another program or setting within the same school. The regular educational program or setting encompasses the school day and includes instructional time, lunch, recess and study periods.

Three Guardrails When Considering a Change of Placement

[Federal Register, Vol. 71, p. 46715 \(August 2006\)](#)

An in-school suspension may not be considered a part of the days of suspension addressed in §300.530 as long as the following requirements are met:

1. The child is afforded the opportunity to continue to appropriately participate in the general curriculum;
2. The child continues to receive the services specified on the child's IEP; and
3. The child continues to participate with nondisabled children to the extent they would have in their current placement.

INDR – In-District Removal

- **Definition** - A removal from the student's regular school to an off-site alternative program or another school for disciplinary purposes with the student continuing to receive educational and IEP services and supports. Students must remain under direct supervision of district personnel.
- This is considered an out-of-school removal for students with disabilities.

SSP1- Expelled with Services

- **Definition:** The removal of a student from his/her school for disciplinary reasons that result in withdrawal of the student from the school of attendance up to one year. Criteria for expulsion are defined and set by the local board of education. Arrangements must be made to provide the student with educational and IEP related services.
- **Special Education Notation:** When a student with an IEP is expelled, the student's ARC meets to determine how special education and related services described in the IEP will be provided during the expulsion.

SSP2- Expelled without Services

- **Definition:** The removal of a student from school for disciplinary reasons that result in withdrawal of the student from the school of attendance. Criteria for expulsion are defined and set by the local board of education. No arrangements are made for the provision of educational services.
- SSP2 is not allowable for students with disabilities.

SSP3- Out of School Suspension

- **Definition:** A student is removed from the regular classroom and from school for a specified duration of time.

SSP7- Physical Restraint

- **Definition:** "Physical Restraint" means a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs or head freely, but does not include: (a) Temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of encouraging a student to move voluntarily to a safe location; (b) A behavioral intervention, such as proximity control or verbal soothing, used as a response to calm and comfort an upset student; (c) Less restrictive physical contact or redirection to promote student safety; or (d) Physical guidance or prompting when teaching a skill or redirecting the student's attention. [704](#)

[KAR 7:160](#)

SSP8 - Seclusion

- **Definition:** "Seclusion" means the involuntary confinement of a student alone in a room or area from which the student is prevented from leaving but does not mean classroom timeouts, supervised in-school detentions, or out-of-school suspensions. [704 KAR 7:160](#)

IAES1/IAES2 – Interim Alternative Educational Setting

- Definition:
 - **IAES1** - Unilateral removal by school personnel for drugs, weapons or serious bodily injury
 - **IAES2** – Removal by a due process hearing officer due to likely injury to self or others
- Used only for students with IEPs
- Reference [Interim Alternative Educational Setting Guidance](#)

Interim Alternative Educational Setting (IAES)

- Defined for purposes of discipline data collected under the Individuals with Disabilities Education Act (IDEA) section 618
- An appropriate setting determined by the ARC or a hearing officer where a student is placed for no more than 45 school days. This setting enables the student to continue to receive services to participate in the general curriculum, progress toward IEP goals, and includes provision of functional behavioral assessment (FBA) and behavioral interventions if appropriate.

The background of the slide is a composite image. The top-left portion shows two yellow school buses parked outdoors, with the word 'SCHOOL BUS' visible on the front of the bus in the foreground. The bottom-left portion shows a classroom interior with blue walls, several small framed pictures, colorful balloons (purple, yellow, and green), and rows of white student desks with black chairs. A large white diagonal line separates the image from the rest of the slide.

What is a Removal?

Scenarios

- In order for a resolution to be an in-school removal (INSR), BOTH must be true:
 - A behavior event occurred; and
 - The student was removed from their typical schedule or setting.



Scenario 1

Natasha, a 7th-grade student with an IEP, became disruptive during her science class. Her teacher called the principal, who walked Natasha from her class and allowed her to complete her assignment in the office.

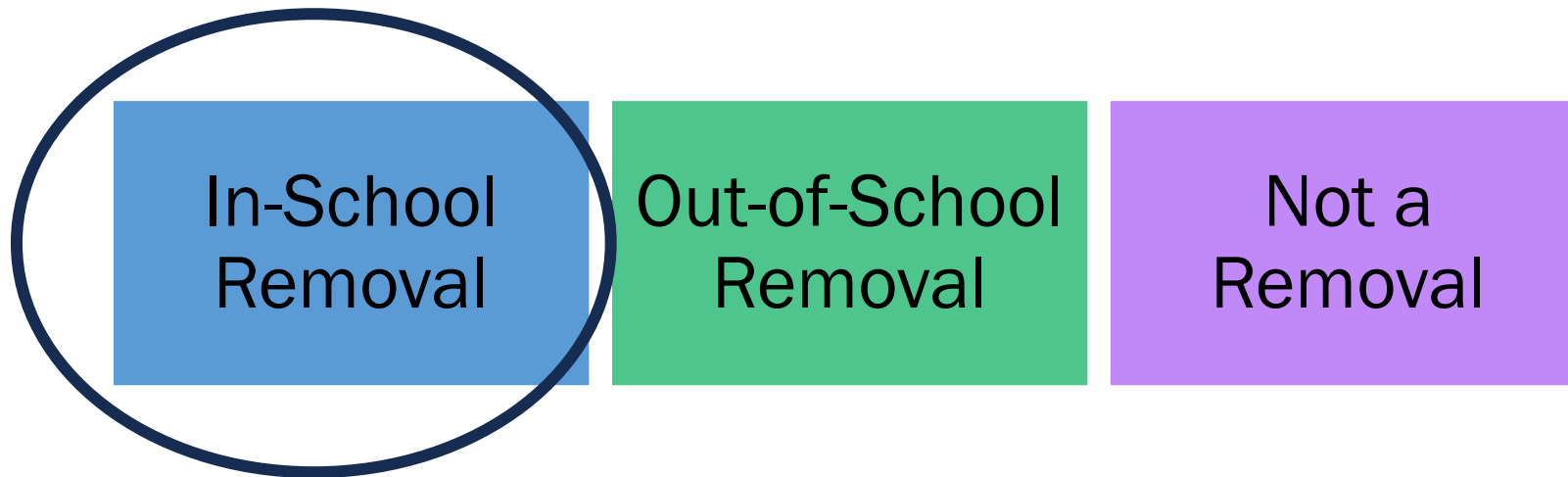


Pause here and discuss.

Scenario 1 Discussion

Did a behavior event occur? **YES**

Was the student removed from her typical schedule or setting? **YES**



Scenario 1 - Explanation

In this scenario, the event is an in-school removal (INSR) because a behavior event occurred, and the student was removed from her typical setting.

Scenario 2

Robert, a 9th-grade student with an IEP, started to exhibit signs of stress, such as clenching his fists and rapid breathing. His teacher recognized his “warning signs” and suggested he go take a drink of water and then return to class.



Pause here and discuss.

Scenario 2 Discussion

Did a behavior event occur? **NO**

Was the student removed from her typical schedule or setting? **YES**

In-School
Removal

Out-of-School
Removal

Not a
Removal

Scenario 2 - Explanation

In this scenario, the event is not an INSR because a behavior event did not occur. Instead, this may be considered an intervention if done with consistency and fidelity. It is important for a teacher to recognize and identify warning signs a student may show prior to a behavior event and, when possible, support the student in developing his or her own ability to self-regulate. While this response would not be considered a removal for Infinite Campus (IC) coding purposes, the school or district should still collect progress monitoring data on this event.

Scenario 3

Angela, a 3rd-grade student, became agitated during a group project and used profanity to express her emotions. Angela's Behavior Intervention Plan (BIP) stated she could be sent to another 3rd-grade teacher's classroom following a behavior event. Following Angela's BIP, the teacher sent Angela to another teacher's classroom across the hall to cool down.



Pause here and discuss.

Scenario 3 Discussion

Did a behavior event occur? **YES**

Was the student removed from her typical schedule or setting? **YES**



Scenario 3 - Explanation

In this scenario, the event is an INSR. Simply because a relocation is specified in the student's IEP or BIP as a preventative behavior measure or strategy does not change the result that the student has undergone a disciplinary removal under the facts of this scenario.

Scenario 4

Jasmine is a 10th-grade student with an IEP who is diagnosed as having anxiety and Attention Deficit Hyperactivity Disorder (ADHD). During the afternoons, she has a particularly difficult time paying attention, especially when her anxiety is heightened. As a self-regulation strategy, Jasmine's IEP states that she is permitted to request a short visit to the school counselor's office when she finds her anxiety is impacting her ability to complete work or pay attention.



Pause here and discuss.

Scenario 4 Discussion

Did a behavior event occur? **NO**

Was the student removed from her typical schedule or setting? **YES**

In-School
Removal

Out-of-School
Removal

Not a
Removal

Scenario 4 - Explanation

In this scenario, the event is not an INSR. In this case, visiting the school counselor is an example of a positive behavioral intervention to prevent the student's behavior from escalating into a violation of the student code of conduct.

Scenario 5

Two young learners, John and Mateo, needed to use the restroom after coming inside from the playground. Supervised by the preschool assistant, John was in the stall with the door closed, and Mateo peeked under the stall. John got very upset and kicked Mateo in the face, busting his lower lip. John was sent to the principal's office, where he stayed for the remainder of the day.



Pause here and discuss.

Scenario 5 Discussion

Did a behavior event occur? **YES**

Was the student removed from her typical schedule or setting? **YES**



Scenario 5 - Explanation

In this scenario, the event is an INSR. This is a removal from the student's regular educational program or setting for disciplinary purposes to another program or setting within the same school. John was removed from his typical daily schedule and setting from the preschool classroom to the principal's office. Any changes in placement for the day result in a removal. A behavior event did occur as John kicked a peer, which resulted in the child being injured. School administration or staff would need to document this behavior event in IC.

Practice Scenario 6 – Department of Juvenile Justice (DJJ)

DJJ Residential Staff have kept a student in their housing unit due to a behavior concern, and they are not sent to school that day and no educational services are provided.



Scenario 6 – Explanation (DJJ)

If the student is removed from the school setting for a behavioral concern, and no educational services are provided, that would be documented as an out-of-school removal.

Practice Scenario 7 – DJJ

A student is removed from class by a DJJ staff for a 15-minute time out, due to a behavioral issue, and then returns to class.



Scenario 7 – Explanation

If a behavior occurs, and the student is then given a time-out as a response, this would be considered a removal and should be coded accordingly in IC as an INSR.

Analysis of the Safe Schools Behavior Report

Reporting Special Education Discipline Data

- KDE reports the following categories of discipline data:
 - In-School Removals (*Unduplicated Count of Students*)
 - Up to 10 Days
 - Greater than 10 Days
 - Out-of-School Removals (*Unduplicated Count of Students*)
 - Up to 10 Days
 - Greater than 10 Days
 - Count of removal events (*Unduplicated Count of Events*)

Reporting SPED Discipline Data *(Continued)*

- A district can be determined to have *significant disproportionality* based on one or more of the previously mentioned categories.
- This data is also used to determine *significant discrepancy* in Indicators 4A and 4B (out-of-school removals greater than 10 days).

Safe Schools Report

- IC path: *Reporting > KY State Reporting > Safe Schools*

KY State Reporting

Calendar Report	Funding Gap Audit	Retention Report
Career Readiness Report	Growth Factor	SAAR Report
Dropout Report	IDEA Dec 1 Count Extract	Safe Schools
Dual Enrollment Cap Summary	KECS LEAD Extract	Student Participation
English Learners Extract	KEES Report	TEDS Report
FRYSC Group Program Report	Preschool Enrollment Count	Testing Roster Extract
FRYSC Individual Intervention Rosters	Reading Intervention Extract	Transition Report
FRYSC State Report	Resolution Length Calculation Tool	



Running the Report

- Be sure correct date range is selected.
- Select all schools or desired school.
- *Check Active Special Ed at Time of Incident* to get a list containing only students with IEPs.

Extract Options

Extract Type:

Format:

Date Range: --

Report Selection ☒ All Reports

- ☒ SS1: Assault or Violence
- ☒ SS2: Possession of Guns or Other Deadly Weapons
- ☒ SS3A: Possession/Use or Distribution of Drugs
- ☒ SS3B: Possession/Use or Distribution of Alcohol
- ☒ SS3C: Possession/Use or Distribution of Tobacco Products
- ☒ SS4: Bullying or Harassment
- ☒ SS5: Other Events Resulting in State Resolutions

Select Students

☒ Grade ☐ Ad Hoc Filter

☐ Active Special Ed at Time of Incident

Select Calendars

Which calendar(s) would you like to include in the report?

☒ active year
☐ list by school
☐ list by year

23-24

- 23-24 Arthur School 9-12
- 23-24 Buchanan Elem School
- 23-24 Buchanan PreK
- 23-24 Career & Tech
- 23-24 Day Treatment
- 23-24 KECSAC School
- 23-24 The Academy
- 23-24 Virtual Academy
- Harrison Elem School 2024 A
- Harrison Elem School 2024 B
- Hayes Elem School 2024 A
- Hayes Elem School 2024 B
- Jackson Elem School 2024 A
- Jackson Elem School 2024 B
- Jefferson School 2024 A
- Jefferson School 2024 B
- Polk High School 2024 A
- SUM 2023-24 Arthur School 6-8
- Taylor Elem School 2024 A
- Taylor Elem School 2024 B
- Tyler Elem School 2024 A
- Tyler Elem School 2024 B
- Van Buren Elem School 2024 A
- Van Buren Elem School 2024 B

CTRL-click or SHIFT-click to select multiple

Running the Report ⁽²⁾

- Select *Run Extract*.

The selection of Run Extract will produce a validation report to identify potential data issues. Submit to Batch will bypass the validation report.

Run Extract

Submit to Batch



Error Report

There are errors and/or warnings in the extract (See below) [Click Here](#) to generate the Safe Schools Extract.

To view the errors and/or warnings in a CSV format click [Export to CSV](#)

Error/Warning Table of Contents: (If warning/error count is 0, there are no warnings/errors to report.)

ER01: The following students have state resolutions without a start/end date and/or time. These behavior e

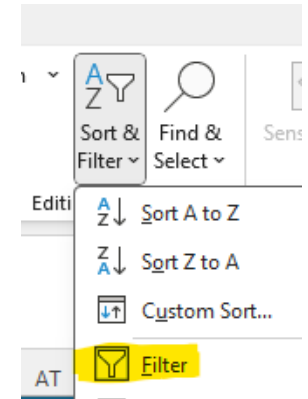
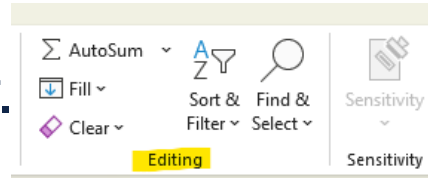
ER03: The following events do not have a participant selected. These behavior events will not pull on the

ER04: The following students have a resolution for a behavior incident that occurred outside of the selecte

ER05: Suspension Attendance without a corresponding Resolution of SSP3 Out of School Suspension. Th

Safe Schools Report

- Once you click *Generate Extract*, follow the steps below.
 - Open the Excel Spreadsheet that is generated (maybe in Downloads folder).
 - In the Home menu, go to the Editing section near the right end of the menu bar.
 - Click Sort and Filter.
- Select Filter.
- This should create dropdown arrows in each of the headers.



Demographic Information

- These columns are involved:

- G: StateID
- K: Gender_ID
- L: RaceID
- N: Active SpEd
- O: Primary Disability
- P: EnglishLearner(EL)

Beginning the 2025-2026 school year, demographic data for a student is taken from the final record of that student in the Safe Schools report.

Important Columns for IDEA Reporting ⁽²⁾

- Column AO: ResolutionStateCode
- Column AQ: ResStartDate
- Column AR: ResStartTime
- Column AS: ResEndDate
- Column AT: ResEndTime
- Column AU: ResolutionLength

Column AO: ResolutionStateCode

- For IDEA data calculation purposes, we only use the following codes:
 - In-School Suspensions
 - INSR: In-School Removal
 - SSP8: Seclusion
 - Out-of-School Suspensions
 - SSP1: Expelled with Services
 - SSP2: Expelled without Services
 - SSP3: Out-of-School Removal
 - INDR: In-District Removal
 - IAES
 - IAES1: Unilateral Removal by School Personnel
 - IAES2: Removal by Hearing Officer

Column AO: ResolutionStateCode ⁽²⁾

- If any rows have a blank in this column, filter them out. This data is not used in the removal calculation.
- If any rows have any codes other than the ones in the previous slide, filter them out. This data is not used in the removal calculation.

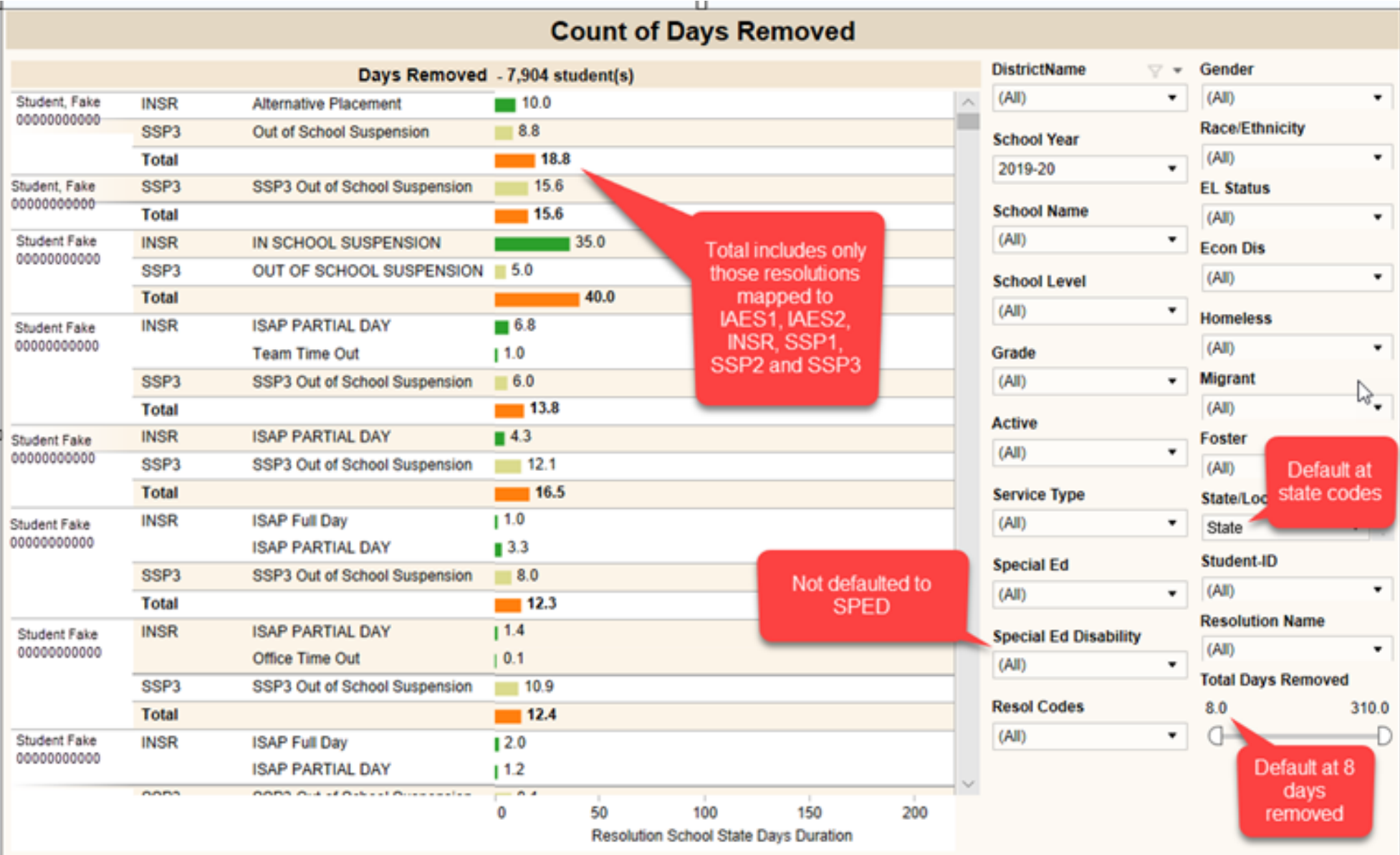
Resolution Length

- Once you have the records you need, review the data.
- Add all Resolution Lengths together for the student to get cumulative time removed. If it is less than 0.5 of a day, you do not need to include the student in your calculations.

Data Review

- Schools should review their own data. They know their kids.
- Look at the IAES rows. Are the students whose resolutions are IAES students with disabilities? Was the IAES resolution for one of the “big three” (drugs, weapons, serious bodily injury)?

Tableau Data Visualizations



Pause and Reflect

Who has access to and reviews the Safe Schools Report?

How do we ensure that incidents involving students with disabilities are correctly identified and reported?

When Safe Schools data shows repeated behaviors, how do we connect that information to interventions like FBAs, BIPs, or tiered supports?

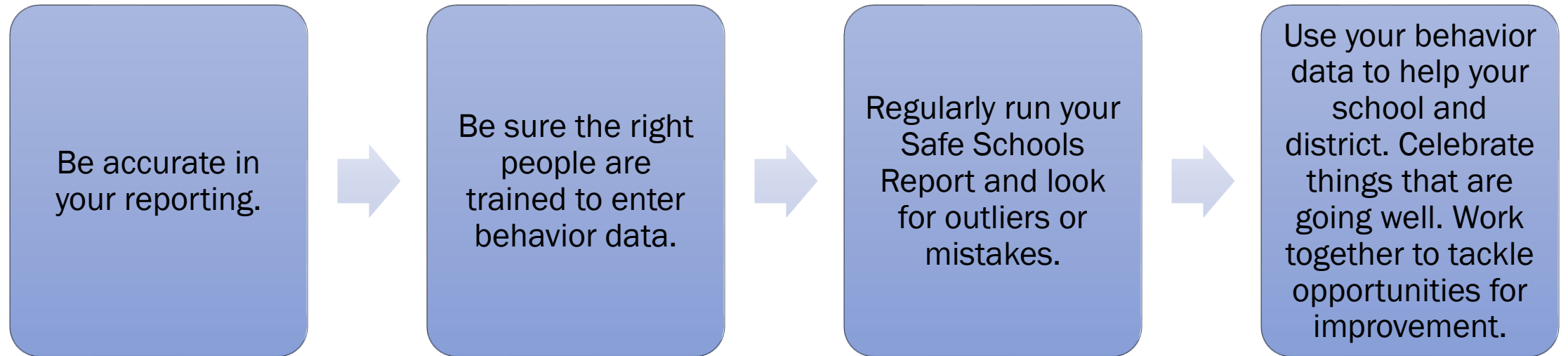


**Provide your answers in
the feedback form**

Discipline Training Feedback



Final Reminders



Questions?

Amy.Patterson@education.ky.gov

Rebecca.Turner@education.ky.gov

Stephanie.Ernst@education.ky.gov

Kentucky Department of Education
Office of Special Education and Early
Learning
502-564-4970