

MESA UNIFIED SCHOOL DISTRICT

CHECKLIST FOR REFERRAL OF A SPECIAL EDUCATION STUDENT
TO A FOCUS SCHOOL/ALTERNATIVE PROGRAM

Student Name: _____ Date of Birth: _____ Student # _____

Home School: _____ Grade: _____ Eligibility/Services: _____

Case Manager/Phone Number: _____ Referred to: _____

Mesa Public Schools procedures require that a student being considered for referral to a focus school/alternative program must have his or her IEP reviewed to determine if a free, appropriate, public education (FAPE) could be provided in an alternative setting. In addition, the team is mandated to complete a Functional Behavior Assessment (FBA) and implement a Behavior Intervention Plan (BIP) prior to making the referral to a more restrictive setting. The following checklist is completed by the home school psychologist or designee when considering the possibility of placing a student with an IEP in a focus school/alternative program.

STEP 1: Upon the second suspension or an initial suspension totaling five days or more, the referring administrator informs the home school psychologist or designee that the IEP Team should consider placement at a focus campus for educational /behavioral reasons. The IEP Team completes an FBA and develops a BIP.

_____ date/initials

Note: The home school may request that a focus school representative or district behavior specialist observe the student and/or provide consultation to the home school staff. This request should be made using a Request for Consultation form.

The FBA answers the following questions:

- a. What is the specific behavior problem leading to the referral?
- b. How often does it occur?
- c. When and where does it occur?
- d. What seems to trigger it?
- e. What events typically follow the behavior?
- f. What purpose does it serve for the student?
- g. What skill deficits may account for the behavior problem?

The BIP answers the following questions:

- a. What is the Target Behavior?
- b. What is the Replacement Behavior?
- c. How will the Replacement Behavior be taught?
- d. What individualized, specific incentives will be provided to reward the alternative, positive behavior?
- e. What individualized, specific consequences will be applied to the negative behavior?
- f. How will antecedents/environment be changed to reduce the occurrence of problem behaviors?
- g. Who will be responsible for plan implementation and documentation?
- h. How will progress, or lack thereof, be documented?
- i. When will the plan be modified?

STEP 2: Implement the BIP for at least four to six weeks with a minimum of two revisions, if necessary.

_____ date/initials

STEP 3: If the behavior difficulties continue, the home school psychologist or designee confirms that the student has a current psychological report on file, and that his/her IEP is updated. (The home school IEP team will be responsible for conducting annual reviews that are due within 30 calendar days of moving to a focus school/alternative program, and re-evaluations that are due within 60 days.)

date/initials

STEP 4: The home school psychologist or designee will send a copy of this completed checklist to Special Education – Area Director for Focus Schools/Programs, and attach the following (IF AVAILABLE):

date/initials

- _____ Request for Consultation form (if applicable),
- _____ copy of the student’s updated IEP,
- _____ copy of the FBA,
- _____ copy of the BIP/contract (signed by student and team),
- _____ copy of data collection or other types of documentation,
- _____ copy of the student’s discipline and attendance record (include number of days suspended), and/or
- _____ any other information that you think is important.

Note: For GUS referrals, give a copy of this completed checklist to the home school principal. This will be submitted to the GUS coordinator with the entire GUS referral.

STEP 5: The Special Education – Area Director for Focus Schools/Programs will contact the home school psychologist or designee **no later** than five school days from the receipt of the attachments noted in Step 4 for the purpose of giving suggestions to add to the referral, or notifying the team they may proceed to Step 6.

date/initials

STEP 6: The home school psychologist will schedule an IEP meeting to discuss placement in a focus school/program. This meeting may include the focus school representatives, as they are part of the IEP team.

date/initials

STEP 7: If a focus school placement is recommended, a Prior Written Notice form is completed which states that FAPE can be served at a focus school/program and records any necessary IEP modifications. If IEP modifications are made, each section that is modified must be referenced in and attached to the Prior Written Notice form. The Prior Written Notice form should indicate that the student is eligible to attend an alternative school/program.

date/initials

NOTES: When a school administrator has made a unilateral interim alternative education placement for a student who possesses a weapon, inflicts serious bodily injury, or possesses or sells illegal drugs or controlled substances at school or a school function, the school administrator must promptly report the matter to the area assistant superintendent and area special education director. As required by district Administrative Regulation JGD/JGE-R(2) III. B, the IEP team will meet to (1) determine the setting of the interim alternative educational placement; (2) conduct an FBA and develop a BIP, or modify any existing BIP within ten days after the interim placement; and (3) conduct a Manifestation Determination.

All special education (SLD or SLI) students coming from an institutional setting with a history of significant behavioral and/or court-related issues will process through Steps 4 through 7 of this checklist. The student should be enrolled at the home campus until placement is made at the focus school.