

**Revision of Practices and Procedures for Suspension of
Students with Disabilities
July 1, 2014**

I. Individual Evaluations of Students with Disabilities

Corrective action:

- **A multidisciplinary team will conduct a functional behavior assessment (FBA) as part of an individual evaluation of a student whose behavior impedes his or her learning.**
- **An FBA will be conducted by the multidisciplinary team when a decision is made to impose a suspension that constitutes a disciplinary change in placement and the manifestation team determines that the conduct subject to disciplinary action was a manifestation of the student's disability (unless an FBA was completed before the behavior that resulted in the change of placement occurred).**
- **A directive will be given to all multidisciplinary teams regarding their responsibility in forwarding the most current FBA to the Special Education Department to ensure it is placed in the student's folder.**
- **The FBA process will be revised and shared with all stakeholders.**

Improvement activities:

- **All corrective action procedures will be reviewed at annual meeting of multidisciplinary teams in September of each year.**
- **All corrective action procedures will be reviewed at the annual Administrative Council meeting held in August of each year.**
- **All corrective action procedures will be reviewed at the Principals' meetings in October, December, February and April of each year.**

II. Individualized Education Programs (IEP)

Corrective action:

- **CSE chairs will ensure a BIP, when warranted, is documented on all IEPs.**
- **The school district will ensure that the recommendations of a student's IEP, including changes made to the IEP after the annual review, are implemented.**

- When the manifestation team determines the conduct in question was the direct result of the school district's failure to implement the IEP, the school district will take immediate steps to remedy those deficiencies.

Improvement activities:

- Beginning in September 2014, a checklist will be included in each manifestation packet to ensure each FBA/BIP is included on the IEP.
- Beginning September 2014, an IEP verification form will be included in each manifestation packet as well as at the building level to ensure changes made to the IEP, after the annual review, are implemented.
- CSE chairs will review the procedure regarding when the manifestation team determines the conduct in question was the direct result of the school district's failure to implement the IEP and the school district will take immediate steps to remedy those deficiencies.

III. Behavioral Intervention Plans (BIPs)

Corrective action:

- Global and specific hypotheses as to why the problem behavior occurs will be included on all FBAs.
- When the conduct resulting in the suspension is determined to be a manifestation of the student's disability, the school district will implement a BIP for the student.
- The implementation of a student's BIP will include regular progress monitoring of the frequency, duration and intensity of the behavioral interventions at scheduled intervals, as specified in the BIP and on the student's IEP. The results of the progress monitoring will be documented and reported to the student's parents and to the CSE.

Improvement activities:

- Beginning September 2014, training will be provided to multidisciplinary teams on the writing of an FBA to ensure global and specific hypotheses as to why the problem behavior occurs are included.
- Training will be provided to CSE chairs in August of each year to ensure when the conduct resulting in the suspension is determined to be a manifestation of the student's disability the school district will implement a BIP for the student.

- Training will be provided to the CSE chairs and multidisciplinary teams in September of each year regarding progress monitoring of the BIP being documented and reported to the parents and CSE.
- The BIP process will be revised to ensure uniformity across the district by October 2014.
- CSE narrative notes will include a statement to ensure the FBA/BIP were reviewed and/or modified.

IV. Manifestation Determinations

Corrective action:

- Teacher and parent information, including progress monitoring data, will be reviewed at the manifestation determination meeting.
- In all cases, the manifestation team will determine and document if the student's conduct is a manifestation of the student's disability, if the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or was the direct result of the school district's failure to implement the IEP.
- CSE chairs will return/keep student in current program when a manifestation exists due to the student's disability except for in the case of serious bodily injury, weapons or illegal drugs.

Improvement activities recommended:

- Beginning September 2014 a checklist will be provided to CSE chairs to ensure uniformity of documentation in manifestation determinations.
- Training will be provided to all CSE chairs on manifestation determination meetings in the summer of each year.
- CSE narrative notes will include a statement to ensure the FBA/BIP were reviewed and/or modified.
- Contracted outside agencies will provide all suspension letters and disciplinary reports relevant to the manifestation request.

V. General Procedures for Disciplinary Removals

No corrective action required in this area.

VI. Interim Alternative Educational Settings (IAES) and Instructional Services

Corrective action:

- **Students with disabilities of compulsory attendance age will be provided with alternative instruction for short-term suspensions (10 days or less in the school year) on the same basis as nondisabled students.**

Improvement activities:

- **All corrective action procedures, including offering short-term instruction at all schools, will be reviewed at the annual Administrative Council meeting held in August and again at Principal's meetings in October, December, February and April of each year.**
- **District-wide uniformity in the notice of suspension sent to parents to offer alternative instruction for short term suspensions.**