

Discipline Reference Guide for Students with Disabilities

- This document is intended as a general guideline to support schools in helping teach and manage student behavior
- All removals (in school and out of school) are documented in the Infinite Campus Behavior and Attendance Tabs
- Discipline Office consults with the students' Enrich Team Leaders **prior** to finalizing discipline decisions.
- Consistent communication between Enrich Team Leaders, school administration, Discipline Department, Student Support Services, Intervention Services, and Executive Directors is imperative to ensure effective practices
- Please consult with the Student Support Services Coordinator assigned to the school for questions

1. PROCESS: Discipline Process for Students with IEPs	2. OUTCOME: Is the Incident a Manifestation of the Student's Disability?	
	YES	NO
1. Student Behavior Incident is reported to discipline officials		
2. Discipline official checks Infinite Campus for SSS flag	<p><i>The IEP/MD team must:</i></p> <p>1. <input type="checkbox"/> Conduct a functional behavior assessment and implement a behavior intervention plan (if no FBA had been completed prior to the conduct)</p> <p style="text-align: center;">OR</p> <p><input type="checkbox"/> Review and modify, as necessary, the existing BIP (if BIP had been developed prior to the conduct) to address the behavior</p> <p style="text-align: center;">AND</p> <p>2. <input type="checkbox"/> Return the child to his/her previous placement location</p> <p style="text-align: center;">OR</p> <p><input type="checkbox"/> Conduct a Reevaluation to consider change in IEP services if the change would result in a revised LRE</p>	<p><i>The behavior in question has been determined not to be a manifestation of the student's disability based on (select one)?</i></p> <p><input type="checkbox"/> The team reviewed all relevant information in the student's file, including the child's IEP, teacher observations and information provided by the parent and has determined that the child's conduct was not a manifestation of the student's disability, and that disciplinary procedures applicable to students without disabilities will be applied.</p> <p><input type="checkbox"/> School personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities except that services must continue as the IEP team determined would enable the child to: continue to receive educational services so as to participate in the general education curriculum, although in another setting, and to progress toward meeting IEP goals; and receive, as appropriate, a functional behavioral assessment (FBA) and behavior intervention services and modifications, which are designed to address the behavior violation so that it does not recur.</p> <p>Placement Decision: <i>Describe length of removal and use of positive behavior supports:</i></p>
3. If an SSS flag is present: discipline official contacts Enrich Team Lead to discuss which policies were violated		
4. In collaboration with Enrich Team Lead, discipline consequences are issued		
5. Behavior incident is entered into Infinite Campus (Behavior and Attendance Tabs must match)		
6. Complete the regular education discipline proceedings		
7. Discipline official maintains count of days of removal (include partial days as "days" in the count)		
8. If student has been removed more than five days in one school year, or if there is a pattern of behavior, engage in a collaborative conversation to determine when to initiate a Functional Behavior Assessment.		
9. Proceed with a Manifestation Determination Review IF: <ul style="list-style-type: none"> <input type="checkbox"/> A Change of Placement* has taken place OR <input type="checkbox"/> Alternative to Expulsion OR <input type="checkbox"/> Potential Referral for Expulsion 		
10. Notify the Family of the Discipline Results and to schedule an MDR (if needed)		

Term	Definition
Behavior Intervention Plan	This plan is developed by the student's IEP team to help support changes in a student's behavior as identified by a Functional Behavioral Assessment, including: Setting Events, Antecedent Strategies, Behavior Teaching Strategies, Reinforcement Strategies, and a possible Crisis Intervention Plan (if necessary). The BIP is shared with all adults who have interactions with the student in an attempt to ensure consistent implementations throughout the student's school day.
Change of Placement*	<ol style="list-style-type: none"> 1. The removal is for more than 10 consecutive days OR 2. The child has been subjected to a series of removals that constitute a pattern: <ol style="list-style-type: none"> a. because the series of removals total more than 10 school days in a school year OR b. because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals AND c. 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.
Compensatory Services	Students must be provided compensatory special education services on the 11 th day of removal, regardless of the reason that precipitated the removal. Services are determined individually based on student needs; services are not required to be an exact 1:1 replacement of time or services.
Functional Behavioral Assessment	A Functional Behavior Assessment is used to determine the function or reason behind a student's behavior in order to develop a Behavior Intervention Plan.
Individualized Education Plan Review	A meeting conducted to determine if changes need to occur in the student's IEP to help support instruction or to change behavior
Manifestation Determination Review	<p>A Manifestation Determination Review (MDR) is conducted when:</p> <ol style="list-style-type: none"> 1. a pattern of removals constitutes a change of placement; OR 2. a student has been removed from his or her learning environment for 10 consecutive days; OR 3. a decision has been made by the administrator and the case worker that the student may be referred for expulsion or an alternative to expulsion.
Removal	This occurs any time a student is separated from the student's typical school day by school administration as a disciplinary measure. Examples of removals include: in-school suspension, out-of-school suspension, removal to work in an office.
Removals which Count Toward 10-Days	<ol style="list-style-type: none"> 1. Out of School Suspensions 2. In School Suspensions UNLESS all three conditions are present: <ul style="list-style-type: none"> <input type="checkbox"/> The student is afforded the opportunity to continue to appropriately participate in the general curriculum <input type="checkbox"/> The district continues to provide the services specified in the student's IEP <input type="checkbox"/> The student continues to participate with nondisabled students to the same extent as he does in his current placement