

Special Education Student Suspension Procedures and Record Keeping

All Suspensions – (This includes in-school, out of school and bus suspensions)

- The suspending administrator will notify the student's case manager of the suspension and enter a discipline record into the school's student management system. The discipline record will include a summary of the incident, disciplinary actions, and the length of the suspension (recorded by class periods, whereas 8 periods = 1 day and 4 periods = ½ day). All case managers will have access to student disciplinary records.

Note: For disciplinary actions that do not result in suspension but result in the student receiving additional support in the special education resource room until he/she demonstrates that he/she has regained instructional and/or behavioral control and is ready to return to the general education setting the action code should be entered into the system as RS for resource support as identified in the student's IEP and/or PBIP.

At Three (3) Cumulative Days of Suspension (in-school and/or out of school)

- The student's case manager will review all suspensions and any other behavior data being collected. During the review the following key questions should be considered:
 1. What type of inappropriate behaviors is the student displaying?
 2. Where are the behaviors occurring?
 3. When are the behaviors occurring?
 4. What patterns can be identified?
 5. What interventions have been attempted?
 6. What were the results of those interventions?
 7. What other interventions can be attempted?
 8. Does the student have a Positive Behavior Intervention Plan (PBIP)?
 - If not is one needed?
 - If so does it need to be adjusted?

At Five (5) Cumulative Days of Suspension (in-school and/or out of school)

- The student's case manager will again review all suspensions and any other behavior data being collected.
- The case manager will consult with the district behavior strategist.
- The case manager will complete a Functional Behavior Assessment (FBA) and submit it to the district behavior strategist for review and recommendations.
- The case manager will use the FBA to modify the student's PBIP and submit it to the district behavior strategist for review and recommendation.
- The case manager will determine whether or not a crisis intervention plan needs to be developed for the student and provide rationale for the decision to the building Principal and Special Education Director.

At Seven (7) Cumulative Days of Suspension (in-school and/or out of school)

- The suspending administrator and the case manager will notify the Director of Pupil Services & Special Education and inform him/her that the student has reached 7 days of suspension.
- The case manager will again consult with the district behavior strategist and update the FBA.
- The case manager will schedule a meeting and invite staff that work with the student to brainstorm and identify possible changes in placement and/or changes to the students PBIP. The identified options should be evaluated with the best two or three being developed into plans to be presented to an IEP team for consideration.
- The case manager will schedule a Manifestation Determination.
- Following the Manifestation Determination, the IEP team will meet to consider changes in placement, and/or modifications to the students PBIP, and/or crisis intervention plan.

Note: Bus suspensions are different than school suspensions with one exception. If a bus suspension causes a student to miss school because they have no other transportation, those missed days should be counted in the total with the in-school and out of school suspension days. If a student is suspended from the bus but finds other transportation to school the bus suspension days should not be counted with the in-school and out of school days but should be monitored separately with the same actions being taken when the cumulative days of bus suspensions reach 3, 5, or 7 days.

Record Keeping

- All in-school (ISS) and out of school (OSS) suspensions will be recorded as such on the school's student management system.
- When a student's IEP or PBIP states that the student will receive additional support in the special education resource room when needed to regain instructional or behavioral control, those interventions will be entered on the school's student management system as an exempt absence with an explanation code RS (Resource Support).
- When students are unable to regain instructional or behavioral control and the parents or police department need to take the student out of school, any class periods missed should be entered as (excused absent). In such cases the student is not being suspended, rather they are leaving the school environment until they can regain control. This should be indicated somewhere in the PBIP and/or crisis intervention plan and referenced in the IEP.

Wording to be used in IEP's and PBIP's

When (student) demonstrates (specifically describe the behaviors) he/she will receive additional support in the special education resource room until he/she demonstrates that he/she has regained instructional and/or behavioral control and is ready to return to the general education setting. Instructional and/or behavioral control will be demonstrated by (insert criteria). The case manager will be responsible for determining and documenting when and how the student has demonstrated that they are ready to return to the general education setting.