
DISCIPLINARY ACTION FOR SPECIAL ED STUDENT (SED-P015)

WENATCHEE SCHOOL DISTRICT

1.0 SCOPE:

- 1.1 This procedure covers the steps to be followed when a Special Education student is suspended, either short- or long-term. The rights of students with disabilities will be upheld according to the federal and state rules and regulations that govern services to students with disabilities.

The online version of this procedure is official; therefore, all printed versions are unofficial copies.

2.0 RESPONSIBILITY:

- 2.1 Director of Special Education, Assistant Director of Special Education, Building Principals, Building Psychologists, Special Education teachers

3.0 APPROVAL AUTHORITY:

- 3.1 Director of Special Education or Assistant Director of Special Education

4.0 DEFINITIONS:

- 4.1 Individualized Education Program (IEP) - is a written statement of an educational program for a student eligible for special education that is developed, reviewed and revised in accordance with state and federal guidelines (at least annually).
- 4.2 Interim Alternative Educational Setting (IAES) is a setting outside of the normal classroom where a student who has been suspended for disciplinary reasons will receive their educational opportunities. This setting could range from an in school suspension room to provision of services before or after school, in the home, or provision of home work that is picked up at and returned to the school on a regular basis.

5.0 PROCEDURE:

- 5.1 Short-term suspension: Principal suspends a student receiving special education services for less than 10 days.
 - 5.1.1 Parents are immediately informed in writing of the disciplinary action.
 - 5.1.2 Parents are given information from the principal on the appeal process for the Wenatchee School District and the Rights for Due Process.
 - 5.1.3 Principal informs the Special Education personnel at the building and district level of the disciplinary action, including the date, incident, and number of day's student will be suspended.
 - 5.1.4 Special Education staff is not required to provide services to the student during a short-term disciplinary action. They will record the suspension.
 - 5.1.5 Special Education staff will begin a review of the IEP when the student has accumulated eight to 10 suspension days.
 - 5.1.6 Student returns to school following the short-term suspension.

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- 5.2 Long-term suspension: Principal suspends student for more than 10 consecutive school days or a series of suspensions totaling 10 or more days.
 - 5.2.1 Principal meets with parents.
 - 5.2.1.1 Parents provided with the rights to appeal disciplinary action.
 - 5.2.1.2 Parents provided with information regarding their Rights and Responsibilities for Students with Disabilities.
 - 5.2.2 Principal immediately informs the building Psychologist, Special Education teacher, and Special Education Department.
 - 5.2.3 Special Education teacher contacts the parent to invite them to an IEP meeting to conduct the manifest determination and the functional behavior assessment.
 - 5.2.4 Student continues to receive services that allow him/her to progress towards goals and objectives and participate in general education.
- 5.3 The IEP team meets to conduct assessments.
 - 5.3.1 The team determines whether the student's conduct is related to his/her disability.
 - 5.3.2 If the behavior is related to the disability, the student may not be long-term suspended. The team meets to take immediate steps to remediate the situation unless the district and parents agree to an IAES.
 - 5.3.3 If the behavior is not related to the disability, the student may be suspended or expelled, as would his/her non-disabled peers.
 - 5.3.3.1 The student must be provided services that would allow him/her to progress towards annual goals and objectives, as well as General Education curriculum.
 - 5.3.3.2 The student must receive a FBA and behavioral intervention services designed to address the behavior related to the disciplinary action.
- 5.4 If the disciplinary removal is not considered a change of placement, school personnel in consultation with one of the teachers, determines the extent to which services are needed.
- 5.5 If the removal for disciplinary reasons is a change of placement, the IEP team determines appropriate services.

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Functional Behavior Assessment
- 6.2 Manifestation Determination
- 6.3 Behavior Implementation Plan
- 6.4 IEP
- 6.5 Revision of IEP

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7.0 RECORD RETENTION TABLE:

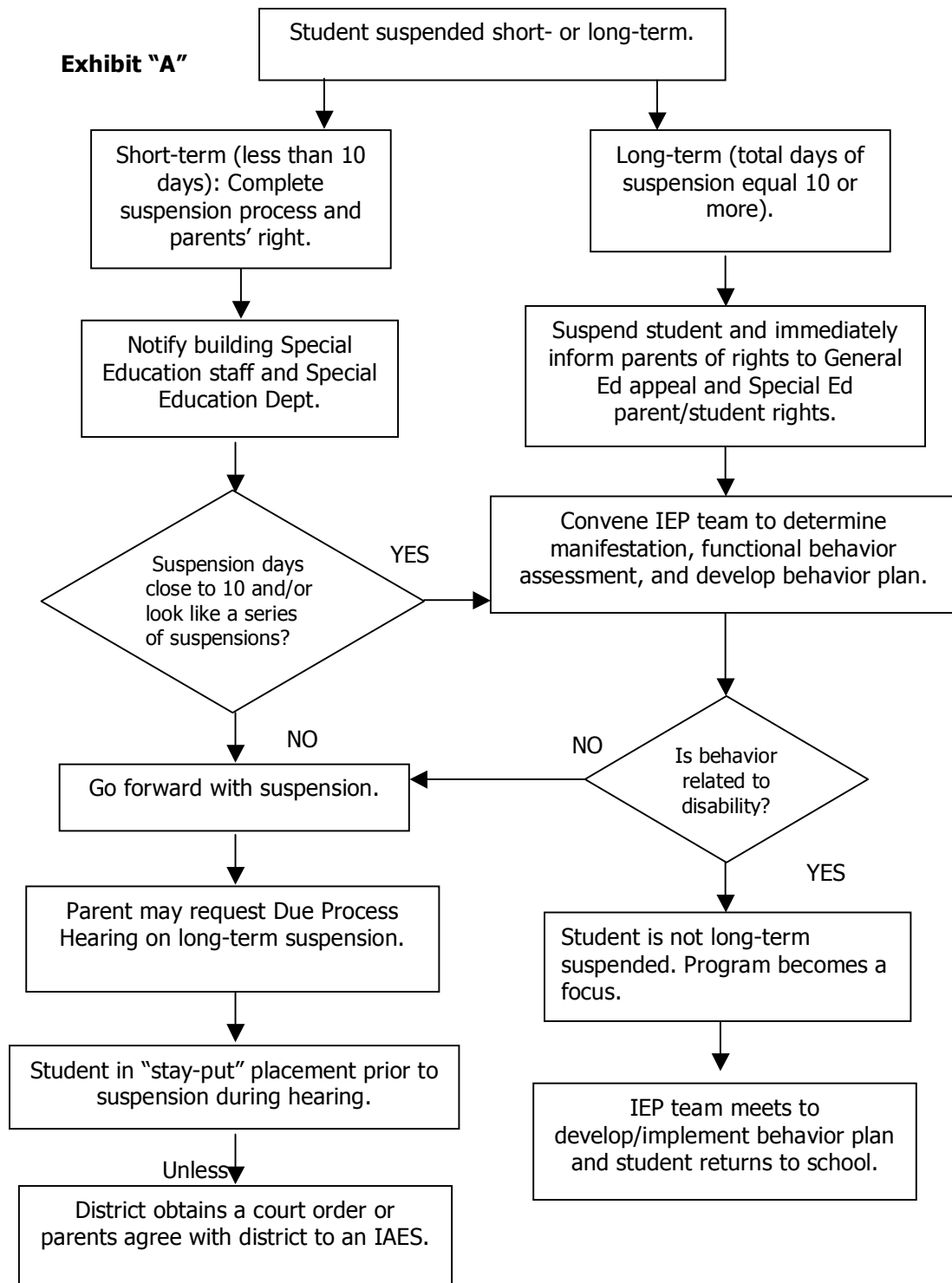
<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
All documents listed in 6.0 above	Special Educational Cumulative File; Student's building site	According to state and federal guidelines, six years after services end	Letter sent to last known address; if no response, records destroyed after one month	Stored in one location; fireproof

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev:</u>	<u>Description of Revision:</u>
11-May-01	A	Original Release
4-Feb-02	B	Updated protection information
16-Jan-03	C	Updated Approval Authority to include Assistant Director of Special Education; updated form numbers and retention data
12-Sept-03	D	Updated records retention data, replacing seven years with six
04-Nov-04	E	Changed "student's twenty-first birthday" to "services end" in record retention table
26-Sept-08	F	New definitions; added information to 5.3 and 5.4; added 5.5 and 5.6

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**** End of procedure ****