

SECTION V

Discipline

A. ASSURANCE: Discipline

Grant Parish School Board assures that data concerning suspensions and expulsions will be kept and reviewed to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities when compared to such rates for nondisabled children or among local educational agencies in the state.

B. Discipline of Children With Disabilities

The *Grant Parish School Board* believes that all students must receive a free and appropriate public education, and students with challenging behaviors subject to disciplinary action are best served in general education programs utilizing alternative methods of instruction. Resolution of problems with challenging behaviors requires multiple systems of service to address the variety of student needs, i.e., mental health, and natural consequences (discipline) has a place in the continuum of services. Special Education and Regular Education students' needs can be met in an inclusive environment, with instruction by a special education teacher working in concert with the sending teacher to implement lesson plans and IEPs to meet individual student needs.

Grant Academy's discipline program is the Interim Alternative Education Setting (IAES) of Grant Parish Schools that serves regular education and special education students in a general education program. Students with problematic behaviors that are addressed by the IAES, also receive the support of the Behavior Specialist and Certified School Psychologists. Students pursue educational activities from their

home school, with work product, assignments and tests graded by their teacher(s) of record. The student's curriculum continues, although at an alternative site, with grades awarded by their school of enrollment. As students meet their disciplinary obligations without loss of instructional time, they are able to earn grades (credits) to continue their educational progress.

It shall be the policy of the *Grant Parish School Board* that students receiving special educational services shall adhere to the same rules and regulations concerning proper conduct as other students.

Prior to any administrative disciplinary action with regard to a student classified as disabled, the relationship between the behavior of concern, the disabling condition of the student, and the proposed disciplinary action must be considered.

>The need for a structured program of behavior therapy shall be considered at each IEP meeting for all students with disabilities.

>Any structured program of behavior therapy which is included in a student's IEP shall not be considered disciplinary action.

>When inappropriate behavior exists, a Functional Behavior Assessment (FBA) should be conducted as the first step. The FBA must be completed in full as it is used to determine any condition which may have contributed to the student's acting out behavior as well as appropriate interventions.

>After a second suspension, an IEP committee shall be convened within 10 days to review the

appropriateness of the student's program and/or placement. A FBA must be conducted. If a behavior management plan is in place, it must be reviewed for possible changes. If there is not a behavior management plan in place, one must be written at this time. The IEP must have behavior goals and objectives written that correlate with the behavior management plan.

In accordance with Bulletin 1706, each teacher is authorized to hold each student to strict accountability for any disorderly conduct in the school or on the playground of the school or on any school bus going to or returning from school or during recess or intermission. Teachers, principals, and administrators may, subject to any rules as may be adopted by the *Grant Parish School Board*, apply reasonable disciplinary and corrective measures to maintain order in the schools. In addition, school principals may suspend from school, any student, including a student with disabilities for good cause, in accordance with School Board Policy and *Bulletin 1706*.

The *Grant Parish School Board* assures that the following procedures will be followed when discipline infractions occur:

- **Circumstance # 1:** A student with disabilities may be removed from school for 10 or less consecutive days. Services do not have to be provided, unless services are provided to the nondisabled. The principal must notify the parents and present them with the procedural safeguards. The principal must also notify the Special Education Supervisor or Designee within one operational day.
- **Circumstance # 2:** A student with disabilities may be removed for 10 consecutive school days or less per each incident in the same school year (if a pattern does not exist). Services do not have to be provided, unless services are provided to the nondisabled. The principal must notify the parents and present them with the procedural safeguards. The principal must also notify the Special Education Supervisor or

Designee within one operational day.

- **Circumstance # 3:** A student with disabilities may be removed from school for more than 10 consecutive days, or be removed for multiple incidents (if a pattern does not exist). The principal must notify the Special Education Supervisor or Designee within one operational day. Services must be provided on the 11th day of removal (non-consecutive), and must meet the goals and objectives listed on the IEP. A new IEP must be held within 10 school days to: 1) determine if the behavior is a manifestation of his/her disability (manifestation determination), 2) review or conduct a functional behavioral assessment, and 3) review or develop a behavioral intervention plan. If the determination is made that the behavior is a manifestation of his/her disability, the student must not be removed from his current setting. If the determination is made that the behavior is **not** a manifestation of his/her disability, the student can be removed from his current setting, but services must be provided.
- **Circumstance # 4:** If a student with a disability brings weapons or drugs to school, he or she can be placed in an Interim Alternative Education Setting for up to 45 days. The principal must notify the Special Education Supervisor or Designee within one operational day. Services must be provided on day 11, which meets the goals and objectives listed on the IEP. A new IEP must be held within 10 school days to 1) determine if the behavior is a manifestation of his/her exceptionality (manifestation determination), 2) review or conduct a functional behavioral assessment, and 3) review or develop a behavioral intervention plan.
- **Circumstance # 5:** If a student with a disability is a danger to himself or others, a state assigned hearing officer may remove the student to an Interim Alternative Education Setting. The principal must notify the Special Education Supervisor or

designee within one operational day. Services must be provided on day 11, which meets the goals and objectives listed on the IEP. A new IEP must be held within 10 school days to 1) determine if the behavior is a manifestation of his/her exceptionality (manifestation determination), 2) review or conduct a functional behavioral assessment, and 3) review or develop a behavioral intervention plan.

5. **Functional Behavioral Assessment:**

An assessment to determine what may have caused the behavior.

6. **Behavior Intervention Plan:**

A written plan to be implemented with the IEP to address the students behavior.

C. Definitions

A **suspension** is defined as an in-school cessation of educational services for one school day or longer; and/or a temporary removal from school for no more than ten (10) school days.

1. **In-school Suspension:**

An **in-school suspension** program which includes educational services shall not be considered a suspension.

2. **Change in Placement:**

The removal of a student for more than 10 consecutive school days

Or

A series of removals that constitute a pattern because:

- they cumulate to more than 10 days in a year

And

- length of the removal
- total amount of time
- proximity of removals

(Only 2 ways a removal is defined as change of placement.)

3. **Interim Alternative Educational Setting:**

An interim setting the student is placed in for no more than 45 days.

4. **Manifestation Decision:**

Decision to determine if the behavior is related to the disability.