EATON

Regional Education Service Agency

Discipline of Students with Disabilities

Administrative Guidelines

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Discipline of Students with Disabilities

Administrative Guidelines, Procedures and Forms

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These administrative guidelines and supporting forms are written in accordance with Eaton RESA policy and guidelines provided by Neola and pertaining to Discipline of Students with Disabilities, including:

Policy #5605 – Suspension/Expulsion of Students with Disabilities
Policy #5605A – Disciplining Students with Disabilities (IDEA Eligible)
Policy #5605B – Disciplining a Student with Disabilities
Policy #5610 – Suspension and Expulsion
Policy #5630.01 – Student Seclusion and Restraint

Local Districts wishing to utilize this document should consult their Board Policy and Guidelines

This document and related forms may be accessed electronically by visiting the website: www.eatonresa.org

Factors to Consider Before Discipline

Public Act 360 of 2016 (PA 360) adds Section 1310d to the Revised School Code (RSC). Except for students who are being expelled for possessing a firearm in a weapon free school zone.

Section 1310d requires school officials to consider all of the following factors before suspending or expelling a student under Sections 1310, 1311(1), 1311(2), or 1311a:

(1) The student's age;

(2) The student's disciplinary history;

(3) Whether the student has a disability;

(4) The seriousness of the violation or behavior committed;

(5) Whether the violation or behavior committed threatened the safety of any student or staff member;

(6) Whether restorative practices will be used to address the violation or behavior committed; and

(7) Whether a lesser intervention would properly address the violation or behavior committed.

While Section 1310d gives school officials sole discretion over the method used to consider these factors, it creates a rebuttable presumption that a suspension of more than 10 school days or an expulsion is not justified **unless** school officials demonstrate that they considered each of the factors. There is no rebuttable presumption that a suspension of 10 days or fewer is not justified, but school officials still must consider each of the factors before suspending a student. See disciplinary forms section, page 26 (Section 1310d Disciplinary Factors).

Moreover, under recently issued OCR/OSEP guidance, any disciplinary removal of a student with a disability must be evaluated for compliance with principles of FAPE (free appropriate public education) and LRE (least restrictive environment).

Restorative Practices

Public Act 361 of 2016 (PA 361) adds RSC Section 1310c and **requires** school officials to consider using restorative practices as an alternative or in addition to suspending or expelling a student.
Restorative practices are defined as "practices that emphasize repairing the harm to the victim and the school community caused by a pupil's misconduct." Section 1310c provides that such restorative practices may include victim-offender conferences that:

1. are initiated by the victim;

2. are approved by the victim's parent or legal guardian or, if the victim is at least age 15, by the victim;

3. are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender; and

4. provide an opportunity for the offender to accept responsibility for the harm caused to those affected by the misconduct and to participate in setting consequences to repair the harm.

The offender may agree through restorative practices to apologize; participate in community service, restoration, or counseling; or pay restitution. The consequences must be incorporated into a written agreement that sets time

limits for the offender to complete the consequences and that is signed by all participants. School officials should consider restorative practices to address interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, harassment, and cyberbullying. Nevertheless, school officials are reminded that federal non-discrimination laws, such as Title IX, prohibit schools from requiring that a victim of discrimination meet face-to-face with the offender.

Public Act 362 of 2016 (PA 362) amends Section 1310b (the Matt Epling Safe School Law) to encourage schools to include the use of restorative practices in school anti-bullying policies.

Michigan Department of Education has more information on restorative justice. See Links to Other Supporting Documents at the end of these guidelines.

Consideration is Mandatory

Except for firearm possession, "consideration of the (seven) factors ……. is mandatory before suspending or expelling a student under section 1310, 1311(1), 1311(2), or 1311a".

MCL380.1310D(4)

DISCIPLINING STUDENTS WITH DISABILITIES (IDEA ELIGIBLE)

When the behavior of a student eligible under the IDEA is such to justify serious disciplinary action, three (3) possible courses of action may be available depending upon the nature and severity of the behavioral problem. The first is in-school or out-of-school suspension. The second is an Interim Alternative Education Setting (IAES) for possession of a weapon, illegal drugs at school or committing serious bodily injury. The third is expulsion from school. Each will be dealt with in the following guideline.

In-School/Out-of-SchoolSuspension

The administrator may remove a student from his/her current placement for short-term periods not to exceed ten (10) consecutive school days. The principal may impose additional removals of the student of not more than ten (10) school days in a row in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see next section).

Short-term suspensions of up to ten (10) cumulative school days are not considered a change in educational placement and the procedural safeguards associated with the change of placement are not required Please note that the new Section 1310d Disciplinary Factors must be followed. The principal should stay alert to the possible need to convene a student's IEP TEAM to review the appropriateness of the current IEP and its implementation and to determine whether or not the behavior and its frequency creates the need for a Functional Behavioral Assessment and Behavioral Intervention Plan (see below).

The School District is only required to provide services to a student with a disability who has been removed from his/her current placement for ten (10) school days or less in that school year, if it provides services to a student without disabilities who has been similarly removed [§300.530(d)(3)]. Once a student with a disability has been removed from his/her current placement for a total of ten (10) school days in the same school year, the School District must, during any subsequent days of removal in that school year, provide services to the extent required below.

A student with a disability who is removed from the current placement for more than ten (10) school days must:

A. continue to receive educational services, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP to the extent required in §300.530(d).

B. receives, as appropriate, a Functional Behavioral Assessment (FBA), and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not happen again.

After a student with a disability has been removed from his/her current placement for ten (10) school days in the same school year and:

a) the current removal is for more than ten (10) school days in a row, or

b) the removal constitutes a pattern creating a change of placement (see definition below),

the student's IEP Team must determine the appropriate services to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in his/her IEP. The services that must be provided to a student with a disability who has been removed from the current placement may be provided in an interim alternative educational setting §300. 530(d)(1)(i).

Change of Placement §300.536

A removal of a student with a disability from the current educational placement is a change of placement if:

A. the removal is for more than ten (10) school days in a row; or

B. the student has been subjected to a series of removals that constitute a pattern because:

1. the series or removals total more than ten (10) school days in a school year;
2. the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
3. any additional factors such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the School District and, if challenged, is subject to review through due process and judicial proceedings.

Districts should always complete the Patterns of Removal Worksheet (see Discipline worksheets) and maintain in the special education file.

10 day or less	More than 10 days
• Consider 1310d factors • No Special Education protections • No services required • No presumption	Determine if change of placement. If so… • Special Education protections • MDR • FAPE services • Consider 1310d factors

Note: 1310d factors not required for possession of firearm

Services provided to Children removed for Disciplinary reasons

§300.530(d) broadly addresses the provision of services to children with disabilities under disciplinary action.

The amount of time a child is removed from his or her regular placement for disciplinary reasons may also affect the nature and extent of services provided during the time of removal. For example:

> …a child who is removed for a short period of time and who is performing at grade level may not need the same kind and amount of services to meet this standard as a child who is removed from his or her regular placement for 45 days under §300.530(g) or §300.532 and not performing at grade level. (Id.).

An LEA is not required to provide children suspended for more than 10 school days in a school year for disciplinary reasons exactly the same services in exactly the same settings as they were receiving prior to the imposition of discipline. However, the special education and related services the child does receive must enable the child to continue to participate in the general curriculum, and to progress toward meeting the goals set out in the child's IEP. (71 Fed. Reg. 46716)

Functional Behavior Assessment

A student whose removal corresponds to either circumstance (a "no" manifestation or because of "special circumstances") must receive, as appropriate, a functional behavioral analysis (FBA) and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. See §300.530(d)(1)(ii).

If a student engages in behavior which impedes his/her learning or the learning of others, and such behavior is likely to recur, it is essential that the IEP Team meet to complete a Functional Behavior Assessment (FBA). A FBA should be conducted as appropriate, where a student has been suspended for behavior which is not a manifestation of the student's disability.

§ 34 CFR § 300.530(f)(1)(i)-(ii) Determination that behavior was a manifestation

If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must - (1) Either -

(i) Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or

(ii) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and

The FBA should include:

A. the specific behavior(s) of concern, including the intensity, frequency, and duration;

B. the setting where the behavior usually occurs, e.g. cafeteria, transition periods, bus, regular classroom, etc.

C. the circumstances antecedent to the behavior;

D. the consequences of the behavior;

E. conditions that may impact the behavior, e.g. medications, diet, schedule, etc.

F. the apparent purpose of the behavior;

G. modifications/interventions attempted to change the behavior;

H. behaviors that would serve as functional alternatives to the target behavior.

When a FBA *should* be conducted	When a FBA *must* be conducted
When a student's problem behavior impedes his or her learning or the learning of others.	When suspensions or placements in an alternative setting exceed 10 consecutive days or amount to a change in placement.
When a student's behavior presents a danger to himself or herself or others.	When a student is placed in an interim alternative educational setting for 45 days when his or her misconduct involves weapons or drugs
When a student's suspension or placement in an interim alternative educational setting approaches 10 cumulative days.	When a due process hearing officer places a student in an interim alternative educational setting for behavior that is dangerous to himself or herself or others.

Behavior Intervention Plan

(2) Consideration of special factors. The IEP Team must—

(i) In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;

A Behavior Intervention Plan (BIP) should be developed to supplement the positive behavior supports identified in the student's IEP. The BIP should be referenced in the student's IEP – include date of BIP in Supplementary Aids + link to PLAAF and in notice how changes will be made to the plan. Example: Only through an IEP meeting will changes be made to the BIP.

The BIP should clearly describe the target behavior(s), the appropriate behavior that is sought, the reinforcements that will be used to modify the target behavior, and the response plan that will be invoked if the target behavior does not change. The plan should address methods such as time-out, safe haven, drawing a student back into a more restrictive setting from a regular classroom when conditions warrant, etc., all of which focus on remediating or improving a student's behavior rather than on disciplining behavior. The plan should also describe who will be involved in the intervention (classroom teacher, aide, and specialists), their respective roles and responsibilities, and how the data will be collected to assess the effectiveness of the intervention.

If the FBA and BIP cannot be completed prior to the student's suspension, they should be completed as soon as possible.

Interim Alternative Educational Placement

§ 300.530 Authority of school personnel.

(b) General. (1) School personnel under this section may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under § 300.536).

A student may be placed in an Interim Alternative Educational Setting under one of the following conditions:

A. An IAES has been made a part of the student's IEP and its use is limited so that it does not constitute a change in placement.

B. The student has been found to possess a weapon, illegal drugs in school (see below) or have inflicted serious bodily injury.

C. The student is considered to be dangerous to himself/herself and/or others as determined by an independent hearing officer. The IEP Team may, however, choose to go directly to a court to obtain authority for an IAES without involving a hearing officer.

The Superintendent or Superintendent's Designee may unilaterally place a student in a forty-five (45) school day Interim Alternative Educational Setting (IAES) if the student is found to have violated the Code of Conduct by carrying a weapon to school or a school function, by possessing, using, distributing, or soliciting illegal drugs at school or school function or by inflicting serious bodily injury upon another person.

Special circumstances § 34 CFR § 300.530(g) The definitions are as follows:

A **dangerous weapon** means a weapon, device, instrument, material, or substance animate or inanimate that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than 2 and 1/2 inches long.

A **drug** refers to a controlled substance or other substance identified under section (c) of the Controlled Substances Act, but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority.

Serious bodily injury is defined as injury that involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Examples based on definition of "Serious bodily injury"

Not Serious Bodily Injury	Serious Bodily Injury
Contusions	Severe concussion, which included intense headaches, nausea and missed work
Swollen knee where staff did not seek medical attention	Medical treatment where two drugs failed to provide pain relief and characterized as worst in her life
Discomfort, disorientation and pain rated 7 out of 10 but return to work next day	Rendered unconscious

The student's IEP Team is to convene as soon as possible and no later than ten (10) days after any decision to change the placement to determine whether or not the weapon, drug or serious bodily injury provision violation is related to the student's disability. If the IEP Team determines that the behavior is manifestation of the student's disability, it must review the Behavioral Intervention Plan (BIP) and make any modifications necessary to deal more effectively with the inappropriate behavior and prevent its reoccurrence. If there is no BIP, one should be developed and a Functional Behavioral Assessment performed.

On the day a student is placed in an IAES for violation of the weapon, drug or serious bodily injury provision, the Administration shall notify the parent of the decision and provide the parent with a copy of the procedural safeguards to which they are entitled. Placement in an IAES should only occur after the Manifestation Determination Review.

If the IEP Team finds no manifestation of student's disability and the weapon or drugs violation, the school may continue the forty-five (45) school day interim alternative educational setting and proceed with expulsion (see Mandatory Expulsion, "Dangerous Weapons" and Section 1310d). Should the student's parents dispute the determination of the manifestation determination review team, they have a right to request a special education due-process hearing.

A student is to remain in the IAES until a hearing and appeal decision is rendered or the forty-five (45) school days expires, whichever happens first. If Administration believes that a student is too dangerous to be returned to the school setting, and the forty-five (45) day placement expires before due process is complete, the Superintendent or Superintendent's Designee may request another expedited hearing to decide the student's placement during the pendency of proceedings.

A student who is considered to be too dangerous to himself/herself or others may also be placed in a forty-five (45) school day IAES but only after there has been a hearing to determine whether such placement is appropriate. The Superintendent or Superintendent's Designee should request an expedited hearing and provide the hearing officer with sufficient data for him/her to determine that:

A. the school has demonstrated that keeping the student in the current placement would prove substantially likely to result in injury to the student or to others;

B. the current placement is appropriate;

C. the school has made reasonable efforts to minimize the risk of harm in the current placement, including the use of supplementary aids and services;

D. the IAES meets the following requirements:

1. it has been designed by the student's IEP Team

2. it will enable the student to continue to participate in the general curriculum, although in another setting, and continue to receive the related services and modifications in the student's IEP that are designed to enable him/her to meet the IEP goals

3. it includes services and modifications designed to address the behavior which caused the request for the IAES or any other behavior that results in the student being removed from his/her educational placement

The services and modifications must be so designed as to prevent the behavior from recurring.

If the student has been placed in an IAES by a hearing officer because of danger to the student or others, the student is to continue in that placement pending the outcome of any appeal hearing or the expiration of the forty-five (45) school days, whichever happens first. If the forty-five (45) day placement expires prior to a decision by the hearing officer concerning the causal relationship dispute, the school may ask for an expedited hearing in order to determine whether the student should continue in another forty-five (45) interim alternative educational setting. The school cannot unilaterally lengthen a forty-five (45) school day placement.

Expulsion

Mandatory Expulsion, "Dangerous Weapons, "and Section 1310d

Public Act 364 of 2016 (PA 364) makes Section 1311(2) (pertaining to the mandatory expulsion of students for possessing a dangerous weapon, committing arson, or committing criminal sexual conduct) subject to the new Revised School Code Section 1310d factors, except when a student is being expelled for possessing a firearm. The possession of all other dangerous weapons is subject to the Section 1310d factors.

In addition, a new Section 1311(3) is added, creating a rebuttable presumption that an expulsion for possession of a dangerous weapon is not justified if both of the following conditions are satisfied:

- The school determines, in writing, that at least one of the factors listed in Sections 1311(2)(a)-(d) has been established in a clear and convincing manner (obviating mandatory expulsion); and
- The student has no history of suspension or expulsion.

Section 1311(2) already provides that a school board is not required to expel a student for possessing a dangerous weapon if the student establishes, in a clear and convincing manner, at least one of the following:

(1) The object or instrument possessed by the student was not possessed by the student for use as a weapon, or for direct or indirect delivery to another person for use as a weapon;

(2) The weapon was not knowingly possessed by the student;

(3) The student did not know or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon; or

(4) The weapon was possessed by the student at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

Although permissive expulsion remains in the school board's discretion, it is now subject to the conditions and rebuttable presumption in Section 1310d.

If the Administrator recommends the student be expelled from school, the parents are to be notified on the date the administrator makes the request for the expulsion accompanied by a notice of parent rights, which delineates all of the rights and procedural safeguards to which the parents and students have access in connection with an expulsion. Within ten (10) school days following the decision to seek expulsion, the IEP Team is to convene to conduct a Manifestation Determination.

New Definitions MCL380.1310d(5)

Expel: *"to exclude a pupil from school for disciplinary reasons for a period of **60 or more school days**"*

Suspend: *"To exclude a pupil from school for disciplinary reasons for a period of **fewer than 60 days**"*

Manifestation Determination Review

Manifestation of the Disability 300.530(e)

Determination of a manifestation of disability is done by the IEP Team members (representative of the LEA, parent and relevant members of the IEP Team) within 10 school days of any decision to change the placement (single disciplinary removal of more than 10 school days, or pattern of removal) of a child with a disability because of a violation of a code of student conduct (300.530(e)). The Team considers the relationship between the behavior in question and the student's disability.

The behavior is determined to be a manifestation of the disability only if there is a documented:

1. IEP Team review of: (1) the IEP; (2) any teacher observations; (3) relevant information supplied by the parent; and (4) all other relevant information held by the district or provided by the parent.

2. Determination that either of the following are true:

    a. The conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or

    b. The conduct in question was the direct result of the LEA's failure to implement the IEP.

If the behavior is found to be a manifestation of the student's disability, the suspension or expulsion cannot go forward. The school should immediately proceed to remedy any deficiencies in the IEP, the placement of the student, or the implementation of the IEP. The student is returned to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of an IEP Amendment.

If the IEP Team determines that the behavior is not a manifestation of the student's disability, the student is subjected to the same discipline as students without disabilities.

If the parents initiate a due process hearing challenging the causal relationship determination, the "stay put" provision provides that the student remains in the setting determined by the school personnel until a decision is reached through the due process or expiration of the forty-five (45) school day IAES.

If the student is expelled, the District has a continuing responsibility for providing alternative educational services to the student. The IEP Team shall consider the nature and extent of educational services to be provided in order to make available a free and appropriate education (FAPE) to the student.

What an MDR is not……

- An investigation into the misconduct
    - if conduct occurred;
    - If investigation was flawed.
- Student disciplinary hearing
    - Disciplinary recommendation
    - Discussion of appropriate discipline

Procedural Reminders for Discipline

- ☐ Give all students equal treatment under the code of conduct
- ☐ The sanction imposed for the special education student must be consistent with the code of conduct and "equal"
- ☐ Documentation of behavior / investigations should be maintained and analyzed.
- ☐ Behavior Plans must be implemented and reviewed for changing behavior and effectiveness of interventions, and referenced in the IEP
- ☐ Partial Suspension days count as full days (sent home early)
- ☐ Document Section 1310d factors to consider before suspension or expulsion (see Disciplinary Forms Pg. 25)
- ☐ The clock does not "reset" following an MDR, meaning you do not restart the 10-day suspension count following an MDR. All subsequent suspension days will require a new MDR

Definitions

Removals – Not A Change in Placement – Is defined as a single removal of 10 or less school days or a series of removals in a school year that may consequently require the provision of additional services by accumulating to more than 10 days in a school year in the current district of enrollment, but only if school staff determine the removals are NOT a "pattern of behavior/removal". If removals ARE a "pattern of behavior/removal", see **change in placement**, below.

Removals – Change in Placement – Is defined as a single removal for more than 10 school days or an ongoing "pattern of behavior/removal". It is the IEP Team's responsibility to determine the relationship between a disability and the behavior precipitating a disciplinary action. The results of the **Manifestation Determination** (and other factors such as drugs/weapons/bodily injury) determine whether the student will remain in the **pre-incident placement** or be temporarily placed in an **interim alternative education setting (IAES).**

Not Yet Eligible- Even when a student has not yet been determined eligible for special education and is not currently receiving additional services, the district is still responsible to extend the procedural safeguards to the student with a possible disability when considering issues related to a change in placement.

A student is considered not yet eligible when:

1. Parent expressed concerns *in writing* to school administrative staff or the student's teacher
2. Parent request for special education evaluation, or an evaluation is otherwise in process prior to incident
3. *Teacher or other personnel have expressed concern directly to the Director of Special Education or supervisory personnel of the LEA*

A student is not considered not yet eligible when:

1. The parent has not allowed a special education evaluation
2. The parent has otherwise refused special education services
3. A previous evaluation has found the student to be ineligible

Provision of FAPE- ***Beginning with the 11th day of removals in a school year,*** the student receives services to enable continued participation in the general curriculum and to progress toward IEP goals.
Services are determined by school personnel in consultation with at least one of the child's teachers (if not a change in placement) or the IEP team (when a change of placement is determined). 300.530(d)(4)

Services beginning with the 11th day of removal in a school year - resources for procedures and documentation for the provision of such services can be found in the forms section of this document.

Pattern of Removals/Behavior: A district administrator and the student's teacher are required to determine whether a pattern of removals that amount to more than 10 days in a school year in the current district of enrollment constitutes a "change of placement". §300.536
All of the following factors must be considered in any decision regarding a pattern of exclusion:

- Recurrence of substantially similar behavior in a series of removals subject to discipline
- Length of each removal
- Total amount of time removed
- Proximity of removals to each other

Return to Pre-incident Placement: Unless there are special circumstances, as defined below**,** if the student's behavior is determined to be a manifestation of the disability, the student must return to the pre-incident placement:

1. General disciplinary removals are terminated.
2. The student returns to the placement in the current IEP, or other placement determined by the IEP Team.
3. The IEP Team must either initiate a FBA/BIP, or review an existing FBA/BIP to address the behavior.
4. Deficiencies (if any) to implement the previous IEP are remedied

Special Circumstances: Special Circumstances related to (1) drugs, (2) weapons, (3) serious bodily injury, or a belief of the LEA that return to pre-incident placement be substantially likely to result in injury to the student or others, will cause consideration of a long term removal (Interim Alternative Educational Placement) even if the behavior was considered a manifestation of the student's disability.

- **Drugs.** Violations involving drugs refer to when a student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a SEA or a LEA.

- **Weapons – state and federal definitions.**
    - **State definition.** The term "dangerous weapon" means a firearm, dirk, dagger, stiletto, iron bar, knife with a blade over 3 inches in length (note: see federal definition below), pocket knife opened by a mechanical device, and brass knuckles [MCL 380.1313(4)]. The definition of "firearm" in section 380.1311 refers to the definition of that term in the federal *Gun-Free Schools Act of 1994* which in turn refers to another section of federal law which defines "firearm" as:
        - Any weapon (including a starter gun) which will or is designed or may readily be converted to expel a projectile by the action of an explosive;
        - The frame or receiver of any such weapon;
        - Any firearm muffler or firearm silencer; or
        - Any destructive device.

    - **Federal definition.** The term dangerous weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or

serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.

- **Serious Bodily Injury.** The term "serious bodily injury" is defined in Section 1365(h)(3) of Title 18, U.S. Code, to mean a bodily injury that involves:
  - a substantial risk of death, extreme physical pain,
  - protracted and obvious disfigurement, or,
  - protracted loss or impairment of the function of a bodily member, organ, or mental faculty. [615(k)(7)(D)].

- **Other Cases**: In other cases, if the LEA believes that returning the student to the pre-incident placement will likely result in injury to the student or others, the district may seek a court injunction or hearing officer decision to unilaterally place the student in an IAES

Relationship to MI Mandatory Expulsion for Weapons- MI law, MCL §380.1311(2), if a pupil possesses in a weapon free school zone a weapon that constitutes a dangerous weapon, commits arson in a school building or on school grounds, or commits criminal sexual conduct in a school building or on school grounds, the school board, or the designee of the school board as described in subsection
(1) on behalf of the school board, shall expel the pupil from the school district permanently, subject to possible reinstatement under subsection (6). However, a school board is not required to expel a pupil for possessing a weapon if the pupil establishes in a clear and convincing manner at least 1 of the following:

(a) The object or instrument possessed by the pupil was not possessed by the pupil for use as a weapon, or for direct or indirect delivery to another person for use as a weapon.

(b) The weapon was not knowingly possessed by the pupil.

(c) The pupil did not know or have reason to know that the object or instrument possessed by the pupil constituted a dangerous weapon.

(d) The weapon was possessed by the pupil at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

(3) There is a rebuttable presumption that expulsion under subsection (2) for possession of a weapon is not justified if both of the following are met:

(a) The school board or its designee determines in writing that at least 1 of the factors listed in subsection (2)(a) to (d) has been established in a clear and convincing manner.

(b) The pupil has no history of suspension or expulsion.

See "Expulsion" section page 10 for further information regarding Section 1310d factors.

If the student with a disability is expelled under MI Mandatory Expulsion statute, the district must follow procedures for a change in placement and provide FAPE, unless the behavior was determined to be a manifestation of the student's disability. If the incident meets the federal rules for a weapon, drugs or serious bodily injury, then follow procedures for special circumstances and IAES.

Interim Alternative Educational Setting (IAES)- Given special circumstances discussed above, school personnel may unilaterally remove a student to an IAES for not more than 45 school days, even if the behavior was a manifestation of the student's disability. This is a right of the district in the event of incidents as defined by federal rule.

However, the IEP team has the responsibility at all times to review the student's needs and determine appropriate

placement. Districts are cautioned not to use the 45 school day placement as a formula for removal of students experiencing discipline issues, as determining individualized programs as always the responsibility of the IEP team.

Additional Cautions Regarding Removals from School:

1. **Conditional returns** - When the student return is conditional (school requires a parent meeting, private evaluation, etc.) each day missed until conditions are met is a day of removal.

2. **Parent removals** – are not considered a day of removal. Such removals should be well documented. If the school has prompted the parent to pick-up their child, it counts as a day of removal/suspension.

3. **Transportation** – days missed because of removal from transportation supported by ***special education as specified in an IEP*** is a removal from school. For removal from general transportation provided without special education support, districts should follow the same procedures as for nondisabled peers.
   - A bus suspension would count as a day of removal if transportation is included as a related service in the IEP regardless of whether the student attended school unless the district makes alternative arrangements to get the student to school.
   - According to OSEP, because it is the parent and not the district that has arranged for alternative transportation to school, the district must count the student's bus suspension as a day of removal.
   - To avoid counting a suspension from specialized transportation as day of removal, districts must offer to provide an alternative method of transporting the student to school or reimburse parent for cost of providing transportation if parent is agreeable.

MCL380.1311 Suspension or Expulsion of Pupil

For the complete list of revised school code laws related to suspension or expulsion of all pupils, see MCL380.1311. The above definitions are only those specific to students with disabilities.

34 CFR §300.535

Part B of the IDEA does not:

1. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities;

or

2. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability

Transmittal of Records

If a school district reports a crime committed by a child with a disability, the school district:

1. Must ensure that relevant copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; **and**

2. May transmit copies of the child's special education and disciplinary records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

DISCIPLINE FLOWCHARTS

REMOVALS – NOT a Change in Placement - Chart 1

10 or less school days per incident – 300.530(b)

School sends parent notice of disciplinary action according to school's general education policy (consult your local board and administrative policies)

Has student accumulated more than 10 school days of removal in the current school year in the current district of enrollment?

NO 10 or less days total in the current school

District implements school's general education discipline procedures for comparable behaviors. Services are provided, if provided to students without disabilities per LEA policy.

YES >10 days total in the current school year

Do a series of removals form a pattern of exclusion? On a case-by-case basis, take into account all of the following:

1. Recurrence of substantially similar behavior in a series of removals subject to discipline
2. Length of each removal
3. Total amount of time removed
4. Proximity of removals to each other 300.536

See "**Pattern of Removal Worksheet**"

NO

Beginning with the 11th day of accumulated removal in a school year, the student receives services to enable continued participation in the general curriculum and to progress toward IEP goals.

Services are determined by school personnel in consultation with at least one of the child's teachers.
300.530(d)(4)

YES

If there is a "pattern of removals", use Chart #2 Removals – Change in Placement.

REMOVALS – CHANGE in Placement - Chart 2

10 or more days per incident, or pattern of removals constituting a change in placement 300.536

On the day on which the decision is made to make a removal due to a violation of a code of student conduct, the school provides parent a copy of the Special Education Parent Handbook with Procedural Safeguards and other pursuant to a special education change of placement. 300.530(h)

Within 10 school days of the decision to change the placement due to a violation of a code of student conduct, the LEA, the parent and relevant members of the IEP Team (as determined by the parent and LEA) must determine: Is the behavior a manifestation of the disability? 300.530(e)

YES, the behavior **IS** a manifestation of the disability

NO the behavior in question is not a manifestation of the disability

Special circumstances: Did the incident involve: (1) drugs, (2) weapons, or (3) serious bodily injury? [300.530(g)] Or does the LEA believe that the student's return to pre-incident placement be substantially likely to result in injury to the student or others?

NO

Return to pre-incident placement:

1. General disciplinary removals are terminated.
2. The student returns to the placement in the current IEP, or other placement determined by the IEP Team.
3. The IEP Team must either initiate a FBA/BIP, or review an existing FBA/BIP to address the behavior.
4. Deficiencies (if any) to implement the previous IEP are remedied.

YES

District may use general discipline procedures:

1. District must provide services on the 11th day of accumulated removal in the current school year to participate in the general curriculum and progress toward the goals in the IEP.
2. Setting and services are determined by the IEP Team.
3. Immediately initiate, if appropriate, a FBA and BIP, or review an existing FBA/BIP to address the problem behavior.

Special circumstances: drugs, weapons, serious bodily injury; or other dangerous situations [300.530(g)] Use Chart #4

STUDENT NOT YET ELIGIBLE FOR SPECIAL EDUCATION - Chart 3

(Student is not currently referred for a special education evaluation and does not currently receive special education programs/services.)

School sends parent notice of disciplinary action according to school's general education policy (consult your local board and administrative policies)

Is there **"prior knowledge"** of a suspected disability?

Prior knowledge exists if:

1. Parent expressed concerns in writing to school administrative staff or the student's teacher
2. Parent has requested a special education, or an evaluation is otherwise in process prior to incident
3. Teacher or other personnel have expressed concern directly to the Director of Special Ed or supervisory personnel of the LEA

Prior knowledge does not exist if:

1. The parent has not allowed a special education evaluation
2. The parent has otherwise refused services
3. A previous evaluation has found the student to be ineligible

No

Yes

Is parent or other person requesting an evaluation for special education after the incident?

No

District initiates or continues discipline procedures per general education policy.

Ineligible

Begin expedited evaluation per district procedures. Student has same protections as for special education eligible students until eligibility is resolved.

Yes

Ineligible

Eligible

Begin expedited evaluation per district procedures, which can include general removal without educational services concurrent with the evaluation.

Eligible

If the removal constitutes a change in placement, the parent and relevant members of the IEP Team (as determined by the parent and LEA) must determine: Is the behavior a manifestation of the disability? 300.530(e)

SPECIAL CIRCUMSTANCES
Weapons/Drugs/Serious Bodily Injury - Chart 4

On the day on which the decision is made to make a removal due to a violation of a code of student conduct, the school provides parent a copy of the Special Education Parent Handbook with Procedural Safeguards and other pursuant to a special education change of placement. 300.530(h)

The district may use general discipline procedures and place the student in an interim alternative educational setting (IAES) for up to 45 school days.

1. Setting and services in the IAES are determined by an IEP Team.
2. If the parent contests the IAES, the student remains in the IAES determined by the district until the outcome of an expedited due process hearing. 532(a)
3. In other cases, the LEA must obtain a court injunction or hearing officer decision to unilaterally use an IAES for up to *45 school days* if it is believed that maintaining the student in the current placement is substantially likely to result in injury to the student or others.
4. **Within 10 school days** of the decision to change the placement due to a violation of a code of student conduct, the LEA, the parent and the relevant members of the IEP Team (as determined by the parent and LEA) must determine**: Is the behavior a manifestation of the disability?** 300.530 (e)

YES, the behavior **IS** a manifestation of the disability

District may return student to pre-incident placement, or keep the student in the IAES for up to the entire 45 school days.

1. The IEP Team must either initiate a FBA/BIP, or review an existing FBA/BIP to address the behavior.
2. Deficiencies (if any) to implement the previous IEP are remedied.

NO the behavior in question is not a manifestation of the disability

District may use general discipline procedures:

1. The IEP Team must either initiate a FBA/BIP, or review an existing FBA/BIP to address the behavior.
2. Student may remain in the IAES for the entire 45 school days.
3. The district must provide services for general disciplinary removal extending beyond the exhaustion of the IAES.

Discipline Forms

Section 1310d Disciplinary Factors

MCL 380.1310d

Before suspending or expelling a student, building administration must complete this form			
Student Name:		**Date of Alleged Offense:**	
Grade Level:		**Location of Offense:**	
Description of Misconduct:			
Before issuing any discipline, Section 1310d requires school officials to consider the following factors:			
Did the student possess a firearm on school property or at a school event?		☐ **YES** ☐ **NO**	
If YES, there is no need to complete the remainder of this form.			
Student's DOB:		Age at time of alleged offense:	
Does student have a disciplinary history?	☐ **YES** ☐ **NO**	If YES, attach printout or briefly describe relevant discipline:	
Is the current misconduct similar to past misconduct?	☐ **YES** ☐ **NO**		
Is the student a student with a disability?	☐ **YES** ☐ **NO**		
	Check YES if any of the following are true:		
☐Yes	Individualized Education Plan or 504 plan;		
☐Yes	Currently being evaluated for IDEA or Section 504 eligibility;		
☐Yes	Parent/Guardian has expressed concern in writing to a supervisor, administrator, or teacher that the student needs special education and related services;		
☐Yes	Parent/Guardian has requested a special education evaluation; or		
☐Yes	Teacher or other personnel expressed specific concern directly to special education or other supervisory personnel about student's pattern of behavior.		
☐No	Check NO if none of the above factors apply, or if the student was evaluated for IDEA or Section 504 eligibility but found ineligible, or if the school sought permission to evaluate and the parent/guardian declined, or if the parent/guardian revoked the consent for or refused IDEA or Section 504 services.		
Did the misconduct threaten the safety of any student or staff member?	☐ **YES** ☐ **NO**		
Will restorative practices be used to address the misconduct?	☐ **YES** ☐ **NO**		
Restorative practices must be considered in addition to, or in lieu of, suspension or expulsion.			
If restorative practices will be used, briefly describe:			
Is there an intervention other than suspension/expulsion that would address the misconduct?	☐ **YES** ☐ **NO**		
If YES, will the lesser intervention be used?	☐ **YES** ☐ **NO**		
If NO, why not?			
I have considered the above factors, and the seriousness of the misconduct, and I have determined that the following discipline is appropriate:			

Administrator Signature	Date

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Pattern of Removal Worksheet

Student Last Name		**First:**		**Middle Initial:**		**Birthdate:**	
Eligibility:		**Grade:**		**School:**		**School Year:**	

IDEA §300.536 "Change of Placement because of disciplinary removals"

A. For purposes of removals of a child with a disability for the child's current education under §300.530 through §300.535, a change of placement occurs if-

1. The removal is for more than 10 consecutive school days; or
2. The child has been subjected to a series of removals that constitute a pattern –
   - (i) Because a series of removals total more than 10 school days in a school year;
   - (ii) Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
   - (iii) 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.
     1) The public agency determines on a case-by-case basis whether a pattern of removals constitutes a change in placement.
     2) This determination is subject to review through due process and judicial proceedings.

Incident/Behavior	DESCRIPTION OF BEHAVIOR/INCIDENT *List all incidents subject to disciplinary removal for current school year.*	Date of suspension	Number of suspension days	Total days suspension for school year	Number of days since last incident	**ADMINISTRATOR TO COMPLETE** Pattern of Behavior? Y/N
#1				X	X	
	Rationale for determination:					
#2						
	Rationale for determination:					
#3						
	Rationale for determination:					
#4						
	Rationale for determination:					
#5						
	Rationale for determination:					

#6						
	Rationale for determination:					
#7						
	Rationale for determination:					
#8						
	Rationale for determination:					
#9						
	Rationale for determination:					
#10						
	Rationale for determination:					
	Total Number of Days:					

ADMINISTRATOR TO COMPLETE:
Is there a pattern of removals? □ Yes □ No Does the student have a Behavior Intervention Plan (BIP) in place? □ Yes □ No Was the current IEP reviewed? □ Yes □ No Are there any behavioral needs described in the PLAAFP? □ Yes □ No Is behavior addressed in the IEP goals? □ Yes □ No Is behavior addressed in the programs or services or supplemental services? □ Yes □ No

_____ _____

BUILDING ADMINISTRATOR SIGNATURE DATE

_____ _____

SPECIAL EDUCATION DIRECTOR/504 COORDINATOR SIGNATURE DATE

Counting Days of Removal for Students with Disabilities

For MSDS	For Determining a Change of Placement
Only removals of half a school day or longer are reported	Any portion of a school day is counted as a day of removal.
In-school suspensions must also be reported but are not considered in State Performance Plan Indicator 4B calculations. *Note: In-school suspension (ISS) data is used in the determination of Significant Disproportionality – Discipline regardless of whether the IEP is being implemented or not.	If the in-school suspension affords the opportunity to continue to appropriately participate in the general curriculum, continue to receive the services on the child's IEP, and continue to participate with non-disabled children to the extent they would have in their current placement and is under the supervision of a certified teacher or meets the criteria in the Michigan State Board policy on "Utilization of Noncertified Personnel," (see page 7 of Kent ISD's Student Discipline Procedures: Considerations for Students with Disabilities) then it does not count as a day of removal.
When a student moves into a district, the new district only reports suspensions which occurred in the new district.	When a student moves into a district, the new district only reports suspensions which occurred in the new district.

Discipline Tracking Record

Student Name Last: _____ First: _____ Date of Birth: _____ Grade: _____

Case Manager: _____ Building: _____ District: _____ School Year: _____

Description of Behavior Subject to Suspension (Incident #):

Date Removal Issued	Dates Removal Served (From/To)	Length of Removal for this Incident (# of Days)	Total Cumulative Days of Removal	Change of Placement due to Disciplinary Removals	Notified Parents & Provided Safeguards	MDR Date (For first change of placement and each subsequent removal)	FBA/BIP Date (as needed)	IEP Amendment for FAPE Services (For Change of Placement)
				☐ Yes – More than 10 days ☐ Yes – Series of Removals ☐ No	☐ Notified _____ (date) Procedural Safeguards (required for change in placement) ☐ Yes _____ (date) ☐ N/A	☐ Yes _____ (date) ☐ N/A	☐ FBA created _____ (date) ☐ FBA reviewed _____ (date) ☐ BIP created _____ (date) ☐ BIP reviewed _____ (date)	☐ Yes _____ (date) ☐ N/A

Additional Notes:

Sample 11th Day FAPE Letter – Put on School Letterhead

Parent Address
xxxxxxxxxxxxxx
xxxxxxxxxxxxxx

Date

RE: Services provided during suspension

Dear Parent/Guardian of ***Student's Name***:

Under the provisions of the Individuals with Disabilities Education Act (IDEA), school authorities may suspend a student with a disability up to ten cumulative days to the same extent that they would students without disabilities. When a student with a disability is suspended for more than ten cumulative days in a school year in the current district of enrollment, the school must offer to provide educational services for the period of time the student is suspended.

This letter is sent to identify the services being offered to your child with the understanding that this will allow your child the opportunity to continue to obtain assistance so as to enable ***student's name*** to continue to receive appropriate educational and support services. After reviewing your child's IEP goals, class schedule and the special education services provided in the IEP; the district administration along with your child's teachers/service providers or the IEP team have determined the needed work and instruction to be provided during this removal.

The following service schedule will be offered to your student during which time, ***student's name*** will have the opportunity to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP:

DATE:	TIME:	LOCATION:	TEACHER/SERCVICE PROVIDER:

If your student is unable to attend on the above listed dates and times, please contact me to arrange for agreeable options. In addition, I have included a copy of the **Special Education Parent Handbook and Procedural Safeguards.**

Sincerely,

Principal Name
Phone number and email address

EATON Regional Education Service Agency	**SHORT TERM REMOVAL NOTICE**	Eaton RESA 1790 E. Packard Hwy. Charlotte, MI 48813 Phone (517) 543-5500 FAX (517) 543-5166
	Date of Meeting:	

DISTRICT	
☐ Charlotte	☐ Maple Valley
☐ Eaton Rapids	☐ Potterville
☐ Eaton RESA Meadowview	☐ _____
☐ Grand Ledge	
SCHOOL BUILDING:	
Student Name:	

Dear *[parent/guardian]:*

On [date] your son/daughter was involved in a *[discipline incident]* resulting in [number of days] of suspension from *[school].* This suspension will result in *[number of days]* days of suspension for the current school year. Pursuant to federal special education regulations we will be scheduling a manifestation determination review meeting to review information to determine if the behavior subject to disciplinary action was caused by or had a direct and substantial relationship to the student's disability and/or the conduct in question was the direct result of the school district's failure to implement the current IEP.

Beginning on *[date]* and continuing until the manifestation determination review meeting, the following will be provided:

GOALS TO BE ADDRESSED (select all that apply)					
☐	All Current IEP Goals			☐	Language Arts Goals
☐	Math Goals			☐	Other *(Specify)*
SERVICES TO BE PROVIDED (select one)					
☐	Current IEP Services	☐	Home-Based Services	☐	Correspondence/Homework
EDUCATIONAL SETTING DURING REMOVAL (select one)					
☐	Home	☐	Public Library	☐	Other *(Specify)*

PARTICIPANT SIGNATURES (The following individuals participated in this Short-Term Removal Notice)			
Administrator:		Special Education Teacher:	
Special Education Supervisor:		Other:	

Parents of a child with a disability have protection under the procedural safeguards of the Individuals with Disabilities Education Act relative to issues of discipline. We have enclosed a copy of the Procedural Safeguards Notice describing these protections.

[enter any other factors that are relevant to the specific situation]

You are encouraged to contact *[district contact name and title]* if you have any questions about this proposed action by the district.

Sincerely,

[School Official Signature]

EATON
REGIONAL EDUCATION SERVICE AGENCY

Eaton Regional Education Service Agency
1790 East Packard Highway
Charlotte, MI 48813

517.543.5500 phone
517.543.6633 fax
www.eatonresa.org

HOME BASED OR ALTERNATIVE SETTING EDUCATION INSTRUCTIONAL SERVICE LOG

Pupils Name: **Grade:**

Parent/Guardian Name: **Phone:**

Address:

District/Building:

Classroom Teacher: **Home Based Teacher:**

Documented reasons for pupil's receiving home based or alternative setting scenarios:

INSTRUCTIONS: Complete the report below for each period of instruction provided to an eligible pupil receiving instruction in one of the following programs:

Choose One of the Following:

☐ as result of disciplinary action

☐ as determined by IEP

	INSTRUCTIONAL TIME				
DATE INSTRUCTION OFFERED	Start Time	End Time	Total Time	**General Curriculum Covered/Goals and Objectives Addressed** (note student's absence & reason for absence)	**Parent/ Guardian Initials**

Copy to: ☐ Special Education Office ☐ Student CA-60

EATON REGIONAL EDUCATION SERVICE AGENCY	**SUSPENSION NOTICE** ASSIGNMENTS/SERVICES/Prior Written Notice **Date of Meeting:**	Eaton RESA 1790 E. Packard Hwy. Charlotte, MI 48813 Phone (517) 543-5500 FAX (517) 543-5166

DISTRICT	
☐ Charlotte	☐ Maple Valley
☐ Eaton Rapids	☐ Potterville
☐ Eaton RESA Meadowview	☐ _____
☐ Grand Ledge	

SCHOOL BUILDING:			
STUDENT NAME:		**BIRTHDATE:**	
SCHOOL BUILDING:		**GRADE:**	

1.	**SUSPENSION INFORMATION:**
Date(s) of Suspension:	
Code of Conduct Violation:	
Briefly Describe Incident:	

Are Services Required To Be Provided Because This Is After The 10th Day Of Removal? ☐ **Yes** ☐ **No**

2. SERVICES Offered
(List the classroom assignments and/or services that are being provided during the student's suspension)

Subject	Assignment/Service	Teacher of Record/Intl's

FOR OFFICE USE ONLY

3. PROCEDURAL SAFEGUARDS NOTICE (Offered to family on the day that disciplinary action is taken.)

Date of Notice	Method of Notice	Notice Delivered By Whom	Result of Notification Attempt
	☐ In Person ☐ Email ☐ Fax ☐ Other (Specify) _____		☐ Accepted by Parent/Guardian/Surrogate ☐ Refused by Parent/Guardian/Surrogate

4. OFFER OF SERVICES (Document the attempt(s) to notify the family of assignments and/or services)

Notice Attempt #	Date of Notice Attempt	Method of Notice		Notice Given By Whom
1.		☐ In Person ☐ Phone ☐ Email	☐ FAX ☐ Other (Specify) _____	
2.		☐ In Person ☐ Phone ☐ Email	☐ FAX ☐ Other (Specify) _____	

Special Education Procedural Safeguards for Disciplinary Action

Date: _____

Student: _____

District: Building: _____

Building Administrator: _____

Discipline procedures in § 300.530(h) IDEA

(h) Notification. On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the LEA must notify the parents of that decision, and provide the parents the procedural safeguards notice described in § 300.504.

- ☐ Special Education Procedural Safeguards were provided to parent/guardian
- ☐ Special education Procedural Safeguards were mailed home
- ☐ Special Education Procedural Safeguards were given to the student in person

Administrator's Signature Date

Parent/Guardian/Foster Parent Date

Student Date

Witness Date

The district designee will give a copy of the Procedural Safeguards to the parent/guardian. The district designee will document if parent wasn't available to receive the Procedural Safeguards, if the student received them or if they were mailed home.

LINKs to Other Supporting Documents

MDE – In School Suspension (ISS)

http://www.michigan.gov/mde/0%2c4615%2c7-140-74638_72831_72836-362899--%2c00.html

IDEA Regulations DISCIPLINE Part B of IDEA from §§300.530 through 300.536.

http://www.ideapartnership.org/using-tools/topic-briefs/regulatory-provisions/1673-discipline13.html

Dear Colleague Letter OSEP on the Inclusion of Behavioral Supports in the IEP

http://www2.ed.gov/policy/gen/guid/school-discipline/files/dcl-on-pbis-in-ieps--08-01-2016.pdf

MDE State Board of Education Model Code of Conduct (revised 2017)

http://www.michigan.gov/documents/mde/Item_E_SBE___Model_Code_of_Conduct_572809_7.pd

Eaton RESA Special Education Parent Handbook and Procedural Safeguards

http://www.eatonresa.org/services/special-education/parent-advisory-committee---new/

MDE Procedural Safeguards Notice

http://www.eatonresa.org/downloads/special_education/michigan_department_of_education_procedural_safeguards_notice_document.pdf

MDE School-wide Positive Behavioral Interventions and Supports

http://www.michigan.gov/mde/0,4615,7-140-74638_72831_72836-362902--,00.html

Michigan Association of Secondary School Principals Zero Tolerance

http://mymassp.com/srzt

MDE Frequently Asked Questions: Restorative Justice

http://www.michigan.gov/mde/0,4615,7-140-74638_72831_72833-361320--,00.html