

District Protocols for Supporting Disciplinary Procedures for Students with Disabilities | Policies, Practices, and Procedures for Disproportionate Discipline of Students with Disabilities

I. Overview

In accordance with oversight by the Ohio Department of Education and Workforce (ODEW), this document details the district's restructured approach to reducing disciplinary measures that result in the disruption or removal of students with disabilities from their educational setting.

II. Policy Framework

The district affirms its responsibility to reduce disciplinary measures that result in the disruption or removal of students with disabilities from their educational setting. These policies are aligned with:

- IDEA (20 U.S.C. § 1400 et seq.)
- Section 504 of the Rehabilitation Act
- Ohio Administrative Code (OAC) 3301-51 (Special Education)
- OAC 3301-35-15 (Standards for PBIS and Restraint/Seclusion)

III. Practice Strategies

The district implements the following core practices to ensure that students with disabilities remain in their educational setting without disruption.

1. **Data-Informed Decision-Making**
 - A discipline data review system is in place to analyze infractions, cumulative removals, and discipline patterns disaggregated by disability, race, and other subgroups.
 - Quarterly reviews by building-level and district-level leadership teams guide targeted interventions.
2. **Tiered Interventions via PBIS**
 - PBIS is implemented district-wide (OAC 3301-35-15), with:
 - Tier 1 supports for all students
 - Tier 2/3 interventions for students exhibiting repeated behavior issues
 - PBIS teams meet monthly to monitor progress and refine supports.
3. **Training and Capacity Building**
 - Annual training is provided to all staff on:
 - Restraint and Seclusion policies (per OAC 3301-35-15)

- Trauma-informed care
- Cultural responsiveness
- PBIS implementation
- Legal discipline procedures for SWD (Students with Disabilities)

IV. Implementation Procedures

1. In-School Suspension (ISS)

- Students with disabilities in ISS continue to receive access to IEP services and instructional support.
- ISS assignments exceeding 10 cumulative days are reviewed by the IEP team to determine the impact on FAPE (Free Appropriate Public Education).

2. Out-of-School Suspension (OSS)

- OSS is used only after all interventions have been exhausted and documentation supports removal.
- A manifestation determination is required for all removals that result in a change of placement (>10 consecutive days, or >10 cumulative with similar behaviors).

3. Manifestation Determination Review (MDR)

- MDR is completed within 10 school days of any decision to change placement for disciplinary reasons (OAC 3301-51-07).
- The MDR team includes:
 - Parent/guardian
 - Special education teacher
 - LEA representative
 - Any other relevant personnel

4. Functional Behavioral Assessment (FBA) & Behavior Intervention Plan (BIP)

- Required for students whose behavior impedes learning or when removal occurs following MDR.
- FBAs are conducted within 30 days of MDR if not already available.
- BIPs are updated and monitored quarterly.

5. Restraint and Seclusion

- Only used in cases of imminent risk of serious harm, per OAC 3301-35-15.
- Incidents are documented in detail and communicated to parents the same day.
- All staff are trained in nonviolent crisis intervention techniques and de-escalation strategies.

6. Placement Decisions

- Disciplinary removals do not result in a change of placement unless decided through the IEP/MDR process.
- Interim alternative educational settings (IAES) are determined by the IEP team when necessary.

V. Expanded Supports Aligned with State Response

The district engages with State Support Teams (SSTs) and ODEW technical assistance to address:

- Disproportionality trends
- Improved access to transition services
- Targeted supports for at-risk students through wraparound services
- Implementation of Graduation Planning Checkpoints for students with disabilities

VI. Required Documentation

Documentation includes:

- Discipline logs (with detailed incident tracking and disaggregation)
- In-school and out-of-school suspension records
- Manifestation Determination Review forms
- Functional Behavioral Assessment results
- Behavior Intervention Plans
- Staff training rosters (PBIS, restraint/seclusion, MDR)
- IEP amendments related to discipline
- Evidence of PBIS tiered implementation
- Parent communication logs and procedural safeguards notices

VII. Final Statement

The district is dedicated to reducing disciplinary actions that prevent students with disabilities from remaining in their educational setting through coordinated policy, proactive practice, and sustained monitoring. This document serves as the official PPP submission for state review and will drive ongoing improvement in disciplinary outcomes. Ongoing professional development, data monitoring, and student-centered planning will ensure compliance and continuous improvement.

For more information, please contact:

District Office Contact

Title:

Email:

Phone: