

POLICY  
RHODE ISLAND SCHOOL FOR THE DEAF  
BOARD OF TRUSTEES

SUSPENSION/SPECIAL RULES FOR STUDENTS WITH  
DISABILITIES

**Policy**

1. For suspensions of fewer than ten (10) days cumulative for the entire school year,
  - RISDeaf is not required to treat students with disabilities differently than it treats students without disabilities
  
2. Additional procedural safeguards must be provided when a student has been suspended for more than ten (10) days cumulative for the entire school year.
  - A suspension for more than ten (10) days cumulative for the entire school year is considered a change of placement.
  
  - When a change of placement occurs, RISDeaf immediately must notify the student's parents of that decision and provide them with a copy of the procedural safeguards notice.
  
  - RISDeaf must perform a manifestation determination.

What is a Manifestation Determination?

1. Within 10 school days of the change of placement, RISD, the student's parents, and relevant members of the student's IEP Team must determine whether the behavior that caused the student's suspension was a manifestation of the student's disability.
  
2. If it is determined that the student's behavior was a manifestation of the student's disability, then the student's IEP Team must:
  - Conduct a functional behavioral assessment of the student and implement a behavioral intervention plan (**unless an assessment has recently been conducted**) OR
  
  - Modify the already existing behavioral intervention plan to address the student's recent behavior.
  
3. Last, if it is determined that the student's behavior was a manifestation of the student's disability, RISD must return the student to the placement from which the student was suspended, unless the student's parents and RISD agree to a change of placement as part of the behavioral intervention plan.

Regardless of whether the student's conduct is determined to be a manifestation of his or

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her disability, whenever a change of placement occurs,

- RISD must continue to provide educational services to the student so that the student can continue to progress toward the goals set out in his or her IEP.
- The student's IEP Team determines what educational services are appropriate. However, it should be noted that these educational services may be provided to the student in an alternate setting.
- If the student's parents disagree with any decision regarding their child's placement or the manifestation determination, they may appeal the decision by filing a complaint pursuant to §§ 300.507 and 300.508 (a) and (b).

3/14/11