

POLICY COMMITTEE MEETING
APRIL 2, 2018
CENTRAL OFFICE - LIBRARY
4:30 PM

AGENDA

COMMITTEE MEMBERS:

N. Carlow	J. Moses
R. Deakin	M. Nadeau
A. Dube	

- Attendance
- JFK – Model Policy on Disciplinary Removals of Students with Disabilities
- JFK-R – Model Administrative Procedure for Removal of Students with Disabilities
- JLA – Interscholastic Insurance Programs
- KFA – Grounds Policy

NEXT MEETING: May 7, 2018

MSAD 6

Model Policy on Disciplinary Removals of Students with Disabilities

When removing students with disabilities from their regular school programs, whether as a result of a suspension, an expulsion, or any other removal covered by state and federal special education laws, it will be the policy of MSAD 6 to comply fully with all applicable state and federal special education laws that govern such removals.

The Superintendent of Schools, in consultation with the Co-Directors of Special Education and other school administrators, may develop and promulgate procedures for implementing this policy, and may from time to time amend those procedures as necessary.

Legal References: Me. Spec. Ed. Reg. ch. 101, XVII (2009); 34 C.F.R. § 300.101, .530 to .536 (2006)

Cross Reference: JKF-R – Model Administrative Procedure for Removal of Students With Disabilities

First Reading: May 7, 1990
Adopted: May 21, 1990
Reviewed: June 1993, November 16, 1998, December 2, 2002
Revised: December 7, 1998, December 16, 2002, May 6, 2013

Model Administrative Procedures for Removal of Students with Disabilities

These procedures will govern disciplinary removals of students with disabilities from their regular school program. These procedures will be interpreted in a manner consistent with state and federal special education laws and regulations.

1. School administrators may suspend students with disabilities for up to 10 cumulative school days in the school year under the same terms and conditions as students without disabilities are suspended, subject to the limitations set forth below.
 - A. In the event that a disabled student's Individual Education Plan (IEP) specifically lists a school response other than a suspension that must be followed for a particular type of misconduct, the school administrator will follow the requirements of the IEP in responding to that misbehavior.
 - B. When calculating the 10 cumulative school day total, school administrators will include school days spent in an in-school suspension or removal, unless during that removal the child continued to have access to the general curriculum, to the special education services in his or her IEP, and to participation with nondisabled children to the extent he or she would have in the student's regular program.
2. After a child with a disability has been removed from his or her current placement for 10 cumulative school days in the same school year, during any subsequent days of removal the school administrator will consult with at least one of the child's teachers and then will arrange for the child to receive a level of educational services during the removal sufficient to enable the student to continue to participate in the general curriculum although in another setting and to progress toward meeting the goals listed in the student's IEP.
3. Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, school officials will hold an IEP team meeting to undertake the following:
 - A. The Team will review all relevant information in the student's file, including the IEP, any teacher observations and recent evaluations;

- B. The Team will then undertake a manifestation determination to decide whether the child's misconduct was a manifestation of his or her disability.
 - C. If the Team determines that the misbehavior is a manifestation of the disability, the Team must either (i) conduct a functional behavior assessment, unless one had been conducted before the behavior incident, and will implement a positive behavior intervention plan for the child, or (ii) if a behavior plan has already been developed, review the plan and modify it as necessary to address the behavior. Except as provided in 4 below, the Team must also return the child to the placement from which he or she was removed, unless the school and parent agree to a change of placement as part of the revision of the behavior plan.
 - D. If the Team determines that the misbehavior is not a manifestation of the disability, school personnel may apply the relevant disciplinary procedures in the same manner and for the same duration as the procedures would be applied to children without disabilities, except that services must be provided to the child during the disciplinary removal consistent with 3(E) below.
 - E. When a child with a disability has a disciplinary removal that would be a change of placement, the IEP Team will order services for the child that will enable the child i) to continue to participate in the general curriculum although in another setting; ii) to progress toward meeting the goals in the IEP; and iii) to receive, as appropriate, a functional behavior assessment and positive behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.
 - F. For purposes of this section, a change of placement occurs if: (i) the removal is for more than 10 consecutive school days; or (ii) the child has been subjected to a series of removals that constitute a pattern and (ii a) because the series of removals totals more than 10 cumulative days in the school year, (ii b) because the child's behavior is substantially similar to the behavior in previous incidents resulting in the series of removals, and (ii c) because of additional factors such as the length of each removal, the total length and the proximity of the removals to each other.
4. In those circumstances where a student brings a weapon to school, to a school function, or on school premises (including transportation), or where a student

knowingly possesses, uses, sells or attempts to sell illegal drugs at school, a school function, or on school premises (including transportation), or when the student inflicts serious bodily injury upon another person while at school, a school function or on school premises (including transportation), school officials may place that student in an alternative educational setting for up to 45 school days, will provide educational services for the student consistent with 3(E) above, and will schedule an IEP Team meeting to occur within 10 school days of commencing that removal. At that meeting, the Team will undertake all necessary actions discussed in these procedures for responding to removals that constitute a change of placement for the child. Any further removals in response to the incident will be made consistent with these procedures and state and federal special education rules.

Legal References: Me. Spec. Ed. Reg. ch. 101, XVII (2009); 34 C.F.R. § 300.101, .530 to .536 (2006)

Cross Reference: JKF – Model Policy on Disciplinary Removal of Students With Disabilities

Revised: May 6, 2013

Interscholastic Insurance Program

A student accident insurance program providing broad coverage at a nominal cost to parents will be offered.

All students must demonstrate evidence of health insurance coverage before participating in athletic activities. If the student is not insured by a family insurance policy, school insurance will be available at the student's expense.

Insurance coverage will be offered on a non-discriminatory basis in terms of sex, race, nationality, ethnic origin, religion, handicap, marital status.

MSAD 6 will only accept responsibility for accidents where negligence is established at law.

First Reading: August 12, 2013
Adopted: August 19, 2013
Reviewed: June 1993
Revised:

Grounds Policy

It will be the policy of MSAD 6 to post signage on all school property to prevent the use of the school property by recreational vehicles, eg., ATV's, dirt bikes, snowmobiles, motorcycles, roller blades, skateboards, and other potentially damaging items.

It will be the policy of MSAD 6 not to allow vehicles, excepting emergency vehicles and maintenance vehicles, to travel across or park on any field that may be damaged by such activity.

An established local club may request, through a Non-School Use of Buildings and Grounds form (KF-E1), access to school property. The school administration will accommodate reasonable access to school property giving foremost consideration to health and safety of all users of school property and protection of school grounds and associated infrastructures.

Cross Reference:

- KF - Non-School Use of MSAD 6 Facilities
- KF-A - Non-School Use of Building and Grounds (Form)
- KF-R - Non-School Use of MSAD 6 Facilities (AR)

ADOPTED: July 16, 2001

REVISED: March 5, 2007, November 5, 2012

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