

CASE Winter Leadership Conference
Pre Conference Workshop: Youth in Crisis and School Safety
Helping School and District Leaders to Respond
Points to Consider Regarding Students with Disabilities

The following information was presented to participants in a February 2016 workshop related to the impacts of SB213 and considerations for school safety. Panelist Lucinda Hundley, retired director of special education/assistant superintendent, presented these recommendations to guide site level work when considering challenging behavior of students with disabilities.

- Importance of being proactive vs. reactive
- Next steps should include a review, with site special education teams, of any students on IEPs or 504 plans who exhibit behavior that might be considered by some as threatening/concerning within the context of SB213
 - Is the behavior related to the disability?
 - Is the IEP/504 plan written to address the behavior concerns?
 - Is it current?
 - Is it being implemented, with fidelity, as written?
 - Do all who have a “need to know” have an understanding of the student/needs/how to respondetc.
- Get these students on your radar (not with the intent of profiling, or to exclude) but to be proactive in making sure potential issues are addressed where possible in advance, that the appropriate special ed and general ed staff are knowledgeable, trained, informed
- Consider incidental contacts/opportunities where there could be challenges: playground, cafeteria, lunch line, passing periods etc. What knowledge do those staff have in terms of appropriate, trained response? What plans are in place if there is escalated behavior?
- What is your common “vortex” of information to have all information reported in one location, for monitoring what is common behavior for a particular student on IEP/504 plan and for awareness if behavior/writing/speech may be outside the “norm” for that student
- Be aware that FERPA protections/requirements are different than confidentiality protections for students with disabilities – need to know both
- Threat/risk assessment team(s) need to include special education staff who are knowledgeable about the student and who are trained in threat assessment process; have back up staff in the event that identified special education staff are not available
- Be sure there are staff trained in functional behavior assessment (FBA) (typically school psychologists)
- What is the SRO awareness of identified students with disabilities? Behavior related to the disability, how to appropriately respond/approach students with disabilities who may exhibit threatening/concerning behavior
- Consider that out of threat assessments may come the need for referral for 504 consideration or special education evaluation
- Need to further legal clarification about obligation for “duty to warn” if behavior is typical for student with disabilities and not considered true threat
- Consider involving BOCES staff for support, access to staff, training coordination