**Center for Restorative Education**

**Procedures for Students Receiving Special Education Services**

**Referral Process**

1. School proposes a long-term suspension/expulsion.
2. IEP team convenes to determine whether behavior is a manifestation of the student’s disability. If the team finds behavior is **not** a manifestation of the student’s disability, recommendations are made as to how to provide FAPE and services per the IEP should the student be placed on a long-term suspension/expulsion.
3. If the student is long-term suspended/expelled and placement at Center for Restorative Education (CRE) is determined to be appropriate, the principal or designee will complete the referral form and submit it to Dr. Hester’s office.
4. Dr. Hester will notify Kristel Stang, Special Education Consulting Teacher assigned to CRE, regarding the referral, as well as program availability (seat available, waiting list with services provided by special education paraprofessional, etc.).
5. Kristel will work with the sending school’s Special Education Department Chair/Primary Implementer to schedule an IEP meeting with the purpose of reviewing the student’s present levels of performance, amending the IEP to reflect services provided at CRE, and completing the CRE enrollment process. The parent, student, and CRE staff must be in attendance at this meeting.

**Monitoring Student Progress**

1. While the student is enrolled at CRE, his/her Primary Implementer should contact the designated CRE Social Worker a minimum of every four weeks in order to monitor the student’s academic and behavioral needs, as well as progress toward meeting IEP goals.
2. Should CRE staff have significant concerns regarding a student’s academic ability/progress and/or behavior, Kristel Stang will be notified. Kristel will contact the student’s Primary Implementer and ask that the IEP team (including CRE staff) reconvene to discuss the student’s present levels of performance at CRE and resulting recommendations. Recommendations may include modified materials/assignments be provided by the school for use at CRE, placing the student on an individualized contract outlining specific expectations and consequences, etc.
3. If a student is dismissed from CRE due to lack of attendance, inappropriate behavior, or failure to comply with additional program requirements, CRE staff will notify Kristel Stang. Kristel will contact the school and work with the IEP team to determine how FAPE and services will be provided for the remainder of the student’s long-term suspension.