



SUSPENSION POLICY

*SE 45 and 46
603 CMR 18.05(6)
34 CFR 300*

A suspension is any occurrence in which a student is kept home for a full school day for disciplinary reasons. Sending a student home “early”, or an in-school suspension in which a student is not receiving instruction from either a licensed teacher or a paraprofessional who is being supervised by a licensed teacher and whose IEP does not allow for modification of learning time requirements by the Board of Elementary and Secondary Education, is also considered a suspension. Suspension is rarely used as a disciplinary measure. However, suspension is considered in the event that a student:

- 1.) Assaults a staff or peer
- 2.) Makes a serious threat and is not able to contract for safety and/or is a danger to self or others
- 3.) Brings a weapon to school
- 4.) Engages in serious destruction of property
- 5.) Demonstrates continuous disrespect for school rules and authority figures

And has not responded to de-escalation strategies or positive behavioral support strategies.

- 1.) Time-outs
- 2.) Use of the quiet room
- 3.) De-escalation strategies up to and including physical restraint(s)
- 4.) Proactive calls to parents
- 5.) Problem solving with school counseling staff

If the Program Coordinator or an appointed staff member makes the determination that a student needs to be suspended, a call is placed to the student’s parent and staff makes sure that a responsible adult is available to receive the child. No student will be sent home unless a responsible adult is available to receive the child. In the event that a parent is unable or unwilling to pick a child up from school and, if the child continues to pose a serious threat to the safety of him/herself or others, the police or crisis team is called.

Whenever a student is suspended, the will school immediately notify the parent(s) or guardian of the student and the district responsible for placement, orally and in writing, and provide the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

A mandatory meeting with parents, student and school staff takes place prior to the student being re-entered into the program. Rarely does a student receive more than a one-day suspension; however, if this happens, or if the student does not respond to a re-entry meeting, a second meeting with the parents, a representative from the sending district and school staff will take place in order to explore all possible program modifications within the school, and in an attempt to prevent termination of the student from the program.

3-5 Day Suspensions

If a student has been suspended for three (3) consecutive school days or five (5) non-consecutive school days in a school year, the school, parents, and LEA, consistent with federal requirements, shall explore together all possible program modifications within the school in an attempt to prevent more lengthy suspension of the student from the program.

LABBB Collaborative Program shall record and track the number and duration of suspensions, including suspensions from any part of the student's IEP program including transportation.

10+ Day Suspensions

When suspensions exceed 10 consecutive school days or is one of a series of suspensions, LABBB Collaborative has developed the following procedures.

- A request is made of the student's responsible school district to convene an IEP Team meeting prior to a suspension that constitutes a change in placement of a student with disabilities.
- The program participates in the TEAM meeting:
 1. to develop or review a functional behavioral assessment of the student's behavior and develop or modify a behavior intervention plan;
 2. to identify appropriate alternative educational setting (s);
 3. to conduct a manifestation determination (i.e. to determine the relationship between the disability and the behavior).
- If the TEAM determines that the behavior is NOT a manifestation of the disability, the school may suspend or terminate the student consistent with policies applied to any other student in the program. The responsible school district must, however, offer an appropriate education program to the student that may be in some other setting.
- If the TEAM determines that the behavior IS a manifestation of the disability, the TEAM takes steps to modify the IEP, the behavior intervention plan, and/or the placement.