

REGULATION GUIDE

PROGRAM

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Special Education/Receiving Schools – Suspension

R 2461.02 SPECIAL EDUCATION/RECEIVING SCHOOLS – SUSPENSION

The receiving school will collaborate with the sending district Board of Education to ensure that a free, appropriate public education is available for all students with disabilities between the ages of three and twenty-one enrolled in the receiving school including students with disabilities who are suspended from school.

A. Procedures For Collaboration For Students With Disabilities Including Students With Disabilities Who Are Suspended From School

1. The **Building Principal** is responsible for implementing suspensions in the receiving school.
2. Each time a student with a disability is removed from his/her current placement for disciplinary reasons, the **School Administrator** will notify the case manager of the sending district.
3. The Principal or his/her designee will have a system in place to track the number of days a student with disabilities has been removed for disciplinary reasons.
4. Suspension of a student with a disability from transportation will be counted as a day of removal if the student does not attend school.
5. Removal of a student with a disability for a portion of the school day will be counted proportionately.
6. If the receiving school has an in-school suspension program, participation in the in-school suspension program will not be counted as a day of removal if the program provides the following:
 - a. An opportunity for the student to progress in the general curriculum;
 - b. Services and modifications specified in the student's **Individualized Education Program (IEP)**;
 - c. Interaction with peers who are not disabled to the extent they would have in the current placement; and
 - d. The student is counted as present for the time spent in the in-school suspension program.



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7. When a series of short-term removals will accumulate to more than ten school days in the year:
 - a. Personnel from the receiving school, officials of the sending district, and the sending district case manager will consult to determine whether the removals constitute a change in placement. (N.J.A.C. 6A:14-2.8(c)2) The determination of whether a series of removals constitute a change in placement is made by the public sending school district officials;
 - b. Written documentation of the consultation between officials of the sending district, personnel from the receiving school, and the case manager of the sending district will be maintained by the **Child Study Team**;
 - c. If it is determined that there is no change in placement, school officials of the sending district, the case manager of the sending district, and special education teacher at the receiving school will consult to determine the extent to which services are necessary to:
 - (1) Enable the student to participate and progress appropriately in the general education curriculum; and
 - (2) Advance appropriately toward achieving the goals set out in the student's IEP.
 - d. Written documentation of the consultation and services provided will be maintained by the **Child Study Team**.

Adopted:

