

## **Removal by School Personnel for More Than 10 Cumulative School Days during a School Year**

NOTE: In Connecticut, no student may be suspended more than 10 times or a total of 50 school days in one school year, whichever results in fewer days of exclusion.

### *Removal for More than 10 Cumulative School Days in a School Year that is a Change in Placement*

If a student is to be removed from school where the removal is for more than 10 cumulative school days, school personnel must determine whether the removal is a change in placement. The criteria for a change in placement are as follows:

- Removal for more than 10 consecutive school days; **or**
- The student has been subjected to a series of removals that constitute a pattern because:
  - The series of removals total more than 10 school days in a school year; and
  - The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
  - Such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

If school personnel determine that the current removal is a change in placement, then the PPT must convene to determine whether the misconduct is a manifestation of the child's disability (please see "Manifestation Determination Review").

### *Removal for More than 10 Cumulative School Days in a School Year that is not a Change in Placement*

If a student is to be removed from school where such removal has been determined not to be a change in placement, then a manifestation determination is not required and the student may be disciplined in the same manner as students without disabilities. If the current removal is not more than 10 school days, school personnel, in consultation with at least one of the child's teachers, must determine the extent to which educational services are needed so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The student shall also receive, as appropriate, a Functional Behavior Assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.