

ALTERNATIVE TO EXTERNAL SUSPENSION  
2006 – 2007  
STUDENT ASSIGNMENT SCENARIO

Little Joel Smith, a 6<sup>th</sup> grade student, has been raising a ruckus in the cafeteria. Over a period of time cafeteria leadership has been assigning interventions (such as clean-up duty, assigned seating, and internal suspension.) The administrator on duty in the cafeteria has counseled Little Joel, has noted the interventions attempted, and has discussed the behavior with Little Joel's parents. In lunch today, Little Joel went through the line and spilled three other student's lunch trays. The administrator on duty felt that this infraction required formal action and filled out a referral.

Little Joel was sent to his grade level administrator, Mr. Vodolo. Mr. Vodolo reviewed both Little Joel's previous disciplinary record and the details of today's incident. Mr. Vodolo interviewed Little Joel. Little Joel indicated that he was mad at the three boys whose trays he overturned, because they would not let him join their club. Mr. Vodolo confirmed Little Joel's ownership of the unacceptable behavior. Next, Mr. Vodolo determined the proper code for Little Joel's infraction. It was coded SB (Unruly/Disruptive behavior). The secondary Administrative Disciplinary Matrix mandates Prevention/Intervention Consequences (being recorded in TERMS). Mr. Vodolo will enter the consequences once the appropriate consequence has been determined. The initial consequence for unruly/disruptive behavior is internal suspension. Mr. Vodolo recognizes that Little Joel has been consequenced with internal suspension on prior occasions. Consequently, Mr. Vodolo reviews the additional (progressive) actions appropriate for the behavioral infraction. One option is an external suspension of 1 – 2 days. He determines that an external suspension is warranted due to the serious nature of the inappropriate behavior. He also feels however, that Little Joel might not be academically or socially/behaviorally served by being out of school. Mr. Vodolo is prepared to offer participation in the area's Alternative to External Suspension (AES) program in lieu of being externally suspended. With Little Joel in his office, Mr. Vodolo reaches Little Joel's mother via telephone. He explains the situation to her and further indicates that he is prepared to assign a 2 day external suspension. He goes on to explain that he does not want to suspend Little Joel to unsupervised activity for two days and that he is willing to offer Little Joel's parents the option of having Little Joel participate in the area Alternative to External Suspension program for the designated two days.

By accepting the AES option, Little Joel will not be suspended from school; he will not have an external suspension on his record. In order to not be suspended, Little Joel must adhere to the rules and procedures in place at the AES program. If Little Joel participates appropriately in the AES program, he will participate in activities designed to enhance his social and behavioral skills. He will participate in schoolwork appropriate to his grade level and will be eligible to receive credit for the work he completes. He will be able to complete current

home school assignments, either that he brings with him or that are transmitted to him.

Little Joel must meet all behavioral expectations as depicted in the student code of conduct. Little Joel must meet all dress code standards and dress in his appropriate school uniform (if he attends a unified dress code school). If Little Joel (and his parents) accept the Alternative to External Suspension program option, and he does not behave according to the standards, the original consequence shall be enforced (ESE caveat).

Little Joel's parents accept his participation in the Alternative to External Suspension program.

Mr. Vodolo proceeds to enter the consequence in TERMS. Additionally, he has produced the district letter explaining the aforementioned details, personalized to Little Joel's parents. He has already confirmed that Little Joel is not an IDEA eligible student. Mr. Vodolo confirms that Little Joel does not receive medication on campus (if Little Joel does receive medication on campus, he copies the authorization as part of the packet going to the AES site). Mr. Vodolo has explained that transportation is provided and prepares a bus pass for little joel along with a map of the designated depot stop that Little Joel's parents have selected. Mr. Vodolo emails the transportation department to inform them to expect Little Joel at a specific stop. Mr. Vodolo, who has been informed by the AES site that seats are available, confirms with the AES site that Little Joel has been assigned. Mr. Vodolo completes the district database form. Mr. Vodolo puts out an email to Little Joel's team of teachers explaining the assignment to the AES program, the days he will be there, and inviting the team of teachers to email current assignments back to him so he can forward them to the AES site.