

SENATE No. 2255

The Commonwealth of Massachusetts

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In the One Hundred and Ninetieth General Court
(2017-2018)
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SENATE, Thursday, January 25, 2018

The committee on Education to whom was referred the petition (accompanied by bill, Senate, No. 237) of Sal N. DiDomenico, Ruth B. Balsler, Jay R. Kaufman, Marjorie C. Decker and other members of the General Court for legislation to support healthy development among preschoolers,- reports the accompanying bill (Senate, No. 2255).

For the committee,
Sonia Chang-Diaz

The Commonwealth of Massachusetts

**In the One Hundred and Ninetieth General Court
(2017-2018)**

An Act to support healthy development among preschoolers.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

1 SECTION 1. Subsection (c) of section 11 of chapter 15D of the General Laws, as
2 appearing in the 2014 Official Edition, is hereby amended by inserting after the second sentence
3 the following sentences:-

4 On or before January 1 2019, the department shall develop performance specification
5 standards for prohibiting or severely limiting the use of suspension and expulsion for use only as
6 a last resort in extraordinary circumstances where there is a serious safety threat that cannot be
7 reduced or eliminated by the provision of reasonable program modifications.

8 The standards shall at minimum include: 1) benchmarks and goals for supporting
9 children’s social emotional and behavioral development to include reducing the use of exclusion
10 as a disciplinary tool and for eliminating disparities in the use of suspension and expulsion; 2)
11 engagement steps to be taken with the child and parent or guardian prior to suspension or
12 expulsion; 3) requirements for communicating discipline policies including suspension and
13 expulsion policies to staff, families and community partners; 4) specifications for achieving

14 performance standards which, reward and incent programs to access technical assistance to
15 support ongoing development of staff and teacher skills for supporting children's social
16 emotional and behavioral development, reducing disparities and limiting the use of suspension
17 and expulsion; and 5) reporting requirements to the department from infant and toddler
18 programs.