



**NORWICH BOARD OF EDUCATION**  
Norwich, Connecticut

**REGULAR BOARD MEETING**  
**A G E N D A**  
December 11, 2018

**5:30 P.M.**

**Kelly STEAM Magnet Middle**  
**School Community Room**

**MISSION STATEMENT**

*"The Norwich Public Schools will provide each student a rigorous, effective teaching and learning environment where equity is the norm, excellence is the goal, student health and safety is assured."*

**VISION STATEMENT**

*To enable each child to reach his/her full potential.*

**I. SALUTE TO THE FLAG**

**II. MINUTES**

- Approval of the November 13, 2018 meeting minutes.
- Approval of the December 4, 2018 meeting minutes.

**III. REPORT OF THE CHAIRPERSON~Dr. Yvette Jacaruso**

**IV. PUBLIC COMMENT**

**V. REPORT OF THE SUPERINTENDENT**

- Enrollment (Attach. #1)

**VI. DISTRICT IMPROVEMENT INITIATIVE**

- Huntington and Moriarty Schools

**VII. REPORT OF THE ASSISTANT SUPERINTENDENT**

**VIII. A. COMMITTEES**

**Policy Committee~Joyce Werden, Abby Dolliver & Thomas Baird**

Policy Committee Meeting Minutes from 11/28/18 (Attach #2)

The following policies are presented to the Board for First Read (Attach #3)

- Policy #5300-Uniform Policy
- Policy #5110-Student Attendance and Truancy
- Policy #5114-Student Discipline
- Policy #5131.6-Drug and Alcohol Use by Students

**ACTION ITEM**

- Possible Action on the approval of the following policies:
  - #1000-Visitors and Observations in Schools
  - #1050-Non-Discrimination-Community/Board Operations
  - #4112-Non-Discrimination-Personnel
  - #4112.1-Plan for Minority Educator Recruitment
  - #4112.2-Employment Checks
  - #4112.4-Hiring of Certified Staff
  - #4112.5-Hiring of Non-Certified Staff
  - #4118.112(a)-Sex Discrimination & Sexual Harassment in the Workplace
  - #4116-Employees and Section 504
  - #4119-Reports of Suspected Abuse or Neglect of Children by School Employees
  - #4119.5-Suspected Abuse of Adults with Intellectual Disability
  - #5001-Child Sexual Abuse & Assault-Non-School Employees
  - #5121-Non-Discrimination-Students
  - #5145.5-Students-Sex Discrimination & Sexual Harassment

**Budget Expenditure Committee**~ Yvette Jacaruso & Athena Nagel

- Next Meeting: December 18, 2018 at 6:00 pm in the Kelly Community Room

**Transportation Committee**~James Maloney & Athena Nagel**Leadership Evaluation Committee**~Joyce Werden

- Leadership Evaluation Next Steps & Timeline (Attach. #4)

**School Facilities Committee**~Yvette Jacaruso & Tricia Staley**IX. BOARD REPORTS****X. EXECUTIVE SESSION**

Pursuant to CT General Statute 1-200, members of the Board of Education move to go into Executive Session to discuss the Superintendent's mid-year self-assessment/evaluation. The Superintendent of Schools, Abby I. Dolliver may be asked to participate for some or all of the Executive Session at the request of the Board of Education.

**XI. ADJOURNMENT**

**NORWICH BOARD OF EDUCATION**  
**Norwich, Connecticut**

**DRAFT MINUTES OF:**  
**November 13, 2018**  
**REGULAR BOARD MEETING – BOARD OF EDUCATION**  
**KELLY MIDDLE SCHOOL COMMUNITY ROOM**

**PRESENT:** Dr. Yvette Jacaruso, Joyce Werden, Heather Romanski, Aaron Daniels, Dennis Slopak, Robert Aldi, James Maloney, Mark Kulos, and Patricia Staley.

**ABSENT:** None

**STAFF:** Abby I. Dolliver, Superintendent  
Dr. Thomas J. Baird, Assistant Superintendent  
Athena L. Nagel, Business Administrator  
Jamie H. Bender, Director of Student Services & Special Education  
Amber Rutigliano, Administrative Assistant to the Superintendent  
Administrators, Principals and Teachers

**MEDIA:** The Day, WICH/WCTY

Dr. Yvette Jacaruso called the meeting to order at 6:00 p.m. and a quorum was declared.

Dr. Jacaruso asked Tricia Staley to lead the Pledge of Allegiance.

**APPROVAL OF MINUTES:**

**MOTION:** Made by Robert Aldi (seconded by Mark Kulos) to approve the amended minutes of the October 9, 2018 meeting. Motion passed unanimously.

**REPORT OF THE CHAIRPERSON:**

Dr. Jacaruso reported on:

- NPSEF pasta dinner fundraiser at Billy Wilsons that raised \$700
- Visit to Norwich Transition Academy with Mark Kulos
- Uncas Parents Night on November 1<sup>st</sup>
- Veterans Day assembly at Stanton School with Joyce Werden

**PUBLIC COMMENT:**

None

**REPORT OF THE SUPERINTENDENT:**

Mrs. Dolliver reported on:

- Enrollment (including VLA enrollment)
- CAPSS award ceremony re-cap
- Accountability Index

- Alliance District (535,025 students in CT-221,880 of them in Alliance Districts)
- CAUS meeting
- School walk-throughs
- October 19<sup>th</sup> conference on trauma
- Dept. of Administrative Services-new data system access for Superintendents
- School Leadership award dinner with Peter Camp
- LIONS club-book donation
- Mahan School-McDonald's donation for grand re-opening
- Patrick Gauthier from American Ambulance-provided free training for school nurses
- Operation Warm (sponsored by Ivory Ella) for Stanton students-coat donation
- Adult Education site visit
- Adult Education updated program and enrollment numbers
- Family conference schedule update
- Cost of substitutes per day: \$2,000
- Mahan & Uncas kindergarten class visits to City Hall

#### **DISTRICT IMPROVEMENT INITIATIVE/BUDGET EXPENDITURE COMMITTEE UPDATE**

Dr. Thomas Baird, Athena Nagel and Jamie Bender:

Athena Nagel updated the Board on the October 29<sup>th</sup> Budget Expenditure meeting. She provided the Board with information pertaining to the General Fund projected savings. Tuition students for the 2018-2019 school year were discussed. At this time, there is a projected deficit of \$2.318 million.

Dr. Baird updated the Board on the 18-19 entitlement grants, the increased numbers in middle schools due to the likely return of students from out of district schools and the magnet cap sizes.

**MOTION:** Made by Dennis Slopak (seconded by Joyce Werden) to accept the Stanton School roof project 104-117RR as complete. Motion passed unanimously.

#### **REPORT OF THE ASSISTANT SUPERINTENDENT**

Dr. Baird reported on:

- Update on attendance data
- Suspension rates-decline in OSS rates
- Inter-district collaborative grant
- Curriculum Council meeting on October 29<sup>th</sup>
- New Curriculum Quality Rubric
- Bilingual, SIG, 21<sup>st</sup> Century and Title 1, 2, 3, 4 grants

#### **COMMITTEES:**

##### **Policy Committee**

Joyce Werden reported on the Policy Committee meeting that took place on October 24<sup>th</sup>. The hiring of certified staff and the DCF policy were discussed at length during the meeting. The next meeting is on November 28<sup>th</sup> at 4:00 pm in the central office conference room.

The following policies were presented to the Board for First Read:

- Policy #1000-Visitors and Observations in Schools
- Policy #1050-Non-Discrimination-Community/Board Operations
- Policy #4112-Non-Discrimination-Personnel
- Policy #4112.1-Plan for Minority Educator Recruitment
- Policy #4112.2-Employment Checks
- Policy #4112.4-Hiring of Certified Staff
- Policy #4112.5-Hiring of Non-Certified Staff
- Policy #4118.112(a)-Sex Discrimination & Sexual Harassment in the Workplace
- Policy #4116-Employees and Section 504
- Policy #4119-Reports of Suspected Abuse or Neglect of Children by School Employees
- Policy #4119.5-Suspected Abuse of Adults with Intellectual Disability
- Policy #5001-Child Sexual Abuse & Assault-Non-School Employees
- Policy #5121-Non-Discrimination-Students
- Policy #5145.5-Students-Sex Discrimination & Sexual Harassment

**MOTION:** Made by Robert Aldi (seconded by Dennis Slopak) to approve the following policies for deletion. Motion passed unanimously.

- 3516.33(a)-Accident Prevention & Reporting First Aid
- 4100(a)-Certified Personnel-General Policy
- 4117.4(a)-Suspension
- 4117.2-Resignation
- 4118.3-Duties of Personnel
- 4118.3(a)-Duties of Personnel-Teachers
- 4120-Temporary Personnel
- 4121-Substitute Teachers
- 4126-Continuing Education for Certified Professional Employees
- 4132-Publication or Creation of Materials
- 4133-Travel-Reimbursement
- 4137/4237-Non-school Employment
- 4151/4251-Short-term Leaves
- 4151.1/4251.1-Personal Illness & Injury Leave
- 5000-Concept & Roles in Student Personnel
- 5112(a)-Ages of Attendance
- 5113-Attendance & Excuses-Written Excuses
- 5124-Reporting to Parents/Guardians
- 5126-Awards for Achievements
- 5131.2-Classroom, Hall & Ground Conduct
- 5131.5-Vandalism
- 5132-Student Dress Code
- 5134-Bring Your Own Device
- 5139.9-Gang Activity or Association
- 5131.911(a)-Hazing/Bullying
- 6113-Released Time
- 6114-Emergencies and Disaster Preparedness

- 6114.6-Inclement Weather
- 6121-Non-discrimination: Instructional Program
- 6164.12-Instruction on Acquired Immune Deficiency Syndrome (AIDS)

**Transportation Committee**

Athena Nagel reported that First Student has been busy with administrative tasks including calculating excess costs as well as Medicaid and homeless reimbursement information.

**Leadership Evaluation Committee**

Joyce Werden reported on the timeline changes and she discussed Attorney Anne Littlefield's summary of next steps based on feedback from the Board's self-evaluation workshop. Next steps have not been discussed yet and they would like feedback from the entire board. The Superintendent will present her self-assessment to the Board for the December meeting.

**School Facilities Committee**

Tricia Staley reported that the survey has been finalized and will be active in time for family conferences.

**LIAISONS:****Integrated Day Charter School Liaison**

Joyce Werden reported that the IDCS is in the process of planning the agenda for their Board retreat. They are interested in Norwich's board self-evaluation process.

**Otis Library Liaison**

Yvette Jacaruso reported that the 2018 O'tis a Festival will take place on Saturday, November 17<sup>th</sup> from 10am-3pm. There are 5 "celebrity parkers" from NPS that are volunteering their time.

**NFA Liaison**

Al Daniels reported on NFA's Teacher of the Year and their Honors Program. He is looking into finding out how many Norwich students participate in the Honors Program. Lillian Lorenzo, a former NPS student, is this year's MLK scholarship recipient. NFA offers a marine science program and is now offering a manufacturing and job skill track for students.

**BOARD REPORTS:**

Mark Kulos, Yvette Jacaruso, Al Daniels, Abby Dolliver and Tricia Staley are attending this year's CABE/CAPSS Convention.

Heather Romanski reported that she attended Moriarty Magnet school's Book Bingo.

**EXECUTIVE SESSION**

**MOTION:** Made by Joyce Werden (seconded by Al Daniels) to go into Executive Session. Motion passed 8-0.

The Board went into Executive Session at 7:45 pm.

Dennis Slopak left the meeting at 8:27 pm.

The Board returned from Executive Session at 8:41 pm. There were no votes take in Executive Session.

**MOTION:** Made by Robert Aldi (seconded by Al Daniels) to adjourn the meeting. Motion passed unanimously.

The meeting was adjourned at 8:41 p.m.

Respectfully submitted,

*Heather Romanski*

Heather Romanski,  
Secretary

**NORWICH BOARD OF EDUCATION  
Norwich, Connecticut**

**DRAFT MINUTES OF:  
December 4, 2018  
SPECIAL BOARD MEETING – BOARD OF EDUCATION  
KELLY MIDDLE SCHOOL COMMUNITY ROOM**

**PRESENT:** Dr. Yvette Jacaruso, Joyce Werden, Heather Romanski, Dennis Slopak, James Maloney, Mark Kulos, Robert Aldi and Patricia Staley.

**ABSENT:** Aaron Daniels

**STAFF:** Abby I. Dolliver, Superintendent  
Dr. Thomas J. Baird, Director of Curriculum, Instruction & Assessment  
Athena L. Nagel, Business Administrator  
Jamie H. Bender, Director of Student Services & Special Education

**IN ATTENDANCE:** Attorney Anne Littlefield, Attorney Ashley Marshall

**MEDIA:** The Day, WICH/WCTY, Channel 61, The Bulletin

Dr. Yvette Jacaruso called the meeting to order at 6:00 p.m. and a quorum was declared.

Dr. Jacaruso asked James Maloney to lead the Pledge of Allegiance.

**EXECUTIVE SESSION**

**MOTION:** Made by Robert Aldi (seconded by Tricia Staley) to go into Executive Session. Motion passed unanimously.

The Board went into Executive Session at 6:01 pm.

The Board returned from Executive Session at 7:43 pm. There were no votes take in Executive Session.

**MOTION:** Made by Robert Aldi (seconded by Dennis Slopak) to authorize its chair, Dr. Yvette Jacaruso, to issue a press statement pertaining to the Norwich Free Academy investigation and further to issue a letter to the Norwich Free Academy Board of Trustees and its Head of School pertaining to the investigation. Motion passed 8-0; Aaron Daniels was absent.

**MOTION:** Made by Robert Aldi (seconded by Tricia Staley) to adjourn the meeting. Motion passed 8-0; Aaron Daniels was absent.

The meeting was adjourned at 7:48 p.m.



Respectfully submitted,

*Heather Romanski*

Heather Romanski,  
Secretary

## NORWICH PUBLIC SCHOOLS ENROLLMENT 2018-2019

December 1, 2018

GRAND TOTAL	179	62	389	249	413	334	262	298	267	639	388	22	3,502
	Bishop	Case St.	Hunt	Mahan	Moriarty	Stanton	Uncas	Vets	Weq	Kelly	TMMS	NTA	
PRE-Kindergarten													
TOTAL PRE-K	179	62		10									251
KDG - FULL DAY			21	17	22	18	19	23	23				
KDG - FULL DAY			22	17	21	16	20	22	22				
KDG - FULL DAY			22		20	17							
MULTI GRADE K/1							10						
TOTAL KDG.			65	34	63	51	49	45	45				352
GRADE 1			20	23	22	17	19	18	22				
			20	23	21	17	19	18	21				
			21		20	20		19					
MULTI GRADE K/1							8						
TOTAL GRADE 1			61	46	63	54	46	55	43				368
GRADE 2			20	16	22	20	16	24	20				
			20	18	21	18	18	22	21				
			20		22	18	18						
TOTAL GRADE 2			60	34	65	56	52	46	41				354
GRADE 3			20	17	25	23	21	18	22				
			21	18	25	23	24	18	23				
			19		24			18					
TOTAL GRADE 3			60	35	74	46	45	54	45				359

# NORWICH PUBLIC SCHOOLS ENROLLMENT 2018-2019

December 1, 2018

	Bishop	Case St.	Hunt	Mahan	Moriarty	Stanton	Uncas	Vets	Weq	Kelly	TMMS	NTA	Totals
GRADE 4			21	18	24	22	16	24	24	24			
			20	18	25	22	16	24	23				
			22		25								
TOTAL GR. 4			63	36	74	44	32	48	47				344
GRADE 5			18	22	25	22	19	18	24				
			19	21	24	23	19	16	22				
			20		25	24		16					
TOTAL GR. 5			57	43	74	69	38	50	46				377
TOTAL GRADE 6										227	133		360
TOTAL GRADE 7										195	127		322
TOTAL GRADE 8										217	128		345
SPED-MAHAN				11									11
STARS						6							6
STRIVE			23			8							31
Trans. Academy												22	22
GRAND TOTAL	179	62	389	249	413	334	262	298	267	639	388	22	3,502
	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2017/2018	2018/2019
SEPTEMBER	3,976	3,944	3,829	3,910	3,878	3,758	3,878	3,808	3,735	3,668	3,601	3,495	3,511
OCTOBER	4,045	4,043	3,961	3,991	3,920	3,792	3,819	3,793	3,762	3,689	3,623	3,510	3,508
NOVEMBER	4,050	4,078	3,968	4,016	3,901	3,853	3,803	3,786	3,754	3,701	3,640	3,525	3,529
DECEMBER	4,081	4,068	4,002	4,007	3,903	3,856	3,832	3,790	3,737	3,729	3,630	3,513	3,502
JANUARY	4,088	4,035	4,005	4,017	3,887	3,845	3,822	3,784	3,750	3,740	3,615	3,540	
FEBRUARY	4,111	4,081	3,988	4,034	3,883	3,839	3,848	3,792	3,730	3,725	3,617	3,561	
MARCH	4,106	4,060	4,004	4,041	3,886	3,766	3,862	3,827	3,739	3,729	3,630	3,573	
APRIL	4,112	4,059	4,001	4,041	3,883	3,807	3,874	3,770	3,755	3,720	3,628	3,583	
MAY	4,109	4,049	3,989	4,042	3,887	3,828	3,870	3,775	3,741	3,718	3,615	3,591	
JUNE	4,092	4,032	3,995	4,034	3,887	3,849	3,868	3,772	3,738	3,697	3,633	3,570	



NORWICH PUBLIC SCHOOLS  
90 TOWN STREET, NORWICH, CT  
CENTRAL OFFICE CONFERENCE ROOM  
November 28, 2018

POLICY COMMITTEE MINUTES

The meeting was called to order by Committee Chair Joyce Werden at 4:03 pm.

In Attendance: Abby Dolliver, Thomas Baird, Joyce Werden, Keely Miller, Tricia Staley, Peter Camp, Yvette Jacaruso, Jamie Bender

The following policies were reviewed:

- 5110-Student Attendance and Truancy-present to the Board for First Read at the December 11<sup>th</sup> meeting
- 5114-Student Discipline-present to the Board for First Read at the December 11<sup>th</sup> meeting
- 5131.6-Drug and Alcohol Use by Students- present to the Board for First Read at the December 11<sup>th</sup> meeting
- 5300-Uniform Policy- present to the Board for First Read at the December 11<sup>th</sup> meeting

The Wellness Policy will be reviewed in January. A Wellness Advisory Council will be formed.

Policy #6177-Video in the Classroom that was recommended for deletion will be kept as a policy with significant revisions. Will be reviewed at the subcommittee meeting in January.

Next Policy Committee Meeting: January 23, 2019 @ 4:00 pm-Central Office

The meeting was adjourned at 4:55 pm.

**Students****5300  
New****Uniform Policy****I. Statement of Policy**

The Norwich Board of Education has determined that reasonable regulation of school attire can enhance educational interests, including the following:

1. Creating a greater sense of community, school pride and respect among students.
2. Reducing distractions and loss of self-esteem caused by teasing and competition over clothing.
3. Fostering a safer school environment with easy identification of students at school activities, group gatherings and walking to and from school.
4. Reducing parental cost of school clothing.
5. Reducing peer pressure for wearing brand name apparel.
6. Enhancing school safety by making it harder to conceal weapons and contraband.
7. Creating an atmosphere reflecting seriousness of purpose about education.
8. Minimizing disruption from wearing inappropriate clothing or possessing inappropriate items in school.

**II Uniform****A. Students shall wear the following during school hours:**

1. Blue or khaki colored jumpers, skirts (not more than 3" above the knee), pants or knee length shorts, sized to fit the student. Pants and shorts must be "dress" or "docker" style.
2. Blue or white shirts must be worn. Shirts must have a collar and may be button down/oxford or polo style. Shirt hems must reach to waistline when arms are raised. Sleeves may be long or short.
3. Sweaters or sweatshirts are optional, but if worn must be solid blue or white in color or contain the district/school insignia or name. Hoods may not be worn within the school building.

**B. Inappropriate Attire**

**The following are considered inappropriate for all students to wear during regular school hours or at school-sponsored events:**

1. All sweat pants, jeans, spandex or any color denim/canvas/jean material, and all cargo-style pants, shirts, shorts, or skorts.
2. Tank tops, undershirts, tee-shirts, halter tops, tube tops, bare midriffs, transparent clothing, plunging revealing or provocative

- necklines (front and back), shirts containing expressive writing or pajamas.
3. Outer coats, fleece jackets, wind breakers, hats, caps, scarves, earmuffs, bandannas, sunglasses are prohibited indoors.
  4. Any item of clothing or an accessory that could cause danger or distraction.
  5. Clothing or items that contain messages or images that would tend to be offensive or disruptive to the educational process, including, but not limited to, items with indications of gang affiliations, racist messages, sexist messages, messages promoting drug or alcohol abuse, profane or pornographic messages or illustrations, or messages that incite violence or constitute "fighting words".
  6. Bare feet, bedroom slippers, crocs or open toe shoes, shower style flip flops, slides, roller blades, roller skates, or any footwear that marks floors or has wheels, causes excessive noise, or creates a safety hazard.

### **III. Parental Responsibility**

It is the responsibility of parents and guardians to ensure that their child's dress conforms to the requirements of this policy.

### **IV. Staff Responsibility**

School personnel, including substitutes, will serve as role models for proper attire in the educational setting. Personnel will dress professionally during the school day.

### **V. Administrative Responsibility**

It is the responsibility of the Administration to inform all parents and guardians of the Uniform Policy.

### **VI. Accommodations**

1. Where the bona fide religious beliefs, health needs or with identified special needs with accommodations of a student conflict with the Uniform Policy, the schools will provide reasonable accommodation. Any student or parent or guardian desiring accommodation shall notify the school principal in writing or via a PPT of the requested accommodation and the factual basis for the request. Approved coverings worn as part of the student's bona fide religious practices or beliefs shall not be prohibited under this policy.
2. It is the policy of the Norwich Public Schools that no student will be denied an education due to a bona fide financial inability to obtain clothing that complies with the Uniform Policy. Any student or parent or guardian for whom compliance with the Uniform Policy poses a bona

bona fide financial burden, may submit a written request for clothing assistance to the school principal specifying the clothing needed together with a statement of financial need. Where the request is bona fide, school principals or their designees shall try to connect parents and guardians with available community resources to locate adequate clothing, and until such clothing is obtained, the student shall be excused from complying with the Uniform Policy.

3. Nothing in this policy is intended to violate Board of Education Policy 5121 (Student Non-Discrimination).

Anyone who has questions or concerns about this policy, or would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination, may contact:

**Assistant Superintendent, 90 Town Street, Norwich, CT 06360  
(860) 823-6284**

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Title IX Coordinator:

**Assistant Superintendent, 90 Town Street, Norwich, CT 06360  
(860) 823-6284**

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of disability may contact the Board's Section 504/ADA Coordinator:

**Director of Student Services and Special Education, 90 Town Street,  
Norwich, CT 06360 (860) 823-6284**

## **VII. Compliance**

School administrators and teachers are encouraged to use positive reinforcement to obtain compliance with the requirements of the Uniform Policy. However, when a student fails to comply with the Uniform Policy, discipline is appropriate. The following disciplinary procedures shall apply:

- A. First Offense-**Administrative conference with the student and the parent/guardian.
- B. Second Offense-**Written warning and notification to parent or guardian.

**C. Third and Subsequent Offenses**-Disciplinary procedures including after school detention(s) will be administered.

Policy Adopted: June 9, 2009  
Policy Revised: June 8, 2010  
Policy Revised: December 11, 2012  
Policy Revised:

NORWICH PUBLIC SCHOOLS  
Norwich, Connecticut



**Students****Dress and Grooming****Uniform Policy****Grades PreK – 5 (2009-2010)****Grades 6-8 (2010-2011)****I. Statement of Policy**

The Norwich Board of Education has determined that reasonable regulation of school attire can enhance educational interests, including the following:

1. Creating a greater sense of community, school pride and respect among students.
2. Reducing distractions and loss of self-esteem caused by teasing and competition over clothing.
3. Fostering a safer school environment with easy identification of students at school activities, group gatherings and walking to and from school.
4. Reducing parental cost of school clothing.
5. Reducing peer pressure for wearing brand name apparel.
6. Enhancing school safety by making it harder to conceal weapons and contraband.
7. Creating an atmosphere reflecting seriousness of purpose about education.
8. Minimizing disruption from wearing inappropriate clothing or possessing inappropriate items in school.

**II Uniform**

The following uniform is mandatory for all students of the Norwich Public Schools effective at the start of the 2009-2010 school year. The purpose of this Policy is the further the important educational interests identified above.

**A. Girls shall wear the following during school hours:**

1. Blue or khaki colored jumpers, skirts, (not more than 3" above the knee) pants or knee length shorts, sized to fit the student. Shorts may be worn from April 1 to November 1 only. Pants and shorts must be "dress" or "docked" style. No jeans or cargo shorts may be worn.
2. Blue shirts must be worn. Shirts must have a collar and may be button down/oxford or polo style. Shirts must be tucked into pants or shorts. Hem must reach to waistline when arms are raised. Sleeves may be long or short. No tee shirts may be worn.

3. Sweaters or sweatshirts without hoods or pockets are optional, but if worn must be solid in color or contain the school insignia or name.
4. Footwear that causes noisy distractions, high heels which can cause safety hazards or footwear which causes marks on floors are not permitted.

**B. Boys shall wear the following during school hours:**

1. Blue or khaki colored pants or knee-length shorts. Shorts may be worn from April 1 to November 1 only. Pants and shorts must be "dress" or "docked" style. No jeans or cargo shorts may be worn.
2. Blue shirts must be worn. Shirts must have a collar and may be button down/oxford or polo style. All shirts must be tucked into pants or shorts. Hem must reach to waistline when arms are raised.
3. Sweaters or sweatshirts without hoods or pockets are optional, but if worn must be solid in color or contain the school insignia or name.
4. Footwear that causes noisy distractions, high heels which can cause safety hazards or footwear that causes marks on floors are not permitted.

**Inappropriate Attire**

The following are considered inappropriate for all students to wear during regular school hours or at school-sponsored events:

1. All clothing made of sweat, spandex or any color denim/canvas/jean material, and all cargo-style pants, shirts, shorts, or skirts.
2. Tank tops, undershirts, tee-shirts, halter tops, tube tops, bare midriffs, transparent clothing, plunging revealing or provocative necklines (front and back), hooded shirts and shirts containing expressive writing or pajamas.
3. Any clothing that is torn or ragged. Any clothing that is too tight or too loose.
4. Outer coats, fleece jackets, wind breakers, hats, caps, scarves, earmuffs, bandannas, curlers, goggles, sunglasses and backpacks are prohibited indoors.
5. Oversized jewelry, chains, medallions, and earrings, or wallet/key chains causing danger or distraction.
6. Clothing or items that contain messages or images that would tend to be offensive or disruptive to the educational process, including, but not limited to, items with indications of gang affiliations, racist messages, sexist messages, messages promoting drug or alcohol abuse, profane or pornographic messages or illustrations, or messages that incite violence or constitute "fighting words."
7. Bare feet, bedroom slippers, shower style flip flops, roller blades, roller skates, or any footwear that marks floors, causes excessive noise, or creates a safety hazard.

### **III. Parental Responsibility**

It is the responsibility of parents and guardians to ensure that their child's dress conforms to the requirements of this policy.

### **IV. Staff Responsibility**

School personnel, including substitutes, will serve as role models for proper attire in the educational setting. Personnel will dress professionally during the school day.

### **V. Administrative Responsibility**

It is the responsibility of the Administration to inform all parents and guardians of the Uniform Policy, and the information regarding the Uniform Policy shall be available in English, Spanish, Creole, and Chinese in the Student Handbook and on the Norwich Public School's web site and in such other places as the administration deems suitable to reach all parents and guardians.

### **VI. Accommodations**

1. Where the bona fide religious beliefs, health needs or with identified special needs with accommodations of a student conflict with the Uniform Policy, the schools will provide reasonable accommodation. Any student or parent or guardian desiring accommodation shall notify the school principal in writing or via a PPT of the requested accommodation and the factual basis for the request. Approved coverings worn as part of the student's bona fide religious practices or beliefs shall not be prohibited under this policy.
2. It is the policy of the Norwich Public Schools that no student will be denied an education due to a bona fide financial inability to obtain clothing that complies with the Uniform Policy. Any student or parent or guardian for whom compliance with the Uniform Policy poses a bona fide financial burden, may submit a written request for clothing assistance to the school principal specifying the clothing needed together with a statement of financial need. Where the request is bona fide, school principals or their designees shall try to connect parents and guardians with available community resources to locate adequate clothing, and until such clothing is obtained, the student shall be excused from complying with the Uniform Policy.

## **VII. Compliance**

School administrators and teachers are encouraged to use positive reinforcement to obtain compliance with the requirements of the Uniform Policy. However, when a student fails to comply with the Uniform Policy, discipline is appropriate. The following disciplinary procedures shall apply:

- A. First Offense-**Administrative conference with the student and the parent/guardian.
- B. Second Offense-**Written warning and notification to parent or guardian.
- C. Third and Subsequent Offenses-**Disciplinary procedures including after school detention(s) will be administered.

## **VIII. Administrative Review**

A student who believes that his or her school has not reasonably accommodated his or her bona fide religious, health, special education accommodations or financial needs or right of free expression may submit a written objection on their own or through his or her parents/guardians to the school's principal. The principal shall respond in writing to the student and his or her parents/guardians within fourteen (14) days. Any student or parent/guardian dissatisfied with the principal's response may submit a written appeal to the Superintendent of Schools for the Norwich Public Schools. The Superintendent may request such additional information from the school, the student, and/or the parents/guardians as he or she deems necessary. The Superintendent shall issue a written decision on the appeal within twenty-one (21) days.

Policy Adopted: June 9, 2009  
Policy Revised: June 8, 2010  
Policy Revised: December 11, 2012

NORWICH PUBLIC SCHOOLS  
Norwich, Connecticut

## **STUDENT ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM**

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education (the "Board"), through its Superintendent, will adopt and maintain procedures to implement this policy.

In addition, the Board takes seriously the issue of chronic absenteeism. To address this issue, the Board, through its Superintendent, will adopt and maintain procedures regarding chronic absenteeism in accordance with state law.

### **Legal References:**

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-184

Connecticut General Statutes § 10-186

Connecticut General Statutes § 10-198a

Connecticut General Statutes § 10-198b

Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

Connecticut General Statutes § 10-198e

Guidelines for Reporting Student Attendance in the Public School Information System (Connecticut State Department of Education, January 2008)

Connecticut State Board of Education Memorandum, *Definitions of Excused and Unexcused Absences* (June 27, 2012)

Connecticut State Department of Education, *Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention* (April 2013)

Connecticut State Department of Education, *Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts* (April 2017)

Connecticut State Department of Education Memorandum, *Youth Service Bureau Referral for Truancy and Defiance of School Rules* (February 22, 2018)

Connecticut State Department of Education, *Youth Service Bureau Referral Guide* (February 2018)

ADOPTED \_\_\_\_\_

REVISED: \_\_\_\_\_

8/12/18

**Series 5000  
Students**

**ADMINISTRATIVE REGULATIONS REGARDING  
ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM**

**I. Attendance and Truancy**

**A. Definitions for Section I**

1. "Absence" - any day during which a student is not considered "in attendance" at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.
2. "Disciplinary absence" - Any absence as a result of school or district disciplinary action. Any student serving an out-of-school suspension or expulsion should be considered absent. Such absence is not considered excused or unexcused for attendance and truancy purposes.
3. "Educational evaluation" - for purposes of this policy, an educational evaluation is an assessment of a student's educational development, which, based upon the student's presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
4. "Excused absence" - a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student's return to school, or if the child has been excluded from school in accordance with section 10-210 of the Connecticut General Statutes (regarding communicable diseases), and the following criteria are met:
  - a. Any absence before the student's tenth (10<sup>th</sup>) absence is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.
  - b. For the student's tenth (10<sup>th</sup>) absence and all absences thereafter, a student's absences from school are, with appropriate documentation in accordance with this

regulation, considered excused only for the following reasons:

- i. student illness (verified by an appropriately licensed medical professional);
  - ii. religious holidays;
  - iii. mandated court appearances (documentation required);
  - iv. funeral or death in the family, or other emergency beyond the control of the student's family;
  - v. extraordinary educational opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this regulation;
  - vi. lack of transportation that is normally provided by a district other than the one the student attends.
- c. A student, age five (5) to eighteen (18), whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to his or her return to school.
5. "In Attendance" - Any day during which a student is present at the student's assigned school, or an activity sponsored by the school, for at least half of the regular school day.
6. "Student" - a student enrolled in the Norwich Public Schools (the "District").
7. "Truant" - any student **five (5) to eighteen (18)** years of age, inclusive, who has **four (4)** unexcused absences from school in any



one month or **ten (10)** unexcused absences from school in any school year.

8. "Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

The determination of whether an absence is excused will be made by the building principal or his/her designee. Parents or other persons having control of the child may appeal that decision to the Superintendent or his/her designee, whose decision shall be final.

B. Written Documentation Requirements for Absences

1. Written documentation must be submitted for each incidence of absence within ten (10) school days of the student's return to school. Consecutive days of absence are considered one incidence of absence.
2. The first nine (9) days of absence will be excused upon receipt of a signed note from the student's parent/guardian, an e-mail or other electronic communication sent by the student's parent/guardian, an electronic record from a school official that spoke in person with the parent/guardian regarding the absence, an electronic record confirming the absence by the school nurse, or a signed note by a licensed medical professional, as appropriate.
3. For the student's tenth (10<sup>th</sup>) absence, and all absences thereafter, documentation of the absence must be submitted in accordance with paragraphs 1 and 2 above, and must also include the reason for the absence and the following additional information:
  - a. student illness:
    - i. a signed note from a medical professional, who may be the school nurse, who has evaluated the student confirming the absence and giving an expected return date; or
    - ii. a signed note from school nurse who has spoken with the student's medical professional and confirmed the absence, including the date and location of the consultation.
  - b. religious holidays: none.

- c. mandated court appearances:
    - i. a police summons;
    - ii. a subpoena;
    - iii. a notice to appear;
    - iv. a signed note from a court official; or
    - v. any other official, written documentation of the legal requirement to appear in court.
  - d. funeral or death in the family, or other emergency beyond the control of the student's family: a written document explaining the nature of the emergency.
  - e. extraordinary educational opportunity pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this policy: written pre-approval from the administration, in accordance with this regulation.
  - f. lack of transportation that is normally provided by a district other than the one the student attends: none.
4. In rare and extraordinary circumstances, the building principal may, in his/her own discretion, document and excuse an absence in the case of a family emergency or death in the family after discussing the absence with the parent/guardian.
5. The District reserves the right to randomly audit written documentation received, through telephone and other methods of communication, to determine its authenticity.
6. Any absence that is not documented in accordance with this regulation within ten (10) school days after the incidence of absence will be recorded as unexcused. If documentation is provided within ten (10) school days, but is incomplete, the building principal may, at his/her own discretion, grant up to a five (5) school day extension for provision of the completed documentation.

C. Extraordinary Educational Opportunities

1. To qualify as an extraordinary educational opportunity, the opportunity must:
  - a. be educational in nature and must have a learning objective related to the student's course work or plan of study;
  - b. be an opportunity not ordinarily available to the student;
  - c. be grade and developmentally appropriate; and
  - d. include content that is highly relevant to the student; while some opportunities will be relevant to all students, others will contain very specific content that would limit their relevance to a smaller group of students.
2. Family vacations do not qualify as extraordinary educational opportunities.
3. All requests for approval of extraordinary educational opportunities must:
  - a. be submitted to the building principal in writing prior to the opportunity, but no later than ten (10) school days prior to the opportunity except in exceptional circumstances at the discretion of the building administrator;
  - b. contain the signatures of both the parent/guardian and the student;
  - c. include an outline of the learning objective of the opportunity and include detail as to how the objective is linked to the student's coursework or plan of study; and
  - d. include additional documentation, where available, about the opportunity.
4. The building principal shall provide a response in writing and include the following:
  - a. either approval or denial of the request;
  - b. brief reason for any denial;

- c. any requirements placed upon the student as a condition of approval;
  - d. the specific days approved as excused absences for the opportunity;
  - e. the understanding that the building administrator may withdraw its approval if the opportunity is canceled or the student fails to meet the agreed-upon requirements of the approval.
5. All decisions of the building principal relating to extraordinary educational opportunities shall be final.
  6. Students who are granted excusal from school to participate in extraordinary educational opportunities are expected to share their experiences with other students and/or school staff when they return.
  7. Approval for an extraordinary educational opportunity is determined on a case-by-case basis and the analysis of individualized factors. An opportunity approved for one student may not be approved for another.

D. Truancy Exceptions:

1. A student **five (5) or six (6) years of age** shall not be considered truant if the parent or person having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five (5) or six (6) years of age.
2. A student **seventeen (17) years of age** shall not be considered truant if the parent or person having control over such student consents to such student's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community.
3. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

E. Readmission to School Following Voluntary Withdrawal

1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section D.2, above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.
2. If a student who has voluntarily withdrawn from school (in accordance with Section D.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

F. Determinations of Whether a Student is "In Attendance":

1. A student serving an out of school suspension or expulsion shall be reported as absent unless he or she receives an alternative educational program for at least one half of the regular school day. In any event, the absence is considered a disciplinary absence, and will not be designated as excused or unexcused.
2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered "in attendance."
3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being "in attendance" for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate in accordance with applicable law.

G. Procedures for students in grades K-8\*

1. Notification
  - a. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall notify the parent or other person having control of the student enrolled in grades K - 8 in writing of the obligations pursuant to Conn. Gen. Stat. § 10-184 to ensure that such a student attends school regularly or to show that the child is elsewhere receiving equivalent instruction in the studies taught in the District.

- b. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall obtain from the parent or other person having control of the student in grades K-8 a telephone number or other means of contacting such parent or other person during the school day.

2. Monitoring

Each school shall implement a system of monitoring individual unexcused absences of students in grades K-8. Whenever such a student fails to report to school on a regularly scheduled school day, school personnel under the direction of the building principal **[or his/her designee]** shall make a reasonable effort to notify the parent or other person having control of such student by telephone and by mail of the student's absence, unless school personnel have received an indication that the parent or other person is aware of the student's absence. **[Reasonable efforts shall include two (2) attempts to reach the parent or other person at the telephone number provided by the parent or other person. Such attempts shall be recorded on a form provided by the Superintendent.]** Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

- H. Procedures applicable to students ages five (5) to eighteen (18)

1. Intervention

- a. When a student is truant, the building principal or his/her designee shall schedule a meeting with the parent (or other person having control of such student) and appropriate school personnel to review and evaluate the reasons for the student's truancy. This meeting shall be held no later than **ten (10) days** after the student becomes truant. The district shall document the meeting, and if parent or other person declines to attend the meeting, or is otherwise is non responsive, that fact shall also be documented and the meeting shall proceed with school personnel in attendance.
- b. When a student is truant, the Superintendent or his/her designee shall coordinate services with and referrals of students to community agencies providing child and family services, as

appropriate. The district shall document efforts to contact and include families and to provide early intervention in truancy matters.

- c. If the Commissioner of Education determines that any school under the jurisdiction of Norwich Board of Education (the "Board") has a disproportionately high rate of truancy, the district shall implement in that school a truancy intervention model identified by the Department of Education pursuant to Conn. Gen. Stat. § 10-198e.
- d. In addition to the procedures specified in subsections (a) through (c) above, a regular education student who is experiencing attendance problems should be referred to the building Child Study Team **[or other appropriate school based team]** to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a planning and placement team ("PPT") meeting to review the student's need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.
- e. Where the documented implementation of the procedures specified in subsections (a) through (d) above does not result in improved outcomes despite collaboration with the parent/guardian, the Superintendent or his/her designee may, with written parental consent, refer a student who is truant to a Youth Service Bureau.

## I. Attendance Records

All attendance records developed by the Board shall include the individual student's state-assigned student identifier (SASID).

## II. **Chronic Absenteeism**

### A. Definitions for Section II

- 1. "Chronically absent child" - a child who is enrolled in a school under the jurisdiction of the Board and whose total number of absences at any time during a school year is equal to or greater than ten percent (10%) of the total number of days that such student has been enrolled at such school during such school year;
- 2. "Absence" - an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board

of Education pursuant to section 10-198b of the general statutes and these administrative regulations;

3. "District chronic absenteeism rate" - the total number of chronically absent children under the jurisdiction of the Board in the previous school year divided by the total number of children under the jurisdiction of the Board for such school year; and
4. "School chronic absenteeism rate" - the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

B. Establishment of Attendance Review Teams

If the Board has a district chronic absenteeism rate of ten percent (10%) or higher, it shall establish an attendance review team for the school district.

If a school under the jurisdiction of the Board has a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for that school.

If the Board has more than one school with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

If the Board has a district chronic absenteeism rate of ten percent (10%) or higher and one or more schools with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

C. Composition and Role of Attendance Review Teams

Any attendance review team established under these regulations may include school administrators, guidance counselors, school social workers, teachers, representatives from community-based programs who address issues related to student attendance by providing programs and services to truants, as defined under I.A.7, and chronically absent children and their parents or guardians.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.



D. State Chronic Absenteeism Prevention and Intervention Plan

The Board and its attendance review teams, if any, will consider any chronic absenteeism prevention and intervention plan developed by the State Department of Education.

**III. Reports to the State Regarding Truancy Data**

Annually, each local and regional board of education shall include information regarding the number of truants and chronically absent children in the strategic school profile report for each school under its jurisdiction and for the school district as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the board of education to reduce truancy in the school district.

Legal References:

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-184

Connecticut General Statutes § 10-186

Connecticut General Statutes § 10-198a

Connecticut General Statutes § 10-198b

Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

Connecticut General Statutes § 10-198e

Guidelines for Reporting Student Attendance in the Public School Information System (Connecticut State Department of Education, January 2008)

Connecticut State Board of Education Memorandum, *Definitions of Excused and Unexcused Absences* (June 27, 2012)

Connecticut State Department of Education, *Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention* (April 2013)

Connecticut State Department of Education, *Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts* (April 2017)

Connecticut State Department of Education Memorandum, *Youth Service Bureau Referral for Truancy and Defiance of School Rules* (February 22, 2018)

Connecticut State Department of Education, *Youth Service Bureau Referral Guide* (February 2018)

APPROVED: \_\_\_\_\_

REVISED: \_\_\_\_\_

8/12/18

## **Students**

### **Student Attendance and Truancy**

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education, through its Superintendent, will adopt and maintain procedures to implement this policy.

In addition, the Board of Education takes seriously the issue of chronic absenteeism. To address this issue, the Board of Education, through its Superintendent, will adopt and maintain procedures regarding chronic absenteeism in accordance with state law.

#### **Legal References:**

Connecticut General Statutes §10-220

Connecticut General Statutes §10-184

Connecticut General Statutes §10-186

Connecticut General Statutes §10-198a

Public Act 15-225, "An Act Concerning Chronic Absenteeism"

Guidelines for Reporting Student Attendance in the Public School Information System (Connecticut State Department of Education, January 2008)

Connecticut State Department of Education Circular Letter C-2, *Utilizing Local Support Resources Prior to Referral of Students for Family with Service Needs* (August 4, 2009)

Connecticut State Board of Education Memorandum, *Definitions of Excused and Unexcused Absences* (June 27, 2012)

Connecticut State Department of Education, *Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention* (April 2013)

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Policy revised: 5/10/16

NORWICH PUBLIC SCHOOLS

Norwich, Connecticut

**ADMINISTRATIVE REGULATIONS REGARDING ATTENDANCE, TRUANCY  
AND CHRONIC ABSENTEEISM**

**I. Attendance and Truancy**

**A. Definitions for Section I**

1. "Absence"-any day during which a student is not considered "in attendance" at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.
2. "Disciplinary absence" - Any absence as a result of school or district disciplinary action. Any student serving an out-of-school suspension or expulsion should be considered absent. Such absence is not considered excused or unexcused for attendance and truancy purposes.
3. "Educational evaluation" - for purposes of this policy, an educational evaluation is an assessment of a student's educational development, which, based upon the student's presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
4. "Excused absence" - a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student's return to school, or if the child has been excluded from school in accordance with section 10-210 of the Connecticut General Statutes (regarding communicable diseases), and the following criteria are met:
  - a. Any absence before the student's 10th absence, is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.
  - b. For the student's 10th absence and all absences thereafter, a student's absences from school are, with appropriate documentation in accordance with this regulation, considered excused only for the following reasons:
    - i. student illness (verified by an appropriately licensed Medical professional);
    - ii. religious holidays;
    - iii. mandated court appearances (documentation required);

- iv. funeral or death in the family, or other emergency beyond the control of the student's family;
  - v. extraordinary educational opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this regulation;
  - vi. lack of transportation that is normally provided by a district other than the one the student attends.
- c. A student, age five to eighteen, whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to his or her return to school.
- 5. "In Attendance"-any day during which a student is not considered absent from his/her assigned school, or from an activity sponsored by the school (e.g. field trip), for at least one half of the school day.
  - 6. "Student"-a student enrolled in the Norwich Public Schools.
  - 7. "Truant"-any student **five (5) to eighteen (18)** years of age, inclusive, who has **four (4)** unexcused absences from school in any one month or **ten (10)** unexcused absences from school in any school year.
  - 8. "Unexcused absence"-any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

The determination of whether an absence is excused will be made by the building principal or his/her designee. Parents or other persons having control of the child may appeal that decision to the Superintendent or his/her designee, whose decision shall be final.

#### B. Written Documentation Requirements for Absences

- 1. Written documentation must be submitted for each incidence of absence within then (10) school days of the student's return to school. An incidence of absence is considered consecutive days of absence.

2. The first nine (9) days of absence will be excused upon receipt of a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.
3. For the student's 10th absence, and all absences thereafter, documentation of the absence must be submitted in accordance with paragraphs 1 and 2 above, and must also include the reason for the absence and the following additional information:
  - a. student illness:
    - (1) signed note from a medical professional, who may be the school nurse, who has evaluated the student confirming the absence and giving an expected return date; or
    - (2) signed note from school nurse who has spoken with the student's medical professional and confirmed the absence, including the date and location of the consultation.
  - b. religious holidays: none.
  - c. mandated court appearances:
    - (1) a police summons;
    - (2) a subpoena;
    - (3) a notice to appear;
    - (4) a signed note from a court official; or
    - (5) other official, written documentation of the legal requirement to appear in court.
  - d. funeral or death in the family, or other emergency beyond the control of the student's family: written documentation must explain the nature of the emergency.
  - e. extraordinary education opportunity pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this policy: written pre-approval from the administration, in accordance with this regulation.
  - f. lack of transportation that is normally provided by a district other than the one the student attends: none

4. Neither e-mail nor text message shall serve to satisfy the requirements of written documentation. In rare and extraordinary circumstances, a building administrator may, in his/her own discretion, accept the delivery of written documentation through a scanned copy sent by e-mail.
5. The Norwich Public Schools reserves the right to randomly audit written documentation received, through telephone and other methods of communication, to determine its authenticity.
6. Any absence that is not documented in accordance with this regulation within ten (10) school days after the incidence of absence will be recorded as unexcused. If documentation is provided within ten (10) school days, but is incomplete, the building principal may, at his/her own discretion, grant up to a five (5) school day extension for provision of the completed documentation.

C. Extraordinary Educational Opportunities

1. To qualify as an extraordinary educational opportunity, the opportunity must:
  - a. be educational in nature and must have a learning objective related to the student's course work or plan of study;
  - b. be an opportunity not ordinarily available for this exemption;
  - c. be grade and developmentally appropriate; and
  - d. include content that is highly relevant to the student; while some opportunities will be relevant to all students, others will contain very specific content that would limit their relevance to a smaller group of students.
2. Family vacations do not qualify as extraordinary educational opportunities.
3. All request for approval of extraordinary educational opportunities must:
  - a. be submitted to the building principal in writing prior to the opportunity, but no later than ten (10) school days prior to the opportunity except in exceptional circumstances at the discretion of the building administrator;
  - b. contain the signatures of both the parent/guardian and the student;
  - c. include an outline of the learning objective of the opportunity and include detail as to how the objective is linked to the student's coursework or plan of study; and

- d. include additional documentation, where available, about the opportunity.
- 4. The building principal shall provide a response in writing and include the following:
  - a. either approval or denial of the request;
  - b. brief reason for any denial;
  - c. any requirements placed upon the student as a condition of approval;
  - d. the specific days approved as excused absences for the opportunity;
  - e. the understanding that the building administrator may withdraw its approval if the opportunity is canceled or the student fails to meet the agreed-upon requirements of the approval.
- 5. All decision of the building principal relating to extraordinary educational opportunities shall be final.
- 6. Students who are granted excusal from school to participate in extraordinary educational opportunities are expected to share their experiences with other students and/or school staff when they return.
- 7. Approval for an extraordinary educational opportunity is determined on a case-by-case basis and the analysis of individualized factors. An opportunity approved for one student may not be approved for another.

**D. Truancy Exceptions:**

- 1. A student **five (5) or six (6) years of age** shall not be considered truant if the parent or person having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five (5) or six (6) years of age.
- 2. A student **seventeen (17) years of age** shall not be considered truant if the parent or person having control over such student consents to such student's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community.
- 3. If the parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant".



E. Readmission to School Following Voluntary Withdrawal

1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section D.2, above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.
2. If a student who has voluntarily withdrawn from school (in accordance with Section D.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

F. Determination of Whether a Student is "In Attendance":

1. A student serving an out of school suspension or expulsion shall be reported as absent unless he or she receives an alternative educational program for at least one half of the regular school day. In any event, the absence is considered a disciplinary absence, and will not be designated as excused or unexcused.
2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered "in attendance."
3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being "in attendance" for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate by the administration so as to ensure that the student is able to successfully return to the regular classroom setting.

G. Procedures for students in grades K-8\*

1. Notification
  - a. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall notify the parent or other person having control of the student enrolled in grades K - 8 in writing of the obligations pursuant to Conn. Gen. Stat. §10-184 to assure that such a student attends school regularly or to show that the child is elsewhere receiving equivalent instruction in the studies taught in the Norwich Public Schools.

- b. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall obtain from the parent or other person having control of the student in grades K-8 a telephone number or other means of contacting such parent or other person during the school day.

## 2. Monitoring

Each school shall implement a system of monitoring individual unexcused absences of students in grades K-8. Whenever such a student fails to report to school on a regularly scheduled school day, school personnel under the direction of the building principal [or his/her designee] shall make a reasonable effort to notify the parent or other person having control of such student by telephone and by mail of the student's absence, unless school personnel have received an indication that the parent or other person is aware of the student's absence. [Reasonable efforts shall include two (2) attempts to reach the parent or other person at the telephone number provided by the parent or other person. Such attempts shall be recorded on a form provided by the Superintendent.] Mailed notice of the student's absence shall include a warning that two unexcused absences from school in a month or five unexcused absences in a school year may result in a complaint filed with the Superior Court pursuant to section 46b-149 of the Connecticut General Statutes alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs. Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

***[\*Note: State law mandates notification and monitoring only with regard to students in grades K-8. Boards of Education are free, however, to extend the application of monitoring and intervention procedures to students at all grade levels.]***

## H. Procedures applicable to students ages five (5) to eighteen (18)

### 1. Intervention

- a. When a student is truant, the building principal or his/her designee shall schedule a meeting with the parent (or other person having control of such student) and appropriate school personnel to review and evaluate the reasons for the student's truancy. This meeting shall be held no later than ten (10) days after the student becomes truant. The district shall document the meeting, and if parent or other person declines to attend the meeting, or is otherwise is non responsive, that fact shall also be

documented and the meeting shall proceed with school personnel in attendance.

- b. When a student is truant, the Superintendent or his/her designee shall coordinate services with and referrals of students to community agencies providing child and family services, as appropriate. The district shall document efforts to contact and include families and to provide early intervention in truancy matters.
- c. If the parent or other person having control of a student who is truant fails to attend the meeting held pursuant to subsection a., above, or otherwise fails to cooperate with the school in attempting to solve the truancy problem, the Superintendent shall file, within fifteen calendar days of such failure to attend the meeting or other failure to cooperate with the school in attempting to solve the truancy problem, for such truant a written complaint with the Superior Court pursuant to Conn. Gen. Stat. § 46b - 149 alleging the belief that the acts or omissions of the truant are such that his/her family is a family with service needs.
- d. In addition to the procedures specified in subsections a through c above, a regular education student who is experiencing attendance problems should be referred to the building Child Study Team [or other appropriate school based team] to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a planning and placement team ("PPT") meeting to review the student's need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.
- e. If a family with service needs ("FWSN") petition is filed and the court orders an educational evaluation of the student, the district shall conduct an appropriate educational evaluation if no such evaluation has been performed within the preceding year.
  - i. For a regular education student, the educational evaluation will be conducted or arranged for by appropriate school personnel and coordinated through the Child Study Team [or other appropriate school based team]. Upon completion of the evaluation of a regular education student, the Child Study Team [or other appropriate school based team] shall review the evaluations and make appropriate recommendations for alternative procedures, programs or interventions. Such recommendations may include a referral of the student for further evaluation and/or consideration for special education eligibility.

- ii. In the case of a student who requires or may require special education and related services, the district shall convene a PPT to determine what evaluations may be appropriate to assess any specific areas of concern. The PPT shall reconvene to review the evaluations and make appropriate recommendations regarding the student's need for special education services and the need, if any, to write and/or revise the student's individualized education program ("IEP").

#### I. Attendance Records

All attendance records developed by the Board shall include the individual student's state-assigned student identifier (SASID).

### II. Chronic Absenteeism

#### A. Definitions for Section II

1. "Chronically absent child" - a child who is enrolled in a school under the jurisdiction of the Norwich Board of Education and whose total number of absences at any time during a school year is equal to or greater than ten percent (10%) of the total number of days that such student has been enrolled at such school during such school year;
2. "Absence" - (a) an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to section 10-198b of the general statutes and these administrative regulations, or (b) an in-school suspension, as defined in section 10-233a of the general statutes, that is greater than or equal to one-half of a school day;
3. "District chronic absenteeism rate" - the total number of chronically absent children under the jurisdiction of the Norwich Board of Education in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year; and
4. "School chronic absenteeism rate" - the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

#### B. Establishment of Attendance Review Teams

If the Norwich Board of Education has a district chronic absenteeism rate of ten percent (10%) or higher, it shall establish an attendance review team for the school district.

If a school under the jurisdiction of the Norwich Board of Education has a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for that school.

If the Norwich Board of Education has more than one school with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

If the Norwich Board of Education has a district chronic absenteeism rate of ten percent (10%) or higher and one or more schools with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

C. Composition and Role of Attendance Review Teams

Any attendance review team established under these regulations may include school administrators, guidance counselors, school social workers, teachers, representatives from community-based programs who address issues related to student attendance by providing programs and services to truants, and chronically absent children and their parents or guardians.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

D. State Chronic Absenteeism Prevention and Intervention Plan

The Norwich Board of Education and its attendance review teams, if any, will consider any chronic absenteeism prevention and intervention plan developed by the State Department of Education.

III. Reports to the State Regarding Truancy Data

Annually, each local and regional board of education shall include information regarding the number of truants and chronically absent children in the strategic school profile report for each school under its jurisdiction and for the school district as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the board of education to reduce truancy in the school district.

Regulation approved: 12/20/05  
Regulation revised: 11/27/07  
Regulation revised: 2/14/12  
Regulation revised: 12/11/12  
Regulation revised: 5/10/16

NORWICH PUBLIC SCHOOLS  
Norwich, Connecticut

Norwich Public Schools  
NORWICH SCHOOL HEALTH

HEALTH REASONS FOR EXCLUSION FROM SCHOOL

Acute Gastroenteritis	Vomiting-2 or more times during the previous 24 hours. Diarrhea-2 or more times during the previous 24 hours or if the stool cannot be contained by toilet use or diapers.
Conjunctivitis (Pink Eye)	Exclusion until 24 hours after the start of medication therapy.
Constant Cough	If a student coughs constantly and disruptively, he/she should be at home until the cough is controllable.
Erthema Infectiosum (Fifth Disease)	NO EXCLUSION.
Fever	100 degrees or greater, student to remain at home until he/she has 24 hours of no fever (afebrile).
Hepatitis A	Exclusion 1 week after onset of illness and/or resolution of jaundice (yellow skin color). Physician note required for school re-entry.
Hepatitis B (ex. Biting)	NO EXCLUSION unless unusually aggressive behavior is present.
Hepatitis C (ex. Biting)	NO EXCLUSION unless unusually aggressive behavior is present.
Herpes Simplex (Oral, cold sores, fever blisters)	NO EXCLUSION
Herpes Zoster (Varicella-Zoster, Shingles)	NO EXCLUSION, areas are to be covered. If areas unable to be covered, exclusion 7 days after onset of rash or until all areas have crusted.
Impetigo	Exclusion until 24 hours after the start of medication therapy and until purulent drainage can be controlled.
Measles (Rubeola)	Exclusion 7 days after onset of rash. Not from physician or school nurse before re-entry.
Mononucleosis	Primary care physician to determine if exclusion necessary for health and convalescence of individual student. Physician note required for activity limitations at school.

Mumps	Exclusion until 9 days after onset of Parotitis (inflammation and swelling of parotid gland). Physician note required for re-entry to school.
Pediculosis (Head Lice)	Exclusion until after treatment and nit (egg) free. Parent/adult must accompany student to school for re-entry. The school nurse must examine the student before school re-entry.
Pertussis (Whooping Cough)	Exclusion 3 weeks after onset of disease or 5 days after start of medication. Physician note required for re-entry to school.
Rubella (German Measles)	Exclusion 7 days after onset of rash. Physician note or exam by school nurse required for school re-entry.
Scabies	Exclusion until treatment (usually 24 hours).
Scarlet Fever (Scarletina)	Exclusion until 24 hours after start of medication.
Streptococcal Pharyngitis (Strep. Throat)	Exclusion 24 hours after start of medication.
Tinea Corporis (Ring Worm)	Areas must be covered during school hours. Exclusion until 24 hours after start of medication. No contact sports (e.g., wrestling) until cleared.
Tinea Capitis (Ring Worm of head/scalp)	Exclusion until 24 hours after start of medication.
Tuberculosis (Active)	Exclusion until primary care physician and/or health director state that student is non-infectious.
Tuberculosis (Contact)	NO EXCLUSION. Situation will be re-evaluated if student does not follow through the diagnostic procedures and prophylaxis, if ordered.
Varicella (Chicken Pox)	Exclusion 7 days after onset of rash and/or until all areas have crusted. Physician note or exam by school nurse required for school re-entry. If treated with Zovirax (Acyclovir), physician note required for re-entry stating that Zovirax was ordered.

\*\* REVIEWED AND REVISED AS NEEDED WITH MEDICAL ADVISORS \*\*

## ATTENDANCE PROCEDURE

\*Please note: Each step should be documented on the form provided to all administrators, teachers, nurses, social workers/counselors and secretaries. The form is necessary for documentation if a referral to community services is needed. If the problem is resolved, the student is moving, or at the end of the year, these forms will be placed in the student's cumulative file. After the first attempts to contact the parent/guardian and their results are documented, the form is passed to the next person involved in the next step as follows:

### THE STUDENT IS ABSENT

The parent contacts the school or sends a note, or does not do either. The school will designate a person to be responsible to call home to those parents who have not called in to the school that morning.

#### STEP ONE

The administrator or designee determines if each absence is excused or unexcused (per NPS policy), and this is logged onto the SIS. For excused absences, the person entering the information into the computer will also need to include a code for the reason given for the absence by the parent. The teachers are responsible for monthly monitoring their students' attendance. When a student has reached ***TWO UNEXCUSED ABSENCES IN A MONTH, A TOTAL OF FIVE UNEXCUSED ABSENCES, OR FIFTEEN EXCUSED ABSENCES***, the teacher will make a parent contact (i.e. Completed phone call, phone message or letter). The teacher will send home a copy of the Student Detail Report from the SIS and a copy of the NPS attendance policy. If a letter is sent, a copy of the letter must be attached to the attendance form prior to forwarding it to the next person.

If the teacher believes that the absences may be related to educational concerns or that the student may be in need of academic or emotional support services, a Student Study Team Meeting (for regular education students) may be convened. A Planning and Placement Team meeting will be convened if necessary for special education students as determined by the student's case manager or mainstream teacher.

#### STEP TWO

After the teacher completes his/her intervention, the teacher forwards the forms with his/her documented attempt or completed contact with the parent to the administrator.

At this time it is suggested that the administrator meet with the parent to discuss the reason for the attendance problem and to encourage regular, timely attendance. Should this occur, it should be documented. The teacher's and administrator's documented intervention should be forwarded to the school counselor/social worker. However:



### ***STEP THREE***

After ***FIFTEEN(15) DAYS OF EXCUSED*** absences, the teacher should consult with the nurse to see if there is an underlying medical disorder that might explain the absences. The nurse should document whether the absences can or cannot be explained by an underlying illness by completing the attendance form. Information can be requested from the student's doctor with permission from the parents to substantiate an underlying illness. A 504 meeting can be held to discuss missed instructional time due to health concerns. If the physician indicates that the illness or injury will lead to missed days in excess of two weeks, a meeting regarding homebound tutoring should be considered.

### **TRUANT**

If the student accumulates ***FOUR UNEXCUSED ABSENCES IN ONE MONTH OR TEN IN ONE YEAR***, a parent meeting with the administrator **MUST** be scheduled within ten days of the last unexcused absence to review and evaluate the reasons for the student's being a truant. Should a parent or other person having control of such child decline to attend the meeting, that fact shall be documented and the meeting shall be held and documented in SIS. The information is then forwarded to the social worker/counselor to determine if a referral to community services should be made.

**ATTENDANCE PROCEDURE DOCUMENTATION FORM  
TEACHERS AND ADMINISTRATORS**

Student Name		School	
Homeroom Teacher		Grade	

***Attempt #1:***

Staff member making contact	Name of person whom you attempted to contact	Method	Date	Outcome Check all that apply
				<input type="checkbox"/> Left phone message <input type="checkbox"/> Contact made <input type="checkbox"/> Sent Letter <input type="checkbox"/> Parent/teacher meeting  <u>Parent response:</u> <input type="checkbox"/> Favorable outcome expected <input type="checkbox"/> Unable to resolve

***Attempt #2:***

Staff member making contact	Name of person whom you attempted to contact	Method	Date	Outcome Check all that apply
				<input type="checkbox"/> Left phone message <input type="checkbox"/> Contact made <input type="checkbox"/> Sent Letter <input type="checkbox"/> Parent/teacher meeting  <u>Parent response:</u> <input type="checkbox"/> Favorable outcome expected <input type="checkbox"/> Unable to resolve

If unresolved, please document date of intervention chosen:

\_\_\_\_\_ After five unexcused absences, referred to administrator.

\_\_\_\_\_ After 15 excused absences referred to school nurse.

\_\_\_\_\_ Administrator referral to social worker/counselor.

\_\_\_\_\_ 504, SST or PPT meeting scheduled for another, possibly related, issue: Attendance will be reviewed as a part of the meeting agenda.

\_\_\_\_\_ Other: \_\_\_\_\_

**ATTENDANCE PROCEDURE DOCUMENTATION FORM  
TEACHERS AND ADMINISTRATORS**

Student Name		School	
Homeroom Teacher		Grade	

***Attempt #1:***

Staff member making contact	Name of person whom you attempted to contact	Method	Date	Outcome Check all that apply
				<input type="checkbox"/> Left phone message <input type="checkbox"/> Sent Letter <input type="checkbox"/> Parent/teacher meeting  <u>Parent response:</u> <input type="checkbox"/> Favorable outcome expected <input type="checkbox"/> Unable to resolve

***Attempt #2:***

Staff member making contact	Name of person whom you attempted to contact	Method	Date	Outcome Check all that apply
				<input type="checkbox"/> Left phone message <input type="checkbox"/> Sent Letter <input type="checkbox"/> Parent/teacher meeting  <u>Parent response:</u> <input type="checkbox"/> Favorable outcome expected <input type="checkbox"/> Unable to resolve

If unresolved:

☐ The student has five or more unexcused absences. Referred to social worker or guidance Counselor (please list name of social worker/guidance counselor and date of referral): \_\_\_\_\_

The student has fifteen or more excused absences. Referred to school nurse (please list date referred): \_\_\_\_\_

☐ Child Study Team meeting scheduled.

☐ Planning and Placement Team meeting scheduled.

☐ 504 meeting scheduled.

☐ Other \_\_\_\_\_

**ATTENDANCE PROCEDURE DOCUMENTATION FORM  
SOCIAL WORKERS, COUNSELORS, SCHOOL NURSE**

Student Name		School	
Homeroom Teacher		Grade	

***Attempt #1:***

Staff member making contact	Name of person whom you attempted to contact	Method	Date	Outcome Check all that apply
				<input type="checkbox"/> Left phone message <input type="checkbox"/> Sent Letter <input type="checkbox"/> Parent/teacher meeting  <u>Parent response:</u> <input type="checkbox"/> Favorable outcome expected <input type="checkbox"/> Unable to resolve

***Attempt #2:***

Staff member making contact	Name of person whom you attempted to contact	Method	Date	Outcome Check all that apply
				<input type="checkbox"/> Left phone message <input type="checkbox"/> Sent Letter <input type="checkbox"/> Parent/teacher meeting  <u>Parent response:</u> <input type="checkbox"/> Favorable outcome expected <input type="checkbox"/> Unable to resolve

☐ Medical documentation available to explain absences.

☐ 504 meeting scheduled if appropriate.

If unresolved, please document date of intervention chosen:

☐ Medical documentation is not available to explain absences.

☐ Nurse referral to counselor/social worker.

☐ Parent meeting scheduled.

☐ Student Study Team meeting scheduled.

☐ Planning and Placement Team meeting scheduled.

☐ Referral to community services.

☐ Other. Please explain: \_\_\_\_\_.

**ATTENDANCE PROCEDURE DOCUMENTATION FORM  
SOCIAL WORKERS, COUNSELORS, SCHOOL NURSES**

Student Name		School	
Homeroom Teacher		Grade	

***Attempt #1:***

Staff member making contact	Name of person whom you attempted to contact	Method	Date	Outcome Check all that apply
				<input type="checkbox"/> Left phone message <input type="checkbox"/> Contact made <input type="checkbox"/> Sent Letter <input type="checkbox"/> Parent/teacher meeting  <u>Parent response:</u> <input type="checkbox"/> Favorable outcome expected <input type="checkbox"/> Unable to resolve

***Attempt #2:***

Staff member making contact	Name of person whom you attempted to contact	Method	Date	Outcome Check all that apply
				<input type="checkbox"/> Left phone message <input type="checkbox"/> Contact made <input type="checkbox"/> Sent Letter <input type="checkbox"/> Parent/teacher meeting  <u>Parent response:</u> <input type="checkbox"/> Favorable outcome expected <input type="checkbox"/> Unable to resolve

Outcome:

☐ Medical documentation available to excuse absences.

If unresolved:

☐ No medical documentation available to excuse absences.

☐ 504, SST, or PPT meeting scheduled.

☐ Referral to community services.

☐ Other: \_\_\_\_\_

Norwich Public Schools  
ATTENDANCE PROCEDURES

Absenteeism and Tardiness

Script for Phone Call

Hello, this is \_\_\_\_\_, your child's teacher at \_\_\_\_\_  
\_\_\_\_\_ School. I have noticed that your child has \_\_\_\_\_ unexcused and \_\_\_\_\_  
excused absences so far this year (month). I am concerned that he/she is missing critical  
instruction needed to be successful in school (give examples of missed work/grades).  
Consistent attendance is necessary for your child's success in school.

Is there something we should know that is contributing to his/her absence from school? It  
is important that you notify the school every morning if your child will be absent  
explaining his/her absence. Our school handbook has a full explanation of unexcused vs.  
excused absences and the school phone number.

If you have any questions, you may contact the school principal.

**Series 5000  
Students**

**STUDENT DISCIPLINE**

I. Definitions

- A. **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.
- B. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g. hunting); type of projectile; force and velocity of discharge; method of discharge (i.e. spring v. CO2 cartridge) and potential for serious bodily harm or death.
- C. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.
- D. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- E. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- F. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such pupil was assigned at the time such disciplinary action was taken. The expulsion period may not extend beyond one (1) calendar year.

- G. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon (including a starter gun) that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not include an antique firearm. As used in this definition, a "**destructive device**" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device or any device from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.
- H. **In-School Suspension** means an exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.
- I. **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.
- J. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
- K. **School Days** shall mean days when school is in session for students.
- L. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- M. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.



- N. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.
- O. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under Section 29-38 of the Connecticut General Statutes.
- P. Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.

II. Scope of the Student Discipline Policy

A. ***Conduct on School Grounds or at a School-Sponsored Activity:***

Students may be disciplined for conduct on school grounds or at any school-sponsored activity that **endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board.**

B. ***Conduct off School Grounds:***

1. Students may be disciplined for conduct off school grounds if such conduct **is seriously disruptive of the educational process and violative of a publicized policy of the Board.** In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (1) **whether the incident occurred within close proximity of a school;** (2) **whether other students from the school were involved or whether there was any gang involvement;** (3) **whether the conduct involved violence, threats of violence, or the unlawful use of a weapon,** as defined in Section Conn. Gen. Stat. § 29-38, and **whether any**

**injuries occurred; and (4) whether the conduct involved the use of alcohol.**

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider **whether such off-campus conduct involved the illegal use of drugs.**

III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct which may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy) includes conduct on school grounds or at a school-sponsored activity (including on a school bus), and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin, ancestry, gender identity or expression or any other characteristic protected by law.
7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.

9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
15. Unlawful possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), vapor products, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term “electronic nicotine delivery system” shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine, that is inhaled by the user of such

product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.

16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
17. Unlawful possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.
18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
20. Trespassing on school grounds while on out-of-school suspension or expulsion.
21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.

24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.
26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.
27. Possession and/or use of a cellular telephone, radio, portable audio player, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
29. Unauthorized use of or tampering with any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.
30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
31. Hazing.
32. Bullying, defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, which:
  - a. causes physical or emotional harm to such student or damage to such student's property;
  - b. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
  - c. creates a hostile environment at school for such student;

- d. infringes on the rights of such student at school; or
- e. substantially disrupts the education process or the orderly operation of a school.

Bullying includes, but is not limited to, repeated written, oral or electronic communications or physical acts or gestures based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

- 33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- 34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
- 35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
- 36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
- 37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
- 38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.
- 39. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and

threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

- 40. Any action prohibited by any Federal or State law.
- 41. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

#### IV. Discretionary and Mandatory Expulsions

- A. A principal may consider recommendation of expulsion of a student in **grades three to twelve, inclusive**, in a case where he/she has reason to believe the student has engaged in conduct described at Sections II.A. or II.B., above.
- B. A principal must recommend expulsion proceedings in all cases against any student in **grades kindergarten to twelve, inclusive**, whom the Administration has reason to believe:
  - 1. was in **possession on school grounds** or at a **school-sponsored activity** of a **deadly weapon, dangerous instrument, martial arts weapon, or firearm** as defined in 18 U.S.C. § 921 as amended from time to time; or
  - 2. **off school grounds, possessed a firearm** as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or **possessed and used a firearm** as defined in 18 U.S.C. § 921, a **deadly weapon, a dangerous instrument** or a **martial arts weapon** in the **commission of a crime** under chapter 952 of the Connecticut General Statutes; or
  - 3. was engaged **on or off school grounds** in **offering for sale or distribution a controlled substance** (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278.

The terms “**dangerous instrument**,” “**deadly weapon**,” “**electronic defense weapon**,” “**firearm**,” and “**martial arts weapon**,” are defined above in Section I.
- C. In any preschool program provided by the Board of Education or provided by a regional educational service center or a state or local charter school

pursuant to an agreement with the Board of Education, no **student enrolled in such a preschool program** shall be expelled from such preschool program, except an expulsion hearing shall be conducted by the Board of Education in accordance with Section VIII of this policy whenever the Administration has reason to believe that that a student enrolled in such preschool program was in **possession of a firearm** as defined in 18 U.S.C. § 921, as amended from time to time, on or off school grounds or at a preschool program-sponsored event. The term **“firearm”** is defined above in Section I.

- D. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education so that the Board can consider and act upon this recommendation.

- E. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student in grades kindergarten to twelve, inclusive, for one (1) full calendar year for the conduct described in Section IV.B(1), (2) and (3) of this policy and to expel a student enrolled in a preschool program for one (1) calendar year for the conduct described in Section IV.C. For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

#### V. Procedures Governing Removal from Class

- A. A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal or his/her designee at once.
- B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.
- C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.



## VI. Procedures Governing Suspension

- A. The principal of a school, or designee on the administrative staff of the school, shall have the right to suspend a student for breach of conduct as noted in Section II of this policy for not more than ten (10) consecutive school days. In cases where suspension is contemplated, the following procedures shall be followed.
1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal or designee at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
  2. If suspended, such suspension shall be an in-school suspension, except the principal or designee may impose an out-of-school suspension on any pupil:
    - a. in grades three to twelve, inclusive, if, during the informal hearing, (i) the principal or designee determines that the student poses such a danger to persons or property or such a disruption of the educational process that he or she should be excluded from school during the period of suspension; or (ii) the principal or designee determines that an out-of-school suspension is appropriate based on evidence of (A) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (B) previous efforts by the Administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, or
    - b. in grades preschool to two, inclusive, if the principal or designee determines that an out-of-school suspension is appropriate for such pupil based on evidence that such pupil's conduct on school grounds is of a violent or sexual nature that endangers persons.
  3. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by the principal or designee, but only considered in the determination of the length of suspensions.

4. By telephone, the principal or designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.
5. Whether or not telephone contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the principal or designee), offering the parent or guardian an opportunity for a conference to discuss same.
6. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.
7. Not later than twenty-four (24) hours after the commencement of the suspension, the principal or designee shall also notify the Superintendent or his/her designee of the name of the student being suspended and the reason for the suspension.
8. The student shall be allowed to complete any classwork, including examinations, without penalty, which he or she missed while under suspension.
9. The school Administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an Administration-specified program and meets any other conditions required by the Administration. Such Administration-specified program shall not require the student and/or the student's parents to pay for participation in the program.
10. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VI.A(9), above, the Administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the Administration-specified program and meets any other conditions required by the Administration.
11. If the student has not previously been suspended or expelled, and the Administration chooses to expunge the suspension notice from

the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.

12. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.
  13. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.
- B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board of Education. The principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

## VII. Procedures Governing In-School Suspension

- A. The principal or designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy, seriously disrupts the educational process or in other appropriate circumstances as determined by the principal or designee.
- B. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee.
- C. In-school suspension may be served in the school that the student regularly attends or in any other school building within the jurisdiction of the Board.
- D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

- E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

## VIII. Procedures Governing Expulsion Hearing

### A. ***Emergency Exception:***

Except in an emergency situation, the Board of Education shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233i, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

### B. ***Hearing Panel:***

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.
2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

### C. ***Hearing Notice and Rights of the Student and Parent(s)/Guardian(s):***

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s) at least five (5) business days before such hearing.
2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to his/her parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.
3. The written notice of the expulsion hearing shall inform the student of the following:

- a. The date, time, place and nature of the hearing.
- b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.
- c. A short, plain description of the conduct alleged by the Administration.
- d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.
- e. The student may cross-examine witnesses called by the Administration.
- f. The student may be represented by an attorney or other advocate of his/her choice at his/her expense or at the expense of his/her parent(s) or guardian(s).
- g. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) requires the services of an interpreter because he/she/they do(es) not speak the English language or is(are) disabled.
- h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).
- i. Information concerning the parent's(s') or guardian's(s') and the student's legal rights and about free or reduced-rate legal services and how to access such services.
- j. The parent(s) or guardian(s) of the student have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

D. ***Hearing Procedures:***

1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and counsel, briefly explain the hearing procedures, and swear in any witnesses called by the Administration or the student.
2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.
3. The Administration shall bear the burden of production to come forward with evidence to support its case and shall bear the burden of persuasion. The standard of proof shall be a preponderance of the evidence.
4. Formal rules of evidence will not be followed. The Board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial or irrelevant.
5. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board will receive and consider evidence regarding the conduct alleged by the Administration.
6. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or his/her designee.
7. Each witness for the Administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel, by the Presiding Officer and by Board members.
8. The student shall not be compelled to testify at the hearing.
9. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Presiding Officer and/or by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross

examination and questioning by the Presiding Officer and/or by the Board. Concluding statements will be made by the Administration and then by the student and/or his or her representative.

10. In cases where the student has denied the allegation, the Board must determine whether the student committed the offense(s) as charged by the Superintendent.
11. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of the hearing, during which the Board will receive and consider relevant evidence regarding the length and conditions of expulsion.
12. When considering the length and conditions of expulsion, the Board may review the student's attendance, academic and past disciplinary records. The Board may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VI.A (9), (10), (11), above, and Section X, below. The Board may ask the Superintendent for a recommendation as to the discipline to be imposed.
13. Evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board is considering length of expulsion and nature of alternative educational opportunity to be offered.
14. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.
15. The Board shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.

16. Except for a student who has been expelled based on possession of a firearm or deadly weapon as described in subsection IV.B(1) and (2) above, the Board may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board. The Board-specified program shall not require the student and/or the student's parents to pay for participation in the program.
17. The Board shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.

E. ***Presence on School Grounds and Participation in School-Sponsored Activities During Expulsion:***

During the period of expulsion, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational opportunity provided by the district in accordance with this policy, unless the Superintendent specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

F. ***Stipulated Agreements:***

In lieu of the procedures used in this Section, the Administration and the parent(s) or legal guardian(s) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parent(s) or legal guardian(s) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.



If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

IX. Alternative Educational Opportunities for Expelled Students

A. ***Students under sixteen (16) years of age:***

Whenever the Board of Education expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational opportunity.

B. ***Students sixteen (16) to eighteen (18) years of age:***

1. The Board of Education shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year-old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the placement of a pupil who is at least seventeen years of age in an adult education program. Any pupil participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to his/her participation in the adult education program.
2. The Board of Education is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for a second, or subsequent, time.
3. The Board of Education shall count the expulsion of a pupil when he/she was under sixteen (16) years of age for purposes of determining whether an alternative educational opportunity is required for such pupil when he/she is between the ages of sixteen and eighteen.

C. ***Students eighteen (18) years of age or older:***

The Board of Education is not required to offer an alternative educational opportunity to expelled students eighteen (18) years of age or older.

D. Content of Alternative Educational Opportunity

1. For the purposes of Section IX, and subject to Subsection IX.E, below, any alternative educational opportunity to which an expelled student is statutorily entitled shall be (1) alternative education, as defined by Conn. Gen. Stat. § 10-74j and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the State Board of Education, with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the State Board of Education.
2. The Superintendent, or his/her designee, shall develop administrative regulations concerning alternative educational opportunities, which administrative regulations shall be in compliance with the standards adopted by the State Board of Education. Such administrative regulations shall include, but not limited to, provisions to address student placement in alternative education; individualized learning plans; monitoring of students placements and performance; and a process for transition planning.

E. ***Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"):***

Notwithstanding Subsections IX.A. through D. above, if the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time, and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the State Board of Education.

F. ***Students for whom an alternative educational opportunity is not required:***

The Board of Education may offer an alternative educational opportunity to a pupil for whom such alternative educational opportunity is not required by law or as described in this policy. In such cases, the Board, or if delegated by the Board, the Administration, shall determine the

components, including nature, frequency and duration of such services, of any such alternative educational opportunity.

X. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion of a student in grades nine through twelve, inclusive, based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

In cases where the student's period of expulsion is shortened or waived in accordance with Section VIII.D(14), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board.

If a student's period of expulsion was not shortened or waived, the Board may choose to expunge the expulsion notice from the student's cumulative record prior to graduation if such student has demonstrated to the Board that the student's conduct and behavior in the years following such expulsion warrants an expungement. In deciding whether to expunge the expulsion notice, the Board may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of the student.

If the student has not previously been suspended or expelled, and the Administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

XI. Change of Residence During Expulsion Proceedings

A. *Student moving into the school district:*

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.
2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt

the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

**B. *Student moving out of the school district:***

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

**XII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")**

**A. *Suspension of IDEA students:***

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an "IDEA student") who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The Administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

B. ***Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:***

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the Administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in educational placement:

1. Upon the decision by the Administration to recommend expulsion or impose a suspension that would constitute a change in educational placement, the Administration shall promptly notify the parent(s)/guardian(s) of the student of the recommendation of expulsion or the suspension that would constitute a change in educational placement, and provide the parents(s)/guardian(s) a copy of the special education procedural safeguards either by hand-delivery or by mail (unless other means of transmission have been arranged).
2. The school district shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of his/her disability.
3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.

6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. ***Removal of Special Education Students for Certain Offenses:***

1. School personnel may remove a student eligible for special education under the IDEA to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:
  - a. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
  - b. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or
  - c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.
2. The following definitions shall be used for this subsection XII.C.:
  - a. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.
  - b. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).
  - c. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
  - d. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or

(D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIII. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 ("Section 504")

- A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:
1. The parents of the student must be notified of the decision to recommend the student for expulsion.
  2. The district shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of his/her disability.
  3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.
  4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.
- B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team *shall not be required to meet* to review the relationship between the student's disability and the behavior that led to the recommendation for expulsion.

XIV. Procedures Governing Expulsions for Students Placed in a Juvenile Detention Center

- A. Any student who commits an expellable offense and is subsequently placed in a juvenile detention center or any other residential placement for such offense may be expelled by the Board in accordance with the

provisions of this section. The period of expulsion shall run concurrently with the period of placement in a juvenile detention center or other residential placement.

- B. If a student who committed an expellable offense seeks to return to a school district after participating in a diversionary program or having been placed in a juvenile detention center or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

XV. Early Readmission to School

An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVI. Dissemination of Policy

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVII. Compliance with Documentation and Reporting Requirements

- A. The Board of Education shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).
- B. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board of Education expels a student for sale or distribution of a controlled substance, as defined in Conn. Gen. Stat. § 21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, offering, or administration is the subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- D. If the Board of Education expels a student for possession of a firearm, as defined in 18 U.S.C. § 921, or deadly weapon, dangerous instrument or



martial arts weapon, as defined in Conn. Gen. Stat. § 53a-3, the Board shall report the violation to the local police.

#### Legal References:

##### Connecticut General Statutes:

Public Act 18-31, “An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee and Concerning the Transfer of Juvenile Services from the Department of Children and Families to the Court Support Services Division of the Judicial Branch”

§§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act

§ 10-222d Safe school climate plans. Definitions. Safe school climate assessments

§§ 10-233a through 10-233f Suspension and expulsion of students.

§ 10-233l Expulsion and suspension of children in preschool programs

§ 19a-342a Use of electronic nicotine delivery system or vapor product prohibited

§§ 21a-408a through 408p Palliative Use of Marijuana

§ 29-38 Weapons in vehicles

§ 53a-3 Definitions

§ 53-344b Sale and delivery of electronic nicotine delivery system or vapor products to minors

§ 53-206 Carrying of dangerous weapons prohibited.

*Packer v. Board of Educ. of the Town of Thomaston*, 246 Conn. 89 (1998).

*State v. Hardy*, 896 A.2d 755, 278 Conn. 113 (2006).

*State v. Guzman*, 955 A.2d 72, 2008 Conn. App. LEXIS 445 (Sept. 16, 2008).

Connecticut State Department of Education, *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted January 3, 2018.

##### Federal law:

Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

18 U.S.C. § 921 (definition of “firearm”)

18 U.S.C. § 930(g)(2) (definition of “dangerous weapon”)

18 U.S.C. § 1365(h)(3) (identifying “serious bodily injury”)  
21 U.S.C. § 812(c) (identifying “controlled substances”)  
34 C.F.R. § 300.530 (defining “illegal drugs”)  
Gun-Free Schools Act, 20 U.S.C. § 7961  
*Honig v. Doe*, 484 U.S. 305 (1988)

ADOPTED: \_\_\_\_\_

REVISED: \_\_\_\_\_

8/6/2018



## **SHIPMAN & GOODWIN LLP**

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### **Series 5000 Students**

#### **ADMINISTRATIVE REGULATIONS REGARDING ALTERNATIVE EDUCATIONAL OPPORTUNITIES FOR EXPELLED STUDENTS**

##### **I. Applicability of these Administrative Regulations**

These administrative regulations shall apply in cases when, pursuant to state law, a student in the Norwich Public Schools (the "District") is entitled to an alternative educational opportunity during a period of expulsion.

##### **II. Responsible Personnel**

The building principal of the school from which the student has been expelled, or his/her designee(s), shall maintain responsibility for compliance with these administrative regulations relative to the individual student who is being provided with the alternative educational opportunity.

##### **III. Student Placement Procedures**

- A. After a student has been expelled, and unless extraordinary circumstances exist, the building principal, or his/her designee(s), will take the following steps:
  - 1. Meet with the expelled student's parent(s)/guardian(s) prior to the student's placement in an alternative educational setting to provide information concerning the potentially appropriate alternative educational opportunities for the student and to inform the parent(s)/guardian(s) and student of the right to apply for early readmission to school in accordance with Conn. Gen. Stat. Section 10-233d(j).
  - 2. Consult with relevant school personnel from the school from which the student was expelled, who are knowledgeable about the student, to obtain information regarding the student's academic, social, and behavioral history that will help inform the decision concerning an appropriate alternative educational opportunity. Such information may be gathered by written reports.

3. After placement options have been shared with the parent(s)/guardian(s), convene a placement meeting at which all alternative educational opportunities are explored and a placement decision is made.
- B. The educational programming and placement for expelled students who are eligible to receive special education and related services under the Individuals with Disabilities Education Act ("IDEA") shall be determined by the student's Planning and Placement Team ("PPT"). In such case, Subsection A above shall not apply.

#### IV. Individualized Learning Plan

A. Development of the Individualized Learning Plan

After the student has been accepted into an alternative educational placement, the principal, or his/her designee, will develop an Individualized Learning Plan ("ILP") that will govern the programming for the student for the period of expulsion. To develop the ILP, the principal, or his/her designee, will collaborate with school personnel from the school from which the student was expelled, the student and the parent/guardian, and will review all relevant student records.

B. Contents of the Individualized Learning Plan

1. The ILP will reference student records with information relevant to the provision of an alternative educational opportunity. These records may include:
  - a. Student success plan (for students who have a student success plan as mandated by state law, the student success plan may inform the ILP but does not replace the ILP);
  - b. Individualized education program ("IEP");
  - c. Section 504 Plan;
  - d. Individualized health care plan or emergency care plan; and/or
  - e. Other relevant academic and behavioral data.
2. The ILP will address the following:
  - a. The student's academic and behavioral needs and appropriate academic and behavioral goals and

interventions, including the student's core classes at the time of expulsion and the student's current placement or progress in the curriculum for those classes so that the student has an opportunity to continue to progress in the Board's academic program and earn graduation credits, if applicable;

- b. Benchmarks to measure progress towards the goals and ultimately, progress towards graduation;
- c. Provision for the timing and method for reviewing the student's progress in the alternative educational opportunity and for communicating that progress to the parent/guardian or student. For most students, monitoring and reviewing the student's progress will include monitoring the student's attendance, work completion and progress toward meeting the relevant academic standards for particular coursework, and thus progressing toward graduation, if applicable. The student's progress and grades will be communicated to the parents/guardians or student with the same frequency as similar progress for students in the regular school environment is reported and communicated to parents/guardians or students. The student's progress and grades will also be reported to the school from which the student was expelled;
- d. Provision for the timely transfer of the student's records both from the student's school to the alternative educational opportunity provider, and also from the alternative educational opportunity provider to the student's school; and
- e. The possibility of early readmission to the school from which the student was expelled and the early readmission criteria, if any, established by the Board of Education or Superintendent, as applicable.

V. Review of Student's Placement in Alternative Educational Opportunity and Individualized Learning Plan

- A. A review of the appropriateness of the placement must occur at least once per marking period.
- B. The placement review must include:

1. Review of the ILP to (1) assess progress and make adjustments as necessary and (2) determine its alignment with the goals of the student's IEP, where applicable; and
2. Consideration of opportunities for early readmission as set forth in the ILP, as established by the Board of Education or Superintendent, as applicable.

#### VI. Transition Plan for Readmission

- A. Before a student is readmitted to the school from which the student was expelled, relevant staff should provide an opportunity to meet with the parents/guardians and student to discuss the student's readmission. As part of the readmission process and the student's ILP, the principal, or his/her designee, should consider:
  1. Efforts to readmit the student at a semester starting point (at the high school level);
  2. A plan to transfer the student's credits and records back to the school from which the student was expelled:
    - a. The District will award an expelled high school student appropriate high school credit for work satisfactorily completed during the period the student participates in the alternative educational opportunity and will transfer relevant records back to the school from which the student was expelled;
    - b. The District will provide an expelled student transferring to a new school district a progress summary of all work completed during the course of the student's expulsion, and will indicate the course credit earned by the student for that work.
  3. The student's need for academic and other supports upon returning to his/her school; and
  4. Efforts to connect the returning student with opportunities to participate in extracurricular activities.
- B. In the event the principal, or his/her designee, determines that a student's alternative educational opportunity is no longer beneficial to the student, but it remains inappropriate to return the student to the school from which the student was expelled, a plan for a different alternative educational

opportunity may be developed in accordance with the procedures outlines in these Administrative Regulations.

Legal References:

Connecticut General Statutes:

Conn. Gen. Stat. § 10-233d

Federal law:

Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

Connecticut State Department of Education, *Standards for Educational Opportunities for Students Who Have Been Expelled* (January 3, 2018).

ADOPTED: \_\_\_\_\_

REVISED: \_\_\_\_\_

8/6/2018

[BOE LETTERHEAD]

(Date)

**CERTIFIED MAIL - RETURN RECEIPT REQUESTED & U.S. MAIL**

*(Parent) (If the Student is aged 18 or older, this notice should be sent directly to the student, with copies to the parent(s)).  
(Parent's/Student's Address)*

*(Non-custodial Parent, if applicable)  
(Parent's Address)*

**Re: Expulsion Hearing Concerning Student Name; D.O.B.; State-Assigned Student Identifier (SASID)**

Dear *(Parent/Guardian)*:

In accordance with the *(name of district)* Board of Education Policy (*policy # & title*), I am writing to advise you that the *(name of district)* Board of Education (the "Board") will hold a formal hearing concerning your *(son/daughter)*, *(Name of Student)* to consider the recommendation of *(name of administrator)* that *(he/she)* be expelled from school. ***[In cases where the district uses a hearing officer, add the following: Please be advised that the Board has appointed Attorney [Name], to serve as an impartial hearing officer in this matter.]*** This hearing is being held pursuant to Section 10-233d ***[In cases where a preschool student is recommended for expulsion, add the following: and Section 10-233I]*** and Sections 4-176e to 4-180a, inclusive, and Section 4-181a of the Connecticut General Statutes and the *(name of district)* Board of Education Policy (*policy # & title*), a copy of which is enclosed. The Board (***OR the hearing officer***) intends to conduct the hearing in executive session, due to the confidential nature of this hearing.

The hearing will address the allegations that your *(son/daughter)* violated Board Policy (***cite Student Discipline Policy number and any other specific policy number on date***), by engaging in the following conduct:

***(The law governing these hearings requires a short, plain statement of the facts to be included within this notice letter, and should be inserted here.***



***Example: carrying a knife on the school bus on a specified date and brandishing it at other students on the bus).***

***(State whether you considered such conduct to endanger persons or to be seriously disruptive of the educational process).***

***(If the student has admitted to this conduct, note the admission here).***

The hearing has been scheduled for (*date, time, place [note: unless an emergency exists, the this notice must be given to the student/parent/guardian at least five (5) business days before the hearing]*). (*If a manifestation determination must be held prior to the expulsion hearing, add the following language: Prior to the expulsion hearing, your (son's/daughter's) [planning and placement (PPT) team OR Section 504 team] will determine if your child's conduct constitutes a manifestation of (his/her) disability. The expulsion hearing will be canceled if the [PPT OR Section 504 team] determines that the conduct was a manifestation of your child's disability; otherwise, the hearing will proceed as scheduled.* You and your (*son/daughter*) are asked to attend this hearing. Your (*son/daughter*) has the right to be represented by an attorney or other advocate at your expense, has the right to cross-examine administration witnesses, and may present relevant evidence, both documentary and testimonial, concerning the allegations. The hearing will be the parties' sole opportunity to present such evidence. The Board (***OR the hearing officer***) may also question witnesses. An opportunity will also be given for the administration and your (*son/daughter*) or his/her representatives to present argument concerning the evidence presented at the hearing. If you need the services of a translator or an interpreter for this hearing, please let me know as soon as possible.

Unless the administration has determined that an emergency exists, you have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation. If you would like to request a postponement, please let me know as soon as possible.

The administration may recommend expulsion from school for up to one calendar year. The Board (***OR the hearing officer***) has discretion to adopt any period of expulsion up to one calendar year.

As mentioned above, your (*son/daughter*) has a right to be represented, at your own expense, an attorney or other advocate at the expulsion hearing. Obtaining an attorney or other advocate is the responsibility of the family. Very low income families may be able to obtain free or reduced rate advice or legal representation through Statewide Legal Services, Inc. ("SLS"). To apply for such assistance, those families should contact SLS immediately at 1-800-453-3320.

In the event your (*son/daughter*) is expelled as a result of the scheduled hearing, and your (*son/daughter*) is under sixteen (16) years of age, the Board will offer your child an alternative educational opportunity during any period of exclusion from school

as determined by the Administration in accordance with applicable law and Board policy. If your ***(son/daughter)*** is between sixteen (16) and eighteen (18) and has not been expelled before, the Board shall also offer to your ***(son/daughter)*** an alternative educational opportunity if she/he wishes to continue her/his education. Please know however, that the Board is not required to offer an alternative educational opportunity to any student between sixteen (16) and eighteen (18) years of age who have previously been expelled or to students who are eighteen (18) years of age or older.

If you have any questions, please call my office at ***(number)***.

Sincerely,

***(Name of Superintendent)***  
***(Name of District)*** Public Schools

Cc: ***(Name of District)***, Chairman, ***(Name of District)*** Board of Education  
***(Name of Special Education director, where applicable)***  
***(Name of Principal at school that student attends)***  
***(Name of Board of Education Attorney, where applicable)***  
***(Name of Administration's Attorney, where applicable)***

8/6/2018

**AGREEMENT**

NAME OF SUPERINTENDENT, (Superintendent of Schools for NAME OF DISTRICT), NAME OF STUDENT and NAME(S) OF PARENT(S)/GUARDIAN(S) (the parent(s)/guardian(s) of NAME OF STUDENT) agree as follows with respect to the Superintendent's request that NAME OF STUDENT be expelled from \_\_\_\_\_ School:

1. NAME OF STUDENT (D.O.B. \_\_\_\_\_; SASID \_\_\_\_\_) is currently enrolled as a \_\_\_\_\_ grade student at \_\_\_\_\_ School.
2. NAME OF STUDENT admits that he/she engaged in the following conduct (*insert a short, plain statement of the conduct*) on or about \_\_\_\_\_, 20\_\_.
3. NAME OF STUDENT's conduct, as described above, violates \_\_\_\_\_ Board of Education Policy \_\_\_\_\_ (Student Discipline). (*Cite other policies here as appropriate*). (*State whether such conduct is considered to endanger persons or to be seriously disruptive of the educational process*). (*If the student has admitted to this conduct, note the admission here*).
4. Students are notified of applicable Board policies regarding prohibited conduct by publication in the student handbook.

*(Optional Section for students with disabilities):*

5. A manifestation determination was made on (*date*) concerning this conduct and it was determined that the conduct was not a manifestation of the student's disability.
6. Students are notified of applicable Board policies regarding prohibited conduct by publication in the student handbook.
7. Subject to the approval of the \_\_\_\_\_ Board of Education (the "Board"), NAME OF STUDENT shall be expelled, effective \_\_\_\_\_, 20\_\_ and continuing through \_\_\_\_\_, 20\_\_, under the following conditions:

- a) During the period of expulsion, the Board will provide NAME OF STUDENT with an alternative education opportunity deemed appropriate by the Administration in accordance with applicable law and Board policy.

**(Optional alternative language if the parties agree to an alternative educational opportunity other than that required by the state standards:**

**The NAME OF PARENT(S) and NAME OF STUDENT understand and acknowledge that, pursuant to Section 10-233d of the Connecticut General Statutes, NAME OF STUDENT is entitled to an alternative educational opportunity during the Expulsion**



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Period which shall be (1) alternative education, as defined by Section 10-74j of the Connecticut General Statutes, with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the standards adopted by the State Board of Education, pursuant to section 3 of public act 17-220 (a "Statutory Alternative Educational Opportunity"). The NAME OF PARENT(S) and NAME OF STUDENT hereby waive NAME OF STUDENT's right to a Statutory Alternative Educational Opportunity and accordingly waive the application of the *Standards of Educational Opportunities for Students Who Have Been Expelled*, adopted by the Connecticut State Board of Education, and the Board's Administrative Regulations concerning the implementation of said standards. In lieu of a Statutory Alternative Educational Opportunity, the NAME OF PARENT(S) and NAME OF STUDENT agree that during the Expulsion Period, the Board will provide NAME OF STUDENT with an alternative educational opportunity as follows:

*[Describe alternative educational opportunity agreed to by parties.]*

If NAME OF STUDENT becomes ineligible to attend the \_\_\_\_\_ Public Schools pursuant to Board Policy and/or if the Parents withdraw NAME OF STUDENT from his/her enrollment as a student at [name of school], the Board will have no obligation to provide NAME OF STUDENT with the alternative educational opportunity described herein.

- b) During the period of expulsion, NAME OF STUDENT will not be permitted to be on school grounds and will not be permitted to attend or participate in any school-sponsored activities, except as authorized in writing in advance by the Superintendent of Schools.

*(Optional Sections regarding early readmission):*

- c) Prior to \_\_\_\_\_, the Superintendent will review NAME OF STUDENT's conduct, as well as his/her attendance and effort level in the alternative educational opportunity [list other conditions as applicable], for the purpose of determining, in the Superintendent's sole discretion, whether NAME OF STUDENT should be readmitted to school on or about \_\_\_\_\_.
- d) If the Superintendent determines that NAME OF STUDENT should be readmitted to school early in accordance with the preceding section, and if NAME OF STUDENT subsequently commits any offense that would warrant suspension and/or expulsion under the policies of the Board, the Superintendent may reinstate NAME OF STUDENT's expulsion for the remainder of the expulsion period, through (date), without the need for any further proceedings before the Board.

*(Optional Section for expungement if the expulsion is the student's first expulsion):*

- e) Prior to *(date)*, the Superintendent will review NAME OF STUDENT's conduct, as well as his/her attendance and effort level since the expulsion, for the purpose of determining, in the Superintendent's sole discretion, whether the expulsion hearing record of NAME OF STUDENT should be expunged from his/her educational record as of *(date)*.
8. All parties to this Agreement request that this Agreement be presented to the Board for the Board's consideration, in lieu of the submission of any other evidence by the Superintendent and/or NAME OF STUDENT or his/her parents, and they agree that this Agreement is sufficient for the Board to expel NAME OF STUDENT from school.
9. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) understand and acknowledge that, pursuant to Section 10-233d of the Connecticut General Statutes and Board Policy, NAME OF STUDENT is entitled to an expulsion hearing before the \_\_\_\_\_ Board of Education to contest NAME OF STUDENT's proposed expulsion from the \_\_\_\_\_ Public Schools. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) further understands and acknowledges that at such hearing NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) would have the right to call witnesses and to introduce documentary evidence, to cross examine witnesses called by the Administration, and to be represented by an attorney or other advocate at their own expense. Accordingly, NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) waive NAME OF STUDENT's right to an expulsion hearing pursuant to Section 10-233d of the Connecticut General Statutes.
10. The Superintendent, NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) understand that this Agreement is subject to the approval of the Board. In the event that the Board does not approve this Agreement, the Superintendent, NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) agree that the expulsion hearing concerning NAME OF STUDENT shall be rescheduled to a mutually agreeable date for the purposes of conducting an evidentiary hearing before the Board concerning the Superintendent's expulsion request. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) agree that NAME OF STUDENT will remain out of school until the evidentiary hearing has been completed. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) also agree that the Board's consideration of this proposed Agreement will not disqualify any member of the Board from serving as a Board member in the evidentiary hearing, and they hereby waive any right to make such a claim in any proceeding in any forum.
11. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) enter into this Agreement voluntarily and with a full understanding of the provisions of this Agreement.

Date: \_\_\_\_\_

\_\_\_\_\_  
NAME OF SUPERINTENDENT  
Superintendent of Schools



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Date: \_\_\_\_\_

\_\_\_\_\_  
NAME OF STUDENT  
Student

Date: \_\_\_\_\_

\_\_\_\_\_  
NAME OF PARENT/GUARDIAN  
OF STUDENT

Date: \_\_\_\_\_

\_\_\_\_\_  
NAME OF PARENT/GUARDIAN  
OF STUDENT

3/28/2018

**Note: This is a sample Individualized Learning Plan drafted in accordance with the Standards for Educational Opportunities for Students Who Have Been Expelled, which was approved by the State Board of Education on January 3, 2018. The specific goals and benchmarks can be customized to meet the needs of individual students.**

[ ] **Public Schools**  
**Individualized Learning Plan**

**Student Name:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_ **Gr.** \_\_\_\_\_

**School Prior to Expulsion:** \_\_\_\_\_ **SASID:** \_\_\_\_\_

Does the student have an Individualized Education Program? ☐ Yes ☐ No

Does the student have a Section 504 Plan? ☐ Yes ☐ No

**Records Reviewed with Relevant Information  
for the Provision of an Alternative Educational Opportunity**

- |  |  |
|--|--|
| <input type="checkbox"/> Student Success Plan                                | <input type="checkbox"/> Report Cards and Current Grades |
| <input type="checkbox"/> Individualized Education Program (IEP)              | <input type="checkbox"/> Attendance Records              |
| <input type="checkbox"/> Behavioral Intervention Plan (BIP)                  | <input type="checkbox"/> Disciplinary/Behavioral Records |
| <input type="checkbox"/> Section 504 Plan                                    | <input type="checkbox"/> Other: _____                    |
| <input type="checkbox"/> Individualized Health Care Plan/Emergency Care Plan | <input type="checkbox"/> Other: _____                    |

**ILP Developed Through Collaboration With (check all that apply):**

- |  |   |
|--|---|
| <input type="checkbox"/> Parent/Guardian: _____  | <input type="checkbox"/> Teacher: _____         |
| <input type="checkbox"/> Parent/Guardian: _____  | <input type="checkbox"/> Teacher: _____         |
| <input type="checkbox"/> Student: _____          | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Administrator: _____    | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> School Counselor: _____ | <input type="checkbox"/> Other (specify): _____ |

### Records Transferred

Date of transfer of relevant student records from the student's school to provider of alternative educational opportunity: \_\_\_\_\_

Date of transfer of records from provider of alternative educational opportunity to the student's school: \_\_\_\_\_

### Records Distribution and Storage

Copies of the Individualized Learning Plan will be distributed to the following locations and/or individuals and stored in accordance with the District's student records policy:

- ☐ Student's cumulative file
- ☐ The Student's receiving school or alternative educational placement
- ☐ Student's parent/guardian

*[Note: Districts should insert or delete locations where this record may be kept in accordance with their student records policies and practices]*

### Student's Classes Prior to Expulsion

Core Class	Placement/Progress in Class at Time of Expulsion (e.g. current grade, current unit, etc.)

*Note: If the student receives special education and related services, the alternative educational opportunity provider must also refer to the student's IEP.*





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### NEEDS

#### Academic Needs

☐ See IEP (*if applicable*)

☐ Other:

#### Behavioral Needs

☐ See IEP (*if applicable*)

☐ Other:

### GOALS

#### Academic Goals

☐ See IEP (*if applicable*)

☐ Satisfactory work completion

☐ Satisfactory progress in coursework and toward meeting relevant academic standards

☐ Other:

#### Benchmarks to Measure Progress Toward Academic Goals

☐ See IEP (*if applicable*)

☐ Passing grades on midterm progress reports

☐ Passing grades on report card

☐ Other:

Progress monitoring *mm/dd/yy*:

#### Behavioral Goals

☐ See IEP (*if applicable*)

☐ Satisfactory attendance

☐ Satisfactory compliance with behavioral expectations and disciplinary policies

☐ Other:



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### Benchmarks to Measure Progress Toward Behavioral Goals

<input type="checkbox"/> See IEP <i>(if applicable)</i>	<input type="checkbox"/> Fewer than _____ teacher referrals to administration for disciplinary matters	<input type="checkbox"/> Fewer than _____ contacts to parents/guardians for disciplinary matters
<input type="checkbox"/> Attends alternative program _____% or more of scheduled days/sessions.		<input type="checkbox"/> Other:
Progress monitoring mm/dd/yy:		

### INTERVENTIONS

#### Academic Interventions

<input type="checkbox"/> See IEP <i>(if applicable)</i>	<input type="checkbox"/> See Section 504 Plan <i>(if applicable)</i>
<input type="checkbox"/> Tier 1 _____	<input type="checkbox"/> Tier 2 _____
<input type="checkbox"/> Tier 3 _____	
<input type="checkbox"/> Other:	

#### Behavioral Interventions

<input type="checkbox"/> See IEP <i>(if applicable)</i>	<input type="checkbox"/> See Section 504 Plan <i>(if applicable)</i>
<input type="checkbox"/> Tier 1 _____	<input type="checkbox"/> Tier 2 _____
<input type="checkbox"/> Tier 3 _____	
<input type="checkbox"/> Other:	

## Review and Communication of Progress to Parents/Guardians or Student

**Method of monitoring and review:** *(for most students, monitoring and reviewing progress will include monitoring the student's attendance, work completion, and progress toward meeting the relevant academic standards for particular coursework, and thus progressing toward graduation, if applicable)*

- ☐ Monitoring attendance
- ☐ Monitoring work completion
- ☐ Monitor progress toward meeting relevant academic standards
- ☐ Review and monitor progress in accordance with IEP and/or BIP (if applicable)
- ☐ Other: \_\_\_\_\_

**Timing for communication of progress to parents/guardians or student:** *(Progress must be communicated to the parent/guardian or student with the same frequency as similar progress for students in the regular school environment is reported and communicated to parents/guardians or students)*

- ☐ Each marking period
- ☐ Other: \_\_\_\_\_

## Early Readmission

The expulsion decision contains the following early readmission criteria:

- ☐ The student may apply to the Board of Education for early readmission and such readmission shall be at the discretion of the Board of Education.
- ☐ The student applied to the Board of Education for early readmission on \_\_\_\_\_ and the Board of Education granted the request and has conditioned such early readmission on the following criteria:
  - ☐ The student applied to the Board of Education for early readmission on \_\_\_\_\_ and early readmission was not granted.

- ☐ The student may apply to the Superintendent for early readmission and such readmission shall be at the discretion of the Superintendent.

☐ The student applied to the Superintendent for early readmission on \_\_\_\_\_ and the Superintendent granted the request and has conditioned such early readmission on the following criteria:

☐ The student applied to the Superintendent for early readmission on \_\_\_\_\_ and early readmission was not granted.

### **Review of Placement and ILP:**

A review of the appropriateness of the placement must occur at least once per marking period. Such review must include:

- Review of the ILP to (1) assess progress and make adjustments as necessary and (2) determine its alignment with the goals of the student's IEP, where applicable.
- Consideration of opportunities for early readmission as set forth in the ILP (see Early Readmission section)

### **Transition Plan for Readmission:**

The following has been considered and, where appropriate, addressed:

- ☐ Efforts to readmit the student at a semester starting point (at the high school level)
- ☐ A plan to transfer the student's credits and record back to the student's school
- ☐ The student's need for academic and other supports upon returning to his/her school
- ☐ Efforts to connect the student with opportunities to participate in extracurricular activities

8/12/2018

StudentsSTUDENT DISCIPLINEI. Definitions

- A. **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.
- B. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g. hunting); type of projectile; force and velocity of discharge; method of discharge (i.e. spring v. CO2 cartridge) and potential for serious bodily harm or death.
- C. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.
- D. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- E. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- F. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such pupil was assigned at the time such disciplinary action was taken. The expulsion period may not extend beyond one (1) calendar year.
- G. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon (including a starter gun) that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive

device. The term firearm does not include an antique firearm. As used in this definition, a "**destructive device**" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device or any device from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

- H. **In-School Suspension** means an exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.
- I. **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.
- J. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
- K. **School Days** shall mean days when school is in session for students.
- L. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- M. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.
- N. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student

shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.

O. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under Section 29-38 of the Connecticut General Statutes.

P. Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.

## II. Scope of the Student Discipline Policy

### A. *Conduct on School Grounds or at a School-Sponsored Activity:*

Students may be disciplined for conduct on school grounds or at any school-sponsored activity that **endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board.**

### B. *Conduct off School Grounds:*

1. Students may be disciplined for conduct off school grounds if such conduct **is seriously disruptive of the educational process and violative of a publicized policy of the Board.** In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (1) **whether the incident occurred within close proximity of a school;** (2) **whether other students from the school were involved or whether there was any gang involvement;** (3) **whether the conduct involved violence, threats of violence, or the unlawful use of a weapon,** as defined in Section Conn. Gen. Stat. § 29-38, and **whether any injuries occurred;** and (4) **whether the conduct involved the use of alcohol.**

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the

Board of Education may also consider **whether such off-campus conduct involved the illegal use of drugs.**

III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct which may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy) includes conduct on school grounds or at a school-sponsored activity (including on a school bus), and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin, ancestry, gender identity or expression or any other characteristic protected by law.
7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.
9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute



blackmail, a threat, or intimidation, regardless of whether intended as a joke).

11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
15. Unlawful possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), vapor products, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term "electronic nicotine delivery system" shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term "vapor product" shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine, that is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.

16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
17. Unlawful possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.
18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
20. Trespassing on school grounds while on out-of-school suspension or expulsion.
21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.
24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.

26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.
27. Possession and/or use of a cellular telephone, radio, portable audio player, CD player, Blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
29. Unauthorized use of or tampering with any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.
30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
31. Hazing.
32. Bullying, defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, which:
  - a. causes physical or emotional harm to such student or damage to such student's property;
  - b. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
  - c. creates a hostile environment at school for such student;
  - d. infringes on the rights of such student at school; or
  - e. substantially disrupts the education process or the orderly operation of a school.

Bullying includes, but is not limited to, repeated written, oral or electronic communications or physical acts or gestures based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.
39. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
40. Any action prohibited by any Federal or State law.

41. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

#### IV. Discretionary and Mandatory Expulsions

- A. A principal may consider recommendation of expulsion of a student in **grades three to twelve, inclusive**, in a case where he/she has reason to believe the student has engaged in conduct described at Sections II.A. or II.B., above.
- B. A principal must recommend expulsion proceedings in all cases against any student in **grades kindergarten to twelve, inclusive**, whom the Administration has reason to believe:
1. was in **possession on school grounds** or at a **school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm** as defined in 18 U.S.C. § 921 as amended from time to time; or
  2. **off school grounds, possessed a firearm** as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or **possessed and used a firearm** as defined in 18 U.S.C. § 921, a **deadly weapon, a dangerous instrument** or a **martial arts weapon** in the **commission of a crime** under chapter 952 of the Connecticut General Statutes; or
  3. was engaged **on or off school grounds in offering for sale or distribution a controlled substance** (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278.
- The terms “**dangerous instrument**,” “**deadly weapon**,” “**electronic defense weapon**,” “**firearm**,” and “**martial arts weapon**,” are defined above in Section I.
- C. In any preschool program provided by the Board of Education or provided by a regional educational service center or a state or local charter school pursuant to an agreement with the Board of Education, no **student enrolled in such a preschool program** shall be expelled from such preschool program, except an expulsion hearing shall be conducted by the Board of Education in accordance with Section VIII of this policy whenever the Administration has reason to believe that that a student

enrolled in such preschool program was in **possession of a firearm** as defined in 18 U.S.C. § 921, as amended from time to time, on or off school grounds or at a preschool program-sponsored event. The term "**firearm**" is defined above in Section I.

- D. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education so that the Board can consider and act upon this recommendation.

- E. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student in grades kindergarten to twelve, inclusive, for one (1) full calendar year for the conduct described in Section IV.B(1), (2) and (3) of this policy and to expel a student enrolled in a preschool program for one (1) calendar year for the conduct described in Section IV.C. For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

V. Procedures Governing Removal from Class

- A. A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal or his/her designee at once.
- B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.
- C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

VI. Procedures Governing Suspension

- A. The principal of a school, or designee on the administrative staff of the school, shall have the right to suspend a student for breach of conduct as noted in Section II of this policy for not more than ten (10) consecutive school days. In cases where suspension is contemplated, the following procedures shall be followed.

1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal or designee at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
2. If suspended, such suspension shall be an in-school suspension, except the principal or designee may impose an out-of-school suspension on any pupil:
  - a. in grades three to twelve, inclusive, if, during the informal hearing, (i) the principal or designee determines that the student poses such a danger to persons or property or such a disruption of the educational process that he or she should be excluded from school during the period of suspension; or (ii) the principal or designee determines that an out-of-school suspension is appropriate based on evidence of (A) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (B) previous efforts by the Administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, or
  - b. in grades preschool to two, inclusive, if the principal or designee determines that an out-of-school suspension is appropriate for such pupil based on evidence that such pupil's conduct on school grounds is of a violent or sexual nature that endangers persons.
3. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by the principal or designee, but only considered in the determination of the length of suspensions.
4. By telephone, the principal or designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.
5. Whether or not telephone contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter promptly to such parent or guardian to the last

address reported on school records (or to a newer address if known by the principal or designee), offering the parent or guardian an opportunity for a conference to discuss same.

6. In all cases, the parent or guardian or emergency contact of any minor student who has been suspended shall be given notice on the day of the suspension.
7. Not later than twenty-four (24) hours after the commencement of the suspension, the principal or designee shall also notify the Superintendent or his/her designee of the name of the student being suspended and the reason for the suspension.
8. The student shall be allowed to complete any classwork, including examinations, without penalty, which he or she missed while under suspension.
9. The school Administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an Administration-specified program and meets any other conditions required by the Administration. Such Administration-specified program shall not require the student and/or the student's parents to pay for participation in the program.
10. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VI.A(9), above, the Administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the Administration-specified program and meets any other conditions required by the Administration.
11. If the student has not previously been suspended or expelled, and the Administration chooses to expunge the suspension notice from the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.



12. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.
  13. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.
- B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board of Education. The principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

#### VII. Procedures Governing In-School Suspension

- A. The principal or designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy, seriously disrupts the educational process or in other appropriate circumstances as determined by the principal or designee.
- B. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee.
- C. In-school suspension may be served in the school that the student regularly attends or in any other school building within the jurisdiction of the Board.
- D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.
- E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

#### VIII. Procedures Governing Expulsion Hearing

- A. *Emergency Exception:*

Except in an emergency situation, the Board of Education shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

**B. *Hearing Panel:***

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.
2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

**C. *Hearing Notice and Rights of the Student and Parent(s)/Guardian(s):***

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s) at least five (5) business days before such hearing.
2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to his/her parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.
3. The written notice of the expulsion hearing shall inform the student of the following:
  - a. The date, time, place and nature of the hearing.
  - b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.
  - c. A short, plain description of the conduct alleged by the Administration.

- d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.
- e. The student may cross-examine witnesses called by the Administration.
- f. The student may be represented by an attorney or other advocate of his/her choice at his/her expense or at the expense of his/her parent(s) or guardian(s).
- g. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) requires the services of an interpreter because he/she/they do(es) not speak the English language or is(are) disabled.
- h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).
- i. Information concerning the parent's(s') or guardian's(s') and the student's legal rights and concerning free or reduced-rate legal services and how to access such services.
- j. The parent(s) or guardian(s) of the student have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

**D. *Hearing Procedures:***

- 1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and counsel, briefly explain the hearing procedures, and swear in any witnesses called by the Administration or the student.
- 2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents

relating to the case and all evidence received or considered at hearing.

3. The Administration shall bear the burden of production to come forward with evidence to support its case and shall bear the burden of persuasion. The standard of proof shall be a preponderance of the evidence.
4. Formal rules of evidence will not be followed. The Board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial or irrelevant.
5. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board will receive and consider evidence regarding the conduct alleged by the Administration.
6. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or his/her designee.
7. Each witness for the Administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel, by the Presiding Officer and by Board members.
8. The student shall not be compelled to testify at the hearing.
9. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Presiding Officer and/or by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and questioning by the Presiding Officer and/or by the Board. Concluding statements will be made by the Administration and then by the student and/or his or her representative.
10. In cases where the student has denied the allegation, the Board must determine whether the student committed the offense(s) as charged by the Superintendent.
11. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of

the hearing, during which the Board will receive and consider relevant evidence regarding the length and conditions of expulsion.

12. When considering the length and conditions of expulsion, the Board may review the student's attendance, academic and past disciplinary records. The Board may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VI.A (9), (10), (11), above, and Section X, below. The Board may ask the Superintendent for a recommendation as to the discipline to be imposed.
13. Evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board is considering length of expulsion and nature of alternative educational opportunity to be offered.
14. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.
15. The Board shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.
16. Except for a student who has been expelled based on possession of a firearm or deadly weapon as described in subsection IV.B(1) and (2) above, the Board may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board. The Board-specified program shall not require the student and/or the student's parents to pay for participation in the program.
17. The Board shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s),

stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.

E. ***Presence on School Grounds and Participation in School-Sponsored Activities During Expulsion:***

During the period of expulsion, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational opportunity provided by the district in accordance with this policy, unless the Superintendent specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

F. ***Stipulated Agreements:***

In lieu of the procedures used in this Section, the Administration and the parent(s) or legal guardian(s) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parent(s) or legal guardian(s) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

IX. Alternative Educational Opportunities for Expelled Students

- A. For the purposes of this Section, and subject to Subsection IX.E, below, any alternative educational opportunity to which an expelled student is statutorily entitled shall be (1) alternative education, as defined by Conn. Gen. Stat. § 10-74j, with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the standards adopted by the State Board of Education.

B. *Students under sixteen (16) years of age:*

Whenever the Board of Education expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational opportunity.

C. *Students sixteen (16) to eighteen (18) years of age:*

1. The Board of Education shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year-old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the placement of a pupil who is at least sixteen years of age in an adult education program. Any pupil participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to his/her participation in the adult education program.
2. The Board of Education is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for a second, or subsequent, time.
3. The Board of Education shall count the expulsion of a pupil when he/she was under sixteen (16) years of age for purposes of determining whether an alternative educational opportunity is required for such pupil when he/she is between the ages of sixteen and eighteen.

D. *Students eighteen (18) years of age or older:*

The Board of Education is not required to offer an alternative educational opportunity to expelled students eighteen (18) years of age or older.

E. ***Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"):***

Notwithstanding Sections IX.B. through D. above, if the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

F. ***Students for whom an alternative educational opportunity is not required:***

The Board of Education may offer an alternative educational opportunity to a pupil for whom such alternative educational opportunity is not required by law or as described in this policy. In such cases, the Board, or if delegated by the Board, the Administration, shall determine the components, including nature, frequency and duration of such services, of any such alternative educational opportunity.

X. **Notice of Student Expulsion on Cumulative Record**

Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion of a student in grades nine through twelve, inclusive, based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

In cases where the student's period of expulsion is shortened or waived in accordance with Section VIII.D(14), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board.

If a student's period of expulsion was not shortened or waived, the Board may choose to expunge the expulsion notice from the student's cumulative record prior to graduation if such student has demonstrated to the Board that the student's conduct and behavior in the years following such expulsion warrants an expungement. In deciding whether to expunge the expulsion notice, the Board may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of the student.

If the student has not previously been suspended or expelled, and the Administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of



determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

XI. Change of Residence During Expulsion Proceedings

A. *Student moving into the school district:*

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.
2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

B. *Student moving out of the school district:*

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

XII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

A. *Suspension of IDEA students:*

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an "IDEA student") who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The Administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

**B. *Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:***

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the Administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in educational placement:

1. Upon the decision by the Administration to recommend expulsion or impose a suspension that would constitute a change in educational placement, the Administration shall promptly notify the parent(s)/guardian(s) of the student of the recommendation of expulsion or the suspension that would constitute a change in educational placement, and provide the parents(s)/guardian(s) a copy of the special education procedural safeguards either by hand-delivery or by mail (unless other means of transmission have been arranged).
2. The school district shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of his/her disability.
3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with

the recommendation for expulsion or the suspension that constitutes a change in placement.

4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. ***Removal of Special Education Students for Certain Offenses:***

1. School personnel may remove a student eligible for special education under the IDEA to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:
  - a. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
  - b. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or
  - c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.
2. The following definitions shall be used for this subsection XII.C.:
  - a. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.

- b. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).
- c. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
- d. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIII. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 ("Section 504")

- A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:
  - 1. The parents of the student must be notified of the decision to recommend the student for expulsion.
  - 2. The district shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of his/her disability.
  - 3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.
  - 4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.
- B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a

disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team *shall not be required to meet* to review the relationship between the student's disability and the behavior that led to the recommendation for expulsion.

XIV. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center

- A. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.
- B. If a student who committed an expellable offense seeks to return to a school district after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

XV. Early Readmission to School

An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVI. Dissemination of Policy

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVII. Compliance with Documentation and Reporting Requirements

- A. The Board of Education shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).

- B. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board of Education expels a student for sale or distribution of a controlled substance, as defined in Conn. Gen. Stat. § 21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, offering, or administration is the subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- D. If the Board of Education expels a student for possession of a firearm, as defined in 18 U.S.C. § 921, or deadly weapon, dangerous instrument or martial arts weapon, as defined in Conn. Gen. Stat. § 53a-3, the Board shall report the violation to the local police.

Legal References:

Connecticut General Statutes:

Public Act 17-237, An Act Concerning Education Mandate Relief

Public Act 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee

§§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act

§ 10-222d Safe school climate plans. Definitions. Safe school climate assessments

§§ 10-233a through 10-233f Suspension and expulsion of students.

§ 10-233l Expulsion and suspension of children in preschool programs

§ 19a-342a Use of electronic nicotine delivery system or vapor product prohibited

§§ 21a-408a through 408p Palliative Use of Marijuana

§ 29-38 Weapons in vehicles

§ 53a-3 Definitions

§ 53-344b Sale and delivery of electronic nicotine delivery system or vapor products to minors

§ 53-206 Carrying of dangerous weapons prohibited.

*Packer v. Board of Educ. of the Town of Thomaston*, 246 Conn. 89 (1998).

*State v. Hardy*, 896 A.2d 755, 278 Conn. 113 (2006).

*State v. Guzman*, 955 A.2d 72, 2008 Conn. App. LEXIS 445 (Sept. 16, 2008).

Federal law:

Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

18 U.S.C. § 921 (definition of “firearm”)

18 U.S.C. § 930(g)(2) (definition of “dangerous weapon”)

18 U.S.C. § 1365(h)(3) (identifying “serious bodily injury”)

21 U.S.C. § 812(c) (identifying “controlled substances”)

34 C.F.R. § 300.530 (defining “illegal drugs”)

Gun-Free Schools Act, 20 U.S.C. § 7961

*Honig v. Doe*, 484 U.S. 305 (1988)

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Policy Revised: 5/8/18

NORWICH PUBLIC SCHOOLS

Norwich, Connecticut

**Series 5000  
Students  
5131.6**

## **DRUG AND ALCOHOL USE BY STUDENTS**

### Policy Statement

The Board is required by Connecticut law to prescribe rules for the management and discipline of its schools. In keeping with this mandate, the unlawful use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, as defined in C.G.S. Section 21a-240, or alcohol on or off school property or during any school sponsored activity is prohibited. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents in the schools involving the unlawful possession, distribution, sale or use of substances that affect behavior.

### Definitions

- (1) Controlled Drugs: means those drugs which contain any quantity of a substance which has been designated as subject to the federal Controlled Substances Act, or which has been designated as a depressant or stimulant drug pursuant to federal food and drug laws, or which has been designated by the Commissioner of Consumer Protection pursuant to C.G.S. Section 21a-243, as having a stimulant, depressant or hallucinogenic effect upon the higher functions of the central nervous system and as having a tendency to promote abuse or psychological or physiological dependence, or both. Such controlled drugs are classifiable as amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type and other stimulant and depressant drugs. C.G.S. Section 21a-240(8).
- (2) Controlled Substances: means a drug, substance or immediate precursor in schedules I to V, inclusive, of the Connecticut controlled substance scheduling regulations adopted pursuant to C.G.S. Section 21a-243. C.G.S. Section 21a-240(9).
- (3) Professional Communication: any communication made privately and in confidence by a student to a professional employee of such student's school in the course of the professional employee's employment. C.G.S. Section 10-154a(a)(4).
- (4) Professional Employee: means a person employed by a school who "(A) holds a certificate from the State Board of Education, (B) is a member of a faculty where



certification is not required, (C) is an administration officer of a school, or (D) is a registered nurse employed by or assigned to a school." C.G.S. Section 10-154a(a)(2).

- (5) Drug Paraphernalia: means any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to all items specified in C.G.S. Section 21a-240(20)(A), such as "bongs," pipes, "roach clips," miniature cocaine spoons, crack cocaine vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances. C.G.S. Section 21a-240(20)(A).

#### Procedures

- (1) Emergencies.

If an emergency situation results from drug or alcohol use, the student shall be sent to the school nurse or medical advisor immediately. The parent or designated responsible person will be notified.

- (2) Prescribed Medications.

Students may possess and/or self-administer medications in school in accordance with the Board's policy concerning the administration of medication in school.

Students taking improper amounts of a prescribed medication, or otherwise taking medication contrary to the provisions of the Board's policy on the administration of medication will be subject to the procedures for improper drug or alcohol use outlined in this policy.

- (3) Voluntary Disclosure of Drug/Alcohol Problem (Self-Referral).

The following procedures will be followed when a student privately, and in confidence, discloses to a professional employee in a professional communication information concerning the student's use, possession, distribution or sale of a controlled drug, controlled substance or alcohol.

- (a) Professional employees are permitted, in their professional judgment, to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcohol or drug problem of such student. In no event, however, will they be required to do so. C.G.S. Section 10-154a(b).

- (b) Any physical evidence obtained from such student through a professional communication indicating that a crime has been or is being committed by the student **must** be turned over to school administrators or law enforcement officials as soon as possible, but no later than two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Employees are encouraged to contact the school administrator immediately upon obtaining physical evidence. In no case, however, will such employee be required to disclose the name of the student from whom the evidence was obtained. C.G.S. Section 10-154a(b).
- (c) Any professional employee who has received a professional communication from a student may obtain advice and information concerning appropriate resources and refer the student accordingly, subject to the rights of the professional employee as described in paragraph (a) above.
- (d) If a student consents to disclosure of a professional communication concerning the student's alcohol or drug problem, or if the professional employee deems disclosure to be appropriate, the professional employee should report the student's name and problem to the school's building administrator or designee who shall refer the student to appropriate school staff members for intervention and counseling.

(4) Involuntary Disclosure or Discovery of Drug/Alcohol Problems.

When a professional employee obtains information related to a student *from a source other than the student's confidential disclosure*, that the student, on or off school grounds or at a school sponsored activity, is under the influence of, or possesses, uses, dispenses, distributes, administers, sells or aids in the procurement of a controlled drug, controlled substance, drug paraphernalia or alcohol, that information is considered to be involuntarily disclosed. In this event, the following procedures will apply.

- (a) The professional employee will immediately report the information to the building administrator or designee. The building administrator or designee will then refer the student to appropriate school staff members for intervention and counseling.
- (b) Any physical evidence (for example, alcohol, drugs or drug paraphernalia) obtained from a student indicating that a crime has been or is being committed by the student must be turned over to the building administrator or designee or to law enforcement officials as soon as possible, but no later than within two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. C.G.S.

Section 10-154a(b). Because such evidence was **not** obtained through a professional communication, the name of the student must be disclosed to the building administrator or designee.

- (c) Search and Seizure of Students and/or Possessions: A professional employee who reasonably suspects that a student is violating a state/federal law or a school substance abuse policy must **immediately** report his/her suspicion to the building administrator or designee. The building administrator or designee may then search a student's person or possessions connected to that person, in accordance with the Board's policies and regulations if he/she has reasonable suspicion from the inception of the search that the student has violated or is violating either the law or a school substance abuse policy.

Any physical evidence obtained in the search of a student, or a student's possessions, indicating that the student is violating or has violated a state or federal law **must** be turned over to law enforcement officials as soon as possible, but not later than within three calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. C.G.S. Section 10-154a(c). All school employees are encouraged to contact the school administration immediately upon obtaining physical evidence.

(5) Consequences for the Use, Sale, Distribution or Possession of Controlled Drugs, Controlled Substances, Drug Paraphernalia or Alcohol.

- (a) Any student in the Norwich Public Schools using, consuming, possessing, being under the influence of, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia or alcohol either on or off school property, or at a school-sponsored activity, except as such use or possession is in accordance with Connecticut General Statutes § 21a-408a through 408q, is subject to discipline up to and including expulsion pursuant to the Board's student discipline policy.
- (b) In conformity with the Board's student discipline policy, students may be suspended or expelled for drug or alcohol use off school grounds if such drug or alcohol use is considered seriously disruptive of the educational process. In determining whether the conduct is seriously disruptive of the educational process, the Administration and the Board may consider, among other factors: 1) whether the drug or alcohol use occurred within close proximity of a school; 2) whether other students from the school were involved; and 3) whether any injuries occurred.
- (c) If a school administrator has reason to believe that any student was engaged, on or off school grounds, in offering for sale or distribution a controlled substance (as defined by Conn. Gen. Stat. § 21a-240(9)), whose

manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stats. §§ 21a-277 and 21a-278, the administrator will recommend such student for expulsion, in accordance with the Board's student discipline policy.

- (d) Students found to be in violation of this policy may be referred by the building administrator to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such event, assessment and treatment costs will be the responsibility of the parent or guardian.
- (e) A meeting may be scheduled with appropriate school staff members for the purpose of discussing the school's drug and alcohol policy with the student and parent or guardian.
- (f) Law enforcement officials may be contacted by the building administrator in the case of suspected involvement in the use, sale or distribution of controlled drugs, controlled substances, drug paraphernalia or alcohol.

#### Legal References:

#### Connecticut General Statutes:

Public Act 18-185, An Act Concerning the Recommendations of the Task Force on Life-Threatening Food Allergies in Schools

Section 10-154a  
Section 10-212a  
Section 10-221

Sections 10-233a through 10-233f  
Section 21a-240  
Section 21a-243  
Section 21a-408a through 408q

ADOPTED: \_\_\_\_\_

REVISED: \_\_\_\_\_

07/30/18

StudentsDrugs and Alcohol/TobaccoDrug and Alcohol Use by StudentsPolicy Statement

The Board is required by Connecticut law to prescribe rules for the management and discipline of its schools. In keeping with this mandate, the use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, as defined in C.G.S. Section 21a-240, or alcohol on or off school property or during any school sponsored activity is prohibited. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents in the schools involving the possession, distribution, sale or use of substances that affect behavior.

Definitions

- (1) Controlled Drugs: means those drugs which contain any quantity of a substance which has been designated as subject to the federal Controlled Substances Act, or which has been designated as a depressant or stimulant drug pursuant to federal food and drug laws, or which has been designated by the Commissioner of Consumer Protection pursuant to C.G.S. Section 21a-243, as having a stimulant, depressant or hallucinogenic effect upon the higher functions of the central nervous system and as having a tendency to promote abuse or psychological or physiological dependence, or both. Such controlled drugs are classifiable as amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type and other stimulant and depressant drugs. C.G.S. Section 21a-240(8).
- (2) Controlled Substances: means a drug, substance or immediate precursor in schedules I to V, inclusive, of the Connecticut controlled substance scheduling regulations adopted pursuant to C.G.S. Section 21a-243. C.G.S. Section 21a-240(9).
- (3) Professional Communication: any communication made privately and in confidence by a student to a professional employee of such student's school in the course of the professional employee's employment. C.G.S. Section 10-154a(a)(4).
- (4) Professional Employee: means a person employed by a school who "(A) holds a certificate from the State Board of Education, (B) is a member of a faculty where

certification is not required, (C) is an administration officer of a school, or (D) is a registered nurse employed by or assigned to a school." C.G.S. Section 10-154a(a)(2).

- (5) Drug Paraphernalia: means any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to all items specified in C.G.S. Section 21a-240(20)(A), such as "bongs," pipes, "roach clips," miniature cocaine spoons, crack cocaine vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances. C.G.S. Section 21a-240(20)(A).

#### Procedures

- (1) Emergencies.

If an emergency situation results from drug or alcohol use, the student shall be sent to the school nurse or medical advisor immediately. The parent or designated responsible person will be notified.

- (2) Prescribed Medications.

The parent or guardian of any student who is required to take any prescribed medication during the school day shall so inform the school nurse or the person designated to act in the absence of a nurse. Such prescribed medication will then be administered to the student under the supervision of the school nurse or designee in accordance with C.G.S. Section 10-212a and the applicable regulations and in accordance with any Board policies and regulations concerning medication administration.

Students taking improper amounts of a prescribed medication, or taking a prescribed medication without proper notification and supervision of the school nurse or designee will be subject to the procedures for improper drug or alcohol use outlined in this policy.

- (3) Voluntary Disclosure of Drug/Alcohol Problem (Self-Referral).

The following procedures will be followed when a student privately, and in confidence, discloses to a professional employee in a professional communication information concerning the student's use, possession, distribution or sale of a controlled drug, controlled substance or alcohol.

- (a) Professional employees are permitted, in their professional judgment, to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcohol or drug problem of such student. In no event, however, will they be required to do so. C.G.S. Section 10-154a(b).
  - (b) Any physical evidence obtained from such student through a professional communication indicating that a crime has been or is being committed by the student **must** be turned over to school administrators or law enforcement officials as soon as possible, but no later than two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Employees are encouraged to contact the school administrator immediately upon obtaining physical evidence. In no case, however, will such employee be required to disclose the name of the student from whom the evidence was obtained. C.G.S. Section 10-154a(b).
  - (c) Any professional employee who has received a professional communication from a student may obtain advice and information concerning appropriate resources and refer the student accordingly, subject to the rights of the professional employee as described in paragraph (a) above.
  - (d) If a student consents to disclosure of a professional communication concerning the student's alcohol or drug problem, or if the professional employee deems disclosure to be appropriate, the professional employee should report the student's name and problem to the school's building administrator or designee who shall refer the student to appropriate school staff members for intervention and counseling.
- (4) Involuntary Disclosure or Discovery of Drug/Alcohol Problems.

When a professional employee obtains information related to a student *from a source other than the student's confidential disclosure*, that the student, on or off school grounds or at a school sponsored activity, is under the influence of, or possesses, uses, dispenses, distributes, administers, sells or aids in the procurement of a controlled drug, controlled substance, drug paraphernalia or alcohol, that information is considered to be involuntarily disclosed. In this event, the following procedures will apply.

- (a) The professional employee will immediately report the information to the building administrator or designee. The building administrator or designee will then refer the student to appropriate school staff members for intervention and counseling.

- (b) Any physical evidence (for example, alcohol, drugs or drug paraphernalia) obtained from a student indicating that a crime has been or is being committed by the student must be turned over to the building administrator or designee or to law enforcement officials as soon as possible, but no later than within two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. C.G.S. Section 10-154a(b). Because such evidence was **not** obtained through a professional communication, the name of the student must be disclosed to the building administrator or designee.
- (c) Search and Seizure of Students and/or Possessions: A professional employee who reasonably suspects that a student is violating a state/federal law or a school substance abuse policy must **immediately** report his/her suspicion to the building administrator or designee. The building administrator or designee may then search a student's person or possessions connected to that person, in accordance with the Board's policies and regulations if he/she has reasonable suspicion from the inception of the search that the student has violated or is violating either the law or a school substance abuse policy.

Any physical evidence obtained in the search of a student, or a student's possessions, indicating that the student is violating or has violated a state or federal law **must** be turned over to law enforcement officials as soon as possible, but not later than within three calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. C.G.S. Section 10-154a(c). All school employees are encouraged to contact the school administration immediately upon obtaining physical evidence.

- (5) Consequences for the Use, Sale, Distribution or Possession of Controlled Drugs, Controlled Substances, Drug Paraphernalia or Alcohol.
  - (a) Any student in the Norwich Public Schools using, consuming, possessing, being under the influence of, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia or alcohol either on or off school property, or at a school-sponsored activity is subject to discipline up to and including expulsion pursuant to the Board's student discipline policy.
  - (b) Students found to be in violation this policy may be referred by the building administrator to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such event, assessment and treatment costs will be the responsibility of the parent or guardian.
  - (c) A meeting may be scheduled with appropriate school staff members for the purpose of discussing the school's drug and alcohol policy with the student and parent or guardian.



- (d) Law enforcement officials may be contacted by the building administrator in the case of suspected involvement in the use, sale or distribution of controlled drugs, controlled substances, drug paraphernalia or alcohol.

Legal References:

Connecticut General Statutes:

Section 10-154a

Section 10-212a

Section 10-221

Section 21a-240

Section 21a-243

Policy adopted: 7/95

Revised Policy Approved: 11/27/07

NORWICH PUBLIC SCHOOLS

Norwich, Connecticut

LEADERSHIP EVALUATION COMMITTEE  
Recommendations for next steps – Nov, 2018

Themes:

**1. Long-term Strategic plan**

- ✓ Establish a Long-Term strategic Planning Committee – facilitated

**2. Communications/Community input**

- ✓ Increase BOE communication with the community – 2 times/year  
Board member teams of two participate in informal conversations at a school event for each school.

**3. Frequent Turnover of Board Members**

- ✓ Address Charter revision process

**4. Professional Development for Board Members**

- ✓ Through an annual Board retreat

**5. District Climate**

- ✓ Include opportunities for gathering input from community members/parents in our school participation. (See #2 above)

# **NPS Leadership Evaluation Process and Timeline**

## **Board of Education and Superintendent leadership team**

**Revised November, 2018**

### September

1. Superintendent presents draft Goals and Objectives to the Board of Education for the current school year.

NOTE: A copy of these shall be provided to each Board member PRIOR to the meeting, in order for members to come prepared at the BOE meeting to ask questions, make suggestions, and discuss.

### October

Final discussion and approval of Goals and Objectives

### November

Board Retreat: BOE professional development

- NON-ELECTION YEARS: including BOE self-assessment
- ELECTION YEARS: including BOE member orientation

### January

Superintendent presents written self-assessment to the Board regarding his/her midyear performance. Board is given the opportunity to ask questions and provide (Executive Session)

### April

Superintendent presents FINAL written self-assessment regarding his/her performance. (Executive Session)

**\*GUIDELINES FOR SUPERINTENDENT EVALUATION PROCESS:**

- Each Board member completes his/her written evaluation instrument.
- Completed evaluations are handed in to a central location prior to the May BOE meeting.
- Two Board members are appointed to compile a draft summary based on the written comments of Board members.

### May

Formal evaluation of Superintendent of Schools finalized prior to May 31st.

(Discussion = Executive Session; Vote = Open Session)

**\*GUIDELINES FOR SUPERINTENDENT EVALUATION PROCESS:**

- The draft summary is presented by one of the compilers and discussed with the full Board.
- After discussion, changes may be made to the summary if all BOE members are in agreement.
- Summary is shared with Superintendent before leaving executive session, to give opportunity for clarification.

### June:

Executive Session: Final presentation and discussion of the final version of the Superintendent's evaluation

Open Session:

- Board approval of the Superintendent's evaluation: Moved: The Board approves the 20\_\_-20\_\_ written evaluation of the Superintendent of Schools, dated [date of meeting].
- Board approval of the Superintendent's contract.

**NORWICH BOARD OF EDUCATION**  
**NON-AGENDA**  
**December 11, 2018**

**REPORTS**

Monthly Out of District Special Education Report  
Monthly Object Summary Report #10  
Special Education Contracted Services & Tuition Report

**PERSONNEL**

**APPOINTMENTS:**

<u>NAME</u>	<u>POSITION</u>	<u>SALARY</u>	<u>EFFECTIVE</u>
Joshua Vinoski	Teacher-SPED/Teachers'	\$88,660/6 <sup>th</sup> yr/13	11-28-2018
Erin Moser	Teacher-TESOL/Vets	\$55,432/MA4	12-17-2018
Jessica Mulvihill	Technology Int.-Kelly	\$85,956/MA13	(replacing current teacher)

**RESIGNATIONS:**

<u>NAME</u>	<u>POSITION</u>	<u>REASON</u>	<u>EFFECTIVE</u>
Cheryl Sylvestri	Guidance-Kelly	Retirement	6-30-2018
Kathryn Hammond	Grade 2-Moriarty	Retirement	6-30-2018
Julien Milcent	Math-Teachers	Personal	1-4-2018

**MISCELLANEOUS**

The Connecticut Next Generation Accountability System  
Information Regarding the Every Student Succeeds Act (ESSA)

# ***NPS OUT OF DISTRICT PLACEMENT REPORT***

## **December 2018**

### **Overview**

One Hundred and Fifty-Six students are currently enrolled in programs out of the Norwich Public School District. In addition to these students:

Fifty-Five Special Education students are enrolled at Parent Choice School programs.

Twenty-Two Special Education students are enrolled at the Norwich Transition Academy. (Two of these are out of town tuition students).

Thirty-four students currently have 504 Plans managed by the Special Education Department.

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### **Special Notes:**

None at this time.

### **Outside Agency placements impacting the OOD roster:**

A student attending The Children's Center of Hamden was found to no longer be Norwich Nexus.

A student attending the Community Child Guidance Clinic School is no longer Norwich Nexus.

Two students attending school at the Institute of Living returned to previous placements. (Bradley and Woodstock).

A student attending New Britain High School moved to the Norwich Transition Academy.

A student attending Joshua Center/Thames Valley was placed at Eagle House.

A student attending Shepard Hill was found to no longer be Norwich Nexus.

A student attending Waterford Country School was found to be no longer Norwich Nexus.

### **NPS initiated changes to the OOD roster:**

A Norwich VLA student was placed at High Roads Middle/High School Program.

A student who registered with NPS was placed at High Roads Middle/High School Program.

A student already attending LEARN/ ABA Intensive Program registered with NPS.

A student already attending LEARN/Lillie B. Haynes Program registered with NPS.

A student attending Nathan Hale Arts Magnet was found to be eligible for Special Education.

### **NPS students exiting Out of District programs:**

A student attending Green Valley School moved out of Norwich.

A student attending Joshua Center/Thames Valley withdrew for Home Schooling.

# OBJECT SUMMARY

## Norwich Public Schools

12/4/2018 9:01:04 AM

		ORIG APPROPRIATION	TRANSFER	REVISED APPROP	YTD CREDIT	YTD EXPENDED	ENCUMBERED	BALANCE	%EXP
Object 111	SALARIES, CERTIFIED	\$17,512,608.00	\$0.00	\$17,512,608.00	\$0.00	\$17,451,133.52	\$0.00	\$61,474.48	99.65%
Object 112	SALARIES, SUPPORT	\$5,601,473.20	\$0.00	\$5,601,473.20	\$32,910.72	\$6,004,055.73	\$0.00	(\$309,671.81)	105.53%
Object 121	TEMP PAY CERT PERSONNEL	\$415,000.00	\$0.00	\$415,000.00	\$3,695.00	\$534,346.96	\$0.00	(\$115,651.96)	127.87%
Object 122	TEMP PAY SUPPT PERSONNEL	\$254,000.00	\$0.00	\$254,000.00	\$0.00	\$335,427.17	\$0.00	(\$81,427.17)	132.06%
Object 201	BLUE CROSS/MAJ.MEDICAL	\$6,109,058.30	\$0.00	\$6,109,058.30	\$1,629,176.15	\$6,292,990.11	\$0.00	\$1,445,244.34	76.34%
Object 203	LIFE INSURANCE	\$31,801.99	\$0.00	\$31,801.99	\$0.00	\$36,656.29	\$0.00	(\$4,854.30)	115.26%
Object 204	UNEMPLOYMENT COMPENSTN	\$120,000.00	\$0.00	\$120,000.00	\$0.00	\$95,395.78	\$0.00	\$24,604.22	79.50%
Object 205	WORKER'S COMPENSATION	\$500,000.00	\$0.00	\$500,000.00	\$45,603.77	\$458,333.37	\$0.00	\$87,270.40	82.55%
Object 206	CITY RETIREMENT PLAN	\$703,000.00	\$0.00	\$703,000.00	\$6,358.98	\$695,237.04	\$0.00	\$14,121.94	97.99%
Object 207	FICA EMPLOYER'S SHARE	\$1,075,000.00	\$0.00	\$1,075,000.00	\$1,335.53	\$1,205,664.92	\$0.00	(\$129,329.39)	112.03%
Object 208	SEVERANCE PAY	\$100,000.00	\$0.00	\$100,000.00	\$0.00	\$42,031.96	\$0.00	\$57,968.04	42.03%
Object 209	MEDICARE REIMBURSEMENT	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$17,725.08	\$0.00	(\$7,725.08)	177.25%
Object 323	CONTRACT.HEALTH SERVICE	\$1,240,463.00	\$0.00	\$1,240,463.00	\$0.00	\$842,950.38	\$0.00	\$397,512.62	67.95%
Object 330	PROFESSIONAL SERVICES	\$203,512.00	(\$6,800.00)	\$196,712.00	\$12,673.25	\$239,631.91	\$0.00	(\$30,246.66)	115.38%
Object 333	CONTR TRANS-FIRST STUDENT	\$3,464,950.10	(\$399,999.99)	\$3,064,950.11	\$90,830.29	\$3,471,619.67	\$0.00	(\$315,839.27)	110.30%
Object 410	PUBLIC UTILITIES	\$908,091.06	\$0.00	\$908,091.06	\$0.00	\$937,660.85	\$0.00	(\$29,569.79)	103.26%
Object 431	CONTRACT REPAIRS BLDGS.	\$190,955.00	\$0.00	\$190,955.00	\$362.00	\$163,818.49	\$0.00	\$27,498.51	85.60%
Object 510	SPED CONTRACTED TRANS	\$2,094,075.00	\$718,150.00	\$2,812,225.00	\$0.00	\$3,447,582.29	\$0.00	(\$635,357.29)	122.59%
Object 520	PROPERTY INSURANCE	\$337,856.09	\$0.00	\$337,856.09	\$0.00	\$334,844.40	\$0.00	\$3,011.69	99.11%
Object 521	LIABILITY INSURANCE	\$47,080.00	\$0.00	\$47,080.00	\$0.00	\$0.00	\$0.00	\$47,080.00	0.00%
Object 530	TELEPHONE	\$95,632.00	\$0.00	\$95,632.00	\$4,142.30	\$103,741.26	\$0.00	(\$3,966.96)	104.15%
Object 531	ADVERTISING	\$10,000.00	\$0.00	\$10,000.00	\$100.00	\$1,665.81	\$0.00	\$8,434.19	15.66%
Object 532	METERED POSTAGE	\$25,000.00	(\$8,500.00)	\$16,500.00	\$63.62	\$12,979.15	\$0.00	\$3,584.47	78.28%
Object 560	TUITION PAYMENTS	\$31,306,340.65	(\$275,000.00)	\$31,031,340.65	\$1,433,250.29	\$33,723,915.26	\$0.00	(\$1,259,324.32)	104.06%
Object 580	REIMBURSABLE EXPENSES	\$30,975.00	\$0.00	\$30,975.00	\$119.80	\$29,436.32	\$0.00	\$1,658.48	94.65%

## Norwich Public Schools

		ORIG APPROPRIATION	TRANSFER	REVISED APPROP	YTD CREDIT	YTD EXPENDED	ENCUMBERED	BALANCE	%EXP
Object 590	OTHER PURCH SERVICES	\$2,057,859.59	\$363,000.00	\$2,420,859.59	\$202,568.86	\$2,344,989.08	\$0.00	\$278,439.37	88.50%
Object 592	ADULT EDUCATION	\$159,918.00	\$0.00	\$159,918.00	\$10,054.28	\$195,292.49	\$0.00	(\$25,320.21)	115.83%
Object 593	MAINTENANCE SERVICES	\$386,111.00	\$0.00	\$386,111.00	\$22,150.00	\$315,805.59	\$0.00	\$92,455.41	76.05%
Object 594	FINANCIAL SERVICES	\$43,000.00	\$0.00	\$43,000.00	\$0.00	\$46,601.19	\$0.00	(\$3,601.19)	108.37%
Object 611	INSTRUCTIONAL SUPPLIES	\$297,587.00	(\$75,000.00)	\$222,587.00	\$5,459.13	\$103,739.54	\$0.00	\$124,306.59	44.15%
Object 612	HEALTH SUPPLIES	\$14,000.00	(\$1,100.00)	\$12,900.00	\$0.00	\$10,462.05	\$0.00	\$2,437.95	81.10%
Object 613	MAINTENANCE SUPPLIES	\$65,375.00	\$0.00	\$65,375.00	\$165.39	\$48,739.06	\$0.00	\$16,801.33	74.30%
Object 614	CUSTODIAL SUPPLIES	\$120,000.00	\$0.00	\$120,000.00	\$0.00	\$107,919.67	\$0.00	\$12,080.33	89.93%
Object 620	HEATING EXPENSES	\$583,860.01	\$0.00	\$583,860.01	\$0.00	\$441,251.65	\$0.00	\$142,608.36	75.57%
Object 627	FUEL	\$582,818.00	(\$200,000.01)	\$382,817.99	\$0.00	\$430,229.24	\$0.00	(\$47,411.25)	112.38%
Object 641	TEXTBOOKS	\$20,000.00	\$0.00	\$20,000.00	\$0.00	\$13,636.32	\$0.00	\$6,363.68	68.18%
Object 642	LIBRARY SUPPLIES/MTRLs.	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$22,698.25	\$0.00	\$2,301.75	90.79%
Object 690	OTHER SUPPLIES & MATERIALS	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$838.44	\$0.00	\$4,161.56	16.77%
Object 692	OFFICE SUPPLIES	\$58,932.00	(\$10,000.00)	\$48,932.00	\$17,407.54	\$48,608.32	\$0.00	\$17,731.22	63.76%
Object 694	PROFESSIONAL MATERIALS	\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$1,683.24	\$0.00	\$1,316.76	56.11%
Object 720	CAPITAL PROJECTS	\$150,000.00	\$0.00	\$150,000.00	\$0.00	\$74,683.45	\$0.00	\$75,306.55	49.80%
Object 730	INSTRUCT. EQUIP. REPAIR	\$3,400.00	\$0.00	\$3,400.00	\$0.00	\$1,303.98	\$0.00	\$2,096.02	38.35%
Object 731	INSTRUCTIONAL EQUIPMENT	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$532.25	\$0.00	\$4,467.75	10.65%
Object 734	TECHNOLOGY EQUIPMENT	\$30,000.00	\$0.00	\$30,000.00	\$0.00	\$71.40	\$0.00	\$29,928.60	0.24%
Object 735	SOFTWARE LICENSING	\$200,000.00	(\$80,000.00)	\$120,000.00	\$29.00	\$51,646.97	\$0.00	\$68,382.03	43.01%
Object 736	MAINT VEH/EQUIP REPAIR	\$24,250.00	\$0.00	\$24,250.00	\$2,788.26	\$104,911.60	\$0.00	(\$77,873.34)	421.13%
Object 739	OTHER EQUIPMENT	\$32,188.00	\$0.00	\$32,188.00	\$1,849.61	\$13,312.71	\$0.00	\$20,724.90	35.61%
Object 810	DUES & SUBSCRIPTIONS	\$30,130.00	(\$24,750.00)	\$5,380.00	\$0.00	\$9,583.56	\$0.00	(\$4,203.56)	178.13%
Fund 01	GENERAL FUND	\$77,284,299.99	\$0.00	\$77,284,299.99	\$3,583,093.77	\$80,867,393.77	\$0.00	(\$0.01)	100.00%

01	GENERAL FUND	OBJECT SUMMARY							12/4/2018 9:01:04 AM
		Norwich Public Schools							
		ORIG APPROPRIATION	TRANSFER	REVISED APPROP	YTD CREDIT	YTD EXPENDED	ENCUMBERED	BALANCE	%EXP
		\$77,284,299.99	\$0.00	\$77,284,299.99	\$3,583,093.77	\$80,867,393.77	\$0.00	(\$0.01)	100.00%
		Grand Total for Report							



# SPED Contracted Services and Tuition Report

FY 2018-2019

As of December 1, 2018

Account 560	Budgeted	Expended	Projected	Credit	Difference
Tuition In-State Public	\$ 3,270,432.00	\$ 2,853,757.03	\$ 1,493,932.68	\$ 945.00	\$ (1,076,312.71)
Tuition In-State Non-Public	\$ 5,581,442.00	\$ 2,122,203.32	\$ 67,794.43	\$ -	\$ 3,391,444.25
Tuition Out of State Public	\$ 25,000.00	\$ -	\$ -	\$ -	\$ 25,000.00
Tuition Out of State Non-Public	\$ 41,202.00	\$ 14,242.80	\$ 7,993.40	\$ -	\$ 18,965.80
NFA Special ED. Tuition	\$ 4,630,859.00	\$ 496,672.00	\$ 3,973,376.00	\$ -	\$ 160,811.00
Ledyard SPED Tuition	\$ 50,000.00	\$ -	\$ -	\$ -	\$ 50,000.00
Ledyard VOAG SPED	\$ 50,000.00	\$ -	\$ -	\$ -	\$ 50,000.00
TOTALS for Tuition	\$ 13,648,935.00	\$ 5,486,875.15	\$ 5,543,096.51	\$ 945.00	\$ 2,619,908.34
GRAND TOTAL	\$ 14,731,935.00	\$ 5,609,596.91	\$ 5,556,006.77	\$ 945.00	\$ 3,567,276.32

# SPED Contracted Services and Tuition Report

FY 2018-2019

As of December 1, 2018

Account 323	Budgeted	Expended	Projected	Credit	Difference
Extended School Year	\$ 80,000.00	\$ 79,465.36	\$ -	\$ -	\$ 534.64
Speech Services - Public	\$ 90,000.00	\$ 7,250.00	\$ -	\$ -	\$ 82,750.00
Health Services - OT	\$ 200,000.00	\$ -	\$ 26,572.50	\$ -	\$ 173,427.50
Health Services - PT	\$ 100,000.00	\$ 39,995.00	\$ 5,890.00	\$ -	\$ 54,115.00
Contract Services - Evals	\$ 85,000.00	\$ 64,295.64	\$ 2,095.00	\$ 3,145.50	\$ 21,754.86
Audiological Services	\$ 50,000.00	\$ 14,407.62	\$ 3,570.00		\$ 32,022.38
Contracted Services	\$ 283,000.00	\$ 38,918.91	\$ -	\$ -	\$ 244,081.09
Contracted Services - IDCS	\$ 195,000.00	\$ -	\$ 1,147.50		\$ 193,852.50
					\$ -
TOTALS for Contract Serv.	\$ 1,083,000.00	\$ 244,332.53	\$ 39,275.00	\$ 3,145.50	\$ 796,246.97

# The Connecticut Next Generation ACCOUNTABILITY SYSTEM



CONNECTICUT STATE DEPARTMENT OF EDUCATION

In Connecticut, we believe all students have the ability to learn, grow and rise to the challenge of high expectations. The Connecticut Next Generation Accountability System helps us deliver on our promise of a high quality education for all by creating a more comprehensive, holistic picture of how our students and schools are performing.

**Q: What is the Connecticut Next Generation Accountability System?**

**A:** Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. The system moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

**Q: What has changed since the previous accountability system?**

**A:** There are two main differences with this accountability system, initially implemented in March 2016. First, in addition to measuring academic achievement, this system also focuses on student growth over time. Measuring growth provides a more accurate picture than just looking at a snapshot in time of student performance. The second big change is that this accountability system includes additional key indicators, such as chronic absenteeism, physical fitness and arts access. Research tells us that students who attend school on a daily basis and maintain a healthy lifestyle are more likely to graduate and succeed in college. Access to an engaging arts curriculum creates a more well-rounded educational experience.

**Q: What are the 12 indicators?**

- A:**
1. Academic achievement status measured by state assessments
  2. Academic growth
  3. Assessment participation rate
  4. Chronic absenteeism
  5. Preparation for postsecondary and career readiness – coursework
  6. Preparation for postsecondary and career readiness – exams
  7. Graduation – on track in ninth grade
  8. Graduation – four-year adjusted cohort graduation rate – all students
  9. Graduation – six-year adjusted cohort graduation rate – high needs
  10. Postsecondary entrance rate – all students (college enrollment)
  11. Physical fitness
  12. Arts access

**Q: How do we use the accountability system?**

**A:** The Next Generation Accountability System helps us measure school and district success toward the goal of providing every student a quality education that prepares him or her for success down the road. Each school receives a score calculated using a formula that incorporates the accountability system indicators. There is a tiered system of resources and supports for schools based on their

*continued on next page*

# The Connecticut Next Generation Accountability System



score. Schools with low student performance and a low accountability score could be designated turnaround schools, meaning they would have to create and implement a plan for accelerating school improvement.

**Q: Will the accountability system help Connecticut close its achievement gap?**

**A:** Yes. A key feature of the system is that it separates data for high-needs subgroups of students. That gives us a better idea of how students living in poverty, students who have disabilities and students learning English are performing in school and how we can better support them on the path to success.

**Q: How does the accountability system strengthen transparency in school performance?**

**A:** As part of the Next Generation Accountability System, schools receive a report that provides a picture of how the school measures up on all 12 of the indicators. The data are easily searchable and provide a more comprehensive, holistic picture of student and school performance.

**Q: Who created the accountability system? Was it a collaborative process?**

**A:** For two years, the Connecticut State Department of Education actively sought feedback regarding the accountability system from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others. The "next generation" system is a direct result of this extensive consultation process.

**Q: Where can I get more information?**

**A:** To learn more about the Connecticut Next Generation Accountability System, visit the [Performance and Accountability](#) section of the State Department of Education's website.



# Connecticut State Department of Education

## Important Information Regarding the Every Student Succeeds Act (ESSA)

### *Connecticut's Consolidated State Plan*

Connecticut's ESSA Consolidated State Plan was approved on August 15, 2017 and is built upon the goals and promises of the State Board of Education's 2016-2021 Comprehensive Plan. In this plan, we build upon the vision set forth in Governor Malloy's 2012 education reform, as well as the progressive improvements gained in the 2012 and 2015 NCLB Flexibility Requests.

ESSA Title	Consolidated State Plan Components
<b>Title I: Improving Basic Programs</b>	<ol style="list-style-type: none"> <li>1. Long Term Goals: We have embraced three long term goals that focus on steady and sustained growth toward critical targets that will ensure student success. We use a statistically sound model of measuring student growth on academic assessments, as well as monitor for sustained improvements in graduation rates for all students and improved English language proficiency rates for Connecticut's English learners.</li> <li>2. Rigorous Academic Standards and Assessments: We will continue the work of implementing the college and career ready standards in English language arts, Mathematics, Science, Social Studies, and English Language Proficiency (for English learners) and the Arts adopted by our board, beginning in 2010. We will continue to build expertise and instructional excellence among all CT teachers in implementing these rigorous standards.</li> <li>3. Next Generation Accountability System: Connecticut embraces a holistic accountability system that meaningfully differentiates the performance of schools using twelve indicators that go well beyond just test scores. This system has been used as a model for other states.</li> <li>4. School Improvement Efforts directed toward:               <ol style="list-style-type: none"> <li>A. Comprehensive Support and Improvement Schools:                   <ul style="list-style-type: none"> <li>o Lowest-performing 5% of Title I schools on state accountability index;</li> <li>o High schools with &lt;67% graduation rates; and</li> <li>o Schools with underperforming subgroups that do not improve after a state-determined number of years.</li> </ul> </li> <li>B. Targeted Support and Improvement Schools:                   <ul style="list-style-type: none"> <li>o Schools with consistently underperforming subgroups, as defined by the state.</li> </ul> </li> </ol> </li> <li>5. Supportive and Accountable School Improvement System: The CSDE has developed a supportive, transparent and accountable system and timeline to help Title I schools reach their long term goals set forth in the CT ESSA Consolidated State Plan. Key features of the system include:               <ul style="list-style-type: none"> <li>• A single, integrated electronic application/resource platform for districts, reducing burdensome tasks/paperwork. Launching in September 2017.</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• A tiered, differentiated support system, directing CSDE resources to the districts where they are needed most.</li> <li>• CSDE cross-divisional teams with an array of expertise deployed to support our neediest districts.</li> <li>• Five year formula "School Improvement Grants" directed to schools with the greatest challenges.</li> <li>• New CSDE created ESSA Resources such as "Evidence-based Practice Guides" focused on combating persistent challenges and the Early Indication Tool which uses data to help school and district staff identify which of their students need supports that can be funded under ESSA.</li> </ul>
<b>Title II: Preparing, Training &amp; Recruiting High- Quality Teachers and Leaders</b>	<ol style="list-style-type: none"> <li>1. Due to the federal Title II formula change, CT will lose approximately five million dollars in Title II funding over the next six years. Our 2016-17 funding level is \$21,204,528, with school and district allocations ranging from \$323 to \$2,843,692.</li> <li>2. The CSDE will continue to utilize the minimum allowable funds to administer the grant and conduct critical statewide activities. We will not invest in any additional statewide programming allowed under ESSA because it would further reduce Title II funding levels to districts.</li> <li>3. The CSDE will continue the work of Title II, directing our energies toward: <ul style="list-style-type: none"> <li>A. Expansion of our workforce to include racially, ethnically, and linguistically diverse educators, representative of our local and global society;</li> <li>B. Recruitment of educators into critical subject shortage areas such as science, math, and special education; and</li> <li>C. Modernization of our certification system by reducing barriers, streamlining procedures, and adopting flexible pathways to teaching that attract high quality, diverse candidates entering their first or second career.</li> </ul> </li> </ol>
<b>Title III: Language Instruction for English Learners &amp; Immigrant Students</b>	<ol style="list-style-type: none"> <li>1. In 2016, the CT State Board of education adopted the Connecticut English Language Proficiency (CELP) Standards aligned to subject area college and career ready standards. We continue the work of training and supporting our educators to effectively support and advance English learners.</li> <li>2. In 2015, the CSDE began using and funding an English Language Proficiency (ELP) Assessment aligned to our subject area college and career ready standards for every English Learner in Connecticut.</li> <li>3. The CSDE has always provided definitive guidance to districts on entrance and exit criteria for students receiving English as a Second Language services. Under ESSA, we will now establish and implement mandatory, standardized statewide entrance and exit procedures.</li> </ol>
<b>Title IV: Twenty- first Century Schools</b>	<ol style="list-style-type: none"> <li>1. Part A: New, "Student Support and Academic Enrichment Grants" is, as yet, unfunded. <ul style="list-style-type: none"> <li>○ If funded, districts may use these allocations for individual student supports including counseling, rigorous coursework, credit recovery, etc.</li> <li>○ Schools may also fund parent engagement activities, school safety, and climate initiatives. The CSDE would fund the development and training in the Early Indication Tool.</li> </ul> </li> <li>2. Part B: Currently funds statewide "After School Learning Centers" totaling approximately \$8.5M.</li> </ol>

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