

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Policy Committee of the  
Trumbull Board of Education  
Regular Meeting

Tuesday, March 7<sup>th</sup>, 2023-- 5:30p.m.

Agenda

- I. Call to Order/Introduction
- II. Correspondence/Public Comment
- III. Approval/Minutes – 1/24/2023
- IV. New Business
  - a. Act Concerning Children’s Mental Health – Revise Attendance Policies
    - i. 5113.1 Attendance Grades K-8
    - ii. 5113 High School Attendance and Credit Loss
  - b. Act Concerning Childhood Mental & Physical Health in Schools
    - i. 5144.4 Physical Education and Discipline of Students

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT  
Policy Committee of the  
Trumbull Board of Education Regular Meeting

Tuesday, October 18, 2022– 5:30 p.m.

MINUTES

- I. Call to Order/Introduction – The meeting was called to order by Mr. Gallo at 5:34 p.m.

Members Present

T. Gallo, Chair of Policy, Vice-Chairman of BOE  
M. Petitti, BOE Member  
A. Squicciarro, BOE Member  
Nick Banks, TEA representative  
Paul Coppola, TAA representative  
Camila Turrieta, parent representative  
Tarice Gray, parent representative  
Brian O’Conner, parent representative  
Mike Ward, community representative  
R. Kode, student representative  
S. Iwanicki, Ed.D., administrative designee

Members Absent

Tara Chaudhary, parent representative  
C. Wright, student representative

- II. Correspondence / Public Comment –Mr. Gallo indicated that he had not received any specifically for this policy meeting, nor had TPS administration.
- III. Approval/Minutes – Mr. Gallo motioned to approve the Minutes of the 10/18/2022. Mrs. Squicciarro seconded. The motion passed.
- IV. New Business
- a. Introduction and Getting to Know New Members – Each of the members shared a little bit about themselves and their purpose for being a part of the committee. New members and their roles were also shared.

<b>New Member</b>	<b>Role</b>	<b>Representation</b>
Camila Turrieta	Parent/Guardian Representative	Elementary School Parent
Tarice Gray	Parent/Guardian Representative	Middle School Parent
Tara Chaudhary	Parent/Guardian Representative	High School Parent
Mike Ward	Community Representative	Trumbull Community Member
Brian O’Connor II	Community Representative	Trumbull Community Member

Board members began.

- Mr. Gallo has been a teacher in Wilton, 28 years this year. He has been the BOE. Chair of Policy for three and a half years. He is dedicated to the Board because both of his children went through the system and this gives him an opportunity to give back.
- Mrs. Squicciarro shared that she serves on the Board because she wants to support her daughter to continue to get the high-quality education her family moved to Trumbull to benefit from. She is a lawyer that works with policy.
- Mrs. Petitti shared taught for almost 40 years in Bridgeport. This is her 7th year on the Board and this is a chance to give back.

Our student representative, Reshma Kode introduced herself and shared that she is a senior at THS and also here as a way to give back and gain the experience.

Next new members shared.

- Mrs. Turrieta introduced herself and has children here in TPS and has served in the federation of airline pilots. She has driven policy at national and international levels. She is passionate about policy which started when she was an insurance underwriter. She is thankful to be a part of this committee.
- Mr. O'Connor II, shared that he is a member of the Trumbull Volunteer Fire Department, and a perpetual volunteer in Trumbull. He works for one of the largest life insurance companies in the world and has many experiences to offer the committee.
- Mr. Ward shared that he has been the principal of several elementary schools in town and retired after 43 years. He also served on the Board for 18 years. He is on several community committees and is excited to continue to help as a Policy Committee member.
- Mrs. Gray has done a lot of policy and community work. She is invested in Policy inspired by advocating for her daughter as well as CONNECT, a state organization. She works as a Chief Storyteller during the day.

TPS Employees also shared.

- Nick Banks, is celebrating his 25th year in education and the TEA Representative. He has served in the past as well.
- Mr. Coppola is the assistant principal at Madison Middle School where he has served the past 7 years. He was a social studies teacher for 10 years before that. His role is to bring the administrative lens to our committee. The work impacts our day-to-day job as well as that of our colleagues.
- Dr. Iwanicki has worked at a number of different districts and this is her 26<sup>th</sup> year in education. She spent over a decade as a classroom teacher before various administrative roles at both the school and district levels. She remains dedicated to the Policy committee as it provides accountability and expectations that guide the important necessary to meet the educational needs of our students.

The committee represents a diverse group to consider and inform policy through a number of different lenses.

- b. Review of Policy Committee Procedures. Mr. Gallo and Dr. Iwanicki gave a brief overview of the procedures for setting and revising policies. The Connecticut Association of Boards of Education (CABE) sends newsletters which highlight needed policies for revision by law, as well as those for consideration. Additionally, legal briefs are sometimes sent to the school district. Other times, TPS employees may find a need for a revision. Dr. Iwanicki brings to the committee for review. Revisions are made by the committee. Board members from the Policy Committee then vote to bring to the policy to full Board for consideration. Dr. Iwanicki prepares a presentation for the Board that accompanies the policy. The Board reviews policies in a 1st reading and after 2nd reading, approves, denies, or asks for more steps.
- c. Policy Committee Meeting dates for the 2023 year were also discussed. In addition to the January meeting, the Policy Committee plans to meet in 3/7/2023, 5/2/2023, 8/22/2023, and 10/17/2023
- d. Upcoming Policies. Dr. Iwanicki shared that policies regarding Green Cleaning and Facilities. Use will more than likely be on the March agenda.

#### Adjournment

Mr. Gallo moved to adjourn the meeting at 6:30 p.m.; Mrs. Petitti seconded.

TRUMBULL PUBLIC SCHOOLS  
BOARD OF EDUCATION  
POLICY MANUAL

SECTION: **5000**  
CATEGORY: **Students**  
POLICY CODE: **5113.1/Attendance Grades K-8**

**ATTENDANCE GRADES K-8**

**Policy Statement**

The Trumbull Board of Education believes that regular school attendance is essential for an effective and productive learning experience. The sequential presentation of school learning requires a continuity of instruction. The maximum benefits for each individual child can be achieved only from participation and interaction in daily activity.

The Connecticut General Statutes, Sections 10-184, 10-186, and 10-210, require students over five (5) and under eighteen (18) years of age to attend school on a regular basis. The primary responsibility for adherence to regular attendance rests with the student's parent/guardian and the individual student. The District will comply with Connecticut State Statutes related to compulsory school attendance.

The Board of Education recognizes that students may occasionally miss school for entirely legitimate reasons. Absences that occur for no legitimate reason or with no notification to the school will warrant appropriate follow-up action by the school.

The Board of Education believes that family vacations should not take place when school is in session.

In accordance with Connecticut General Statutes, "absence" means an excused absence, unexcused absence, or disciplinary absence, as those terms are defined by the Connecticut State Board of Education. For purposes of this definition, a student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., a field trip), for at least half of the school day.

The Trumbull Board of Education recognizes the importance of early intervention for students exhibiting truancy behavior, and for that purpose distinguishes between "excused absences" and unexcused absences" as follows:

A student's absence from school shall be considered "excused" if documentation of the reason for the absence has been submitted. Documentation must include the student's name, date(s) of absence, and reason for the absence along with a daytime phone number where a parent/guardian can be reached for verification. Documentation must be submitted within ten (10) school days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets the following criteria:

- For absences one (1) through nine (9) in a school year, a student's absences from school are considered excused when the student's parent/guardian approves such absence and submits appropriate documentation;
- For the tenth (10th) absence and all absences thereafter in a school year, a student's absences from school are considered excused for the following reasons: student

illness if verified by an appropriately licensed medical professional; student's observance of a religious holiday; death in the student's family or other emergency beyond the control of the student's family; to attend to a student's emotional and psychological well-being in lieu of attending school (two nonconsecutive days may be taken for this reason); mandated court appearance if supported by appropriate additional documentation; the lack of transportation that is normally provided by a district other than the one the student attends; or extraordinary educational opportunities pre-approved by District administrators in accordance with Connecticut State Department of Education guidelines.

A student, age five to eighteen, inclusive, whose parent/guardian is an active duty member of the armed forces, as defined in Connecticut General Statutes § 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year. In the case of excused absences pursuant to this paragraph, such student and parent/guardian shall be 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 such student prior to his/her return to school from such period of excused absence.

A student's absence from school shall be considered "unexcused" if it does not meet the criteria to be considered an "excused" absence and if it is not the result of school or District disciplinary action.

Based on the definitions above, a "truant" is a child age five to eighteen, inclusive, who has four (4) unexcused absences in one month, or ten (10) unexcused absences in one year.

Based on the definitions above, a "chronically absent" student is a child who has accumulated a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.

Adopted: 7/9/1985  
Revised: 1988, 2/1992, 2/23/1993,  
6/1993, 11/22/1994, 12/1997,  
11/10/2015, 2/13/2018, 8/28/2018,  
3/26/2019, 7/9/2019, 5/3/22. 3/

#### References

- Connecticut Public Act 17-14, "An Act Implementing the Recommendations of the Department of Education"
- [Connecticut Public Act 22-47, "An Act Concerning Children's Mental Health"](#)
- Connecticut General Statutes §10-184, 10-186, 10-198a, 10-198b, 10-198c, 10-198d, 10-210, 27-103, 46b-149
- Connecticut State Department of Education, "Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention"

## **5113.1/Attendance Grades K-8**

- Connecticut Public Act 21-46, “An Act Concerning Social Equity and the Health Safety and Education of Children”
- Trumbull Board of Education Policy Code 5131: Student Standard of Conduct
- Trumbull Board of Education Policy Code 6115.1: Protected Prayer
- Trumbull Board of Education Policy Code 6173: Homebound and Hospitalized Instruction

**Regulations**

I. General Regulations for Student Attendance

1. Each school will record and maintain all student attendance and tardiness information.
2. It is the responsibility of a parent/guardian to report his/her child's absence to the school each day by calling the school's office prior to 9:00 a.m. that day by:
  - a) telephoning the school secretary or school nurse;
  - b) e-mailing the school secretary or school nurse; or
  - c) speaking to the school secretary or school nurse in person.
3. Each school will keep close contact with parents/guardians of students having difficulty with attendance and shall make parents/guardians aware of the importance of regular school attendance. Both the home and school should work cooperatively to achieve this end.
4. Each school will record if an absence is excused or unexcused. The principal or school nurse may request additional information regarding a student's absence. A parent/guardian may request reconsideration of the recording of an excused or unexcused absence in accordance with the attendance guidelines of the Connecticut State Board of Education.
5. When an absence occurs, the student will be given sufficient opportunity to make up any missed work. Teachers are not required to provide tutoring for make-up work caused by family vacations when school is in session. If special help or tutoring is needed as a result of such absences, any cost incurred is the responsibility of the parent/guardian, not the District.
6. A student returning to school after a hospitalization must present a note from the physician regarding the hospitalization. The note should also state in detail any physical limitations, treatment programs, or medication changes. A change in his/her Individualized Education Plan (IEP) or Individual Health Care Plan (IHCP) may be required upon re-entry to school. Therefore, a full disclosure by the student's physician is necessary to ensure the well-being of the student.

II. Regulations for Determining Truancy

1. The school principal and/or his/her designee will hold a meeting with the parent/guardian of a child who is a "truant" or a "chronically absent" student as defined above. Such meeting will be held no later than ten (10) school days after the student's designation as "truant" or "chronically absent" based upon the definitions articulated earlier in this policy.
2. Whenever a student enrolled in school in grades K-8 fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the student's parent/guardian (or other person having control of the student) is aware of the child's absence, a reasonable effort to notify, by the automated calling system, the parent (or such other person) shall be made by the school personnel. Such notice shall include a warning that two (2) unexcused absences from school in a month or five (5) unexcused absences in a school year may result in a complaint filed with the Youth

Service Bureau or similar community-based service pursuant to Connecticut State Statutes §§10-19m alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.

3. A Planning and Placement Team meeting will be convened to determine the appropriateness of a special education evaluation of the truant or chronically absent student. In addition, there will be consideration of referral to the school's Early Intervention Team (EIT).
4. The school system will coordinate services with community agencies and referrals of truant and chronically absent students to agencies providing child and family services.
5. The school system will provide notice to the parents/guardian of information concerning the 2-1-1 Infoline and other pediatric mental and behavioral health screening sources and tools provided by the State Department of Education.

### III. Chronic Absenteeism Prevention and Intervention

1. The Board, in compliance with State statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:
  - a) A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
  - b) A team for a school must be established when the school chronic absenteeism rate is 15 percent or higher.
  - c) A team for either the District or each school must be established when (i) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher; or (b) the District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.
2. 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/guardians. Each established attendance review team shall meet at least monthly.
3. The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education.
4. The District shall annually report to the Connecticut State Department of Education data pertaining to truant and chronically absent children in schools under its jurisdiction.
5. The District shall ensure that any school with a disproportionately high rate of truancy will adopt and implement a truancy intervention model developed by the Connecticut State Department of Education.

### IV. Extraordinary Educational Opportunities



**5113.1/Attendance Grades K-8**

1. An extraordinary educational opportunity is defined as an opportunity: (a) with a learning objective related to the particular student's coursework or plan of study; (b) not ordinarily available to the particular student; (c) appropriate to the age, grade, and development of the particular student; and (d) with content highly relevant to the particular student. The opportunity must come at no cost to the District.
2. A request for the approval of an extraordinary educational opportunity must be submitted in advance in writing, with the signature of the student and his/her parent(s)/guardian(s), to the appropriate building principal. The request must detail how the opportunity meets the criteria outlined above. All relevant documentation must be attached.
3. The decision to approve, or not approve, an extraordinary educational opportunity will be put in writing by the school principal after consultation with the Superintendent and/or his designee, and may be subject to withdrawal based on conditions outlined in the approval. Each request will be considered on a case-by-case basis and will set no precedent for the particular student or for other students.

**5113/High School Attendance / Loss of Credit**

TRUMBULL PUBLIC SCHOOLS  
BOARD OF EDUCATION  
POLICY MANUAL

SECTION: **5000**  
CATEGORY: **Students**  
POLICY CODE: **5113/High School Attendance /  
Loss of Credit**

**HIGH SCHOOL ATTENDANCE / LOSS OF CREDIT**

**Policy Statement**

The Trumbull Board of Education believes that regular school attendance is essential for an effective and productive learning experience. The sequential presentation of school learning requires a continuity of instruction. The maximum benefits for each individual child can be achieved only from participation and interaction in daily activity.

Regular school attendance is both encouraged and mandated. The primary responsibility for adherence to regular attendance rests with the student's parents/guardians and the individual student. The District will comply with Connecticut State Statutes related to compulsory school attendance.

The Connecticut General Statutes requires students over five and under eighteen years of age to attend school on a regular basis, unless (1) they graduate from high school or (2) their parents/guardians consent to the youngster leaving school at age seventeen. The student's parent/guardian must appear at the high school to sign a form for withdrawing the student from school. The District will provide the parent/guardian with information about educational options available in the school system and in the community.

Trumbull Public Schools recognizes that students may occasionally miss school or class for legitimate reasons. These reasons, when documented by a parent/guardian/school administrator/physician, will be reviewed and may be taken into consideration when a student's absences become excessive.

Excessive absences will warrant appropriate follow-up action by the school and may lead to loss of credit.

The Board of Education strongly believes that family vacations should not take place when school is in session.

Adopted: 7/26/1988  
Revised: 7/18/1989, 11/22/1994,  
10/8/1998, 7/16/2002, 9/7/2004,  
7/14/2009, 6/6/2012, 9/4/2012,  
8/6/2013, 2/13/2018, 8/28/2018,  
3/26/2019, 7/9/2019, 5/3/2022

References

- Connecticut Public Act 17-14, “An Act Implementing the Recommendations of the Department of Education”
- **Connecticut Public Act 22-47, “An Act Concerning Children’s Mental Health”**
- Connecticut General Statutes §§10-184, 10-186, 10-198a, 10-198b, 10-198c, 10-198d, 10-210, 27-103, 46b-149
- Connecticut State Department of Education, “Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention”
- Connecticut Public Act 21-46, “An Act Concerning Social Equity and the Health Safety and Education of Children”
  
- Trumbull Board of Education Policy Code 5131: Student Standard of Conduct
- Trumbull Board of Education Policy Code 6115.1: Protected Prayer
- Trumbull Board of Education Policy Code 6173: Homebound and Hospitalized Instruction

**Regulations**

The high school attendance policy follows the Response to Intervention (RTI) formula to offer a tiered approach to attendance monitoring and behavior correction. Each time a student reaches the next attendance threshold, more faculty members become involved in informing the student and the parent of the upcoming consequences and changing the student's behavior. The formal notification process will be supplemented with daily calls through an automated calling system to the homes of absent students. Additionally, schools may request a meeting with families to discuss interventions which may assist in preventing absenteeism. A pattern of absenteeism may also trigger referral to the Youth Service Bureau or a similar community-based service as outlined in Connecticut State Statutes §§10-198a., 10-19m, and 46b-149.

Annually at the beginning of the school year, and upon any enrollment during the school year, parents/guardians will be notified of their obligations pursuant to student attendance. (Please see Student Handbook, [www.trumbullps.org](http://www.trumbullps.org), under "Trumbull High School.")

I. Regulations for THS Attendance toward Course Credit

A. General Principles

- Communication is essential for success in teaching and learning.
- Student seat time is important to learning.
- Intentionally missing class will incur penalties and affect grades.
- Attendance issues need to be resolved as soon as possible, but no later than one school day after the student's return to school.
- Attendance will be taken by teachers in each period of the day; however, attendance calls to students' homes will be based upon attendance in the designated official attendance period.

Classroom (period) attendance will be recorded electronically by the teacher. It is the student's responsibility to notify his/her teacher when the student will be absent from class and arrange to make up missed work if the absence has been verified by a parent/guardian to the appropriate House Office within one school day of the student's return.

B. Parent/Guardian Responsibility

It is the responsibility of the parent/guardian to monitor his/her child's attendance via the District parent portal at [www.trumbullps.org](http://www.trumbullps.org), student report card, and/or contacting the student's House Office.

It is the responsibility of the parent/guardian to report his/her child's absence to the school each day by calling the student's House Office between 7:30 a.m. – 9:30 a.m. and speaking with school staff directly or leaving a message on voicemail. Notification must be sent to the student's House Office upon his/her return within one school day after the student has returned from his/her absence. Notification must include the student's name, date(s) of absence, and reason for the absence along with a daytime phone number where a

**5113/High School Attendance / Loss of Credit**

parent/guardian can be reached for verification. In addition, parents/guardians are encouraged to submit official verification of any activity for which verification is required in order for said activity not to count toward the student’s absence bank; see Section I.C.1 below.

**C. Absence Bank**

For each course, students will have an absence bank, consisting of both excused/verified and unexcused/unverified absences, which is a set number of absences before credit is lost in the course.

For all courses, the student will lose the amount of credit designated for that particular course once the absent bank reaches more than 11% of the class meeting days. For example, a student in a one-credit class who has 20 or more absences from class in the absence bank, will lose credit for that course. Please see the chart below for further examples:

<b>Attendance Thresholds</b>	<b>Full Credit Course (1.0)</b>	<b>Half Credit Course (0.5)</b>	<b>Quarter Credit Course (.25)</b>
Number of Classes	181 days	90 days	45 days
Days Missed Threshold 1st Notification (4%)	7 absences	3 absences	2 absences
Days Missed Threshold 2nd Notification (8%)	14 absences	7 absences	4 absences
Days Missed Loss of Credit (11%)	20 absences	10 absences	5 absences

A student who loses credit for a particular course due to excessive absences will need to seek approval from the student’s House Principal and the THS Principal in order to retake said course in summer school.

**1. Exclusions from Absence Bank Calculations**

School-related activities do not count towards the absence bank limit. These include:

- bus delay or failure confirmed by the transportation provider;
- approved field trips, including curricular, cocurricular, and extracurricular trips, as well as athletic and other school-sponsored events;
- extraordinary educational opportunities pre-approved by District administrators in accordance with Connecticut State Department of Education guidelines (see Section IV below)
- meetings with school personnel such as a school nurse, the student’s school counselor, the student’s case manager, etc.; and
- suspension or expulsion from school.

Certain other activities also do not count towards the absence bank limit provided that

official verification is provided to the school. These include:

- college visitations, up to two per year, for 11<sup>th</sup>- and 12<sup>th</sup>-graders (documentation from the college required);
- mandated court appearances (documentation from the court clerk or attorney required);
- death in family (documentation verifying relationship required);
- student illness requiring absence (documentation from treating health care professional required), not including non-illness-related appointments with health care professionals that can be made outside regular school hours; and
- religious observance (documentation of religious observance required)
- mental health days, up to two non-consecutive days, during the school year. Such absence is to permit the student to attend to his/her emotional and psychological well-being in lieu of attending school (documentation from parental/guardian required), such absence(s) shall be identified as a “mental health wellness day.”

A student will be exempt from the absence bank provisions of this policy if it is so noted on the student’s IEP, Section 504, or Individualized Health Care Plan.

## 2. Excused/Verified Absences in the Absence Bank

Absences beyond those in Section I.C.1 above will be considered excused/verified provided that a parent/guardian note is presented to the House Office within the previously mentioned one-school-day timeframe.

Students with excused/verified absences from school or class will be given appropriate opportunity to make up class work they have missed in order to complete curriculum requirements. Failure on the part of the student to complete his/her responsibility in making up missed work will impact his/her grade.

## 3. Unexcused/Unverified Absences in the Absence Bank

Absences beyond those in Section I.C.1 above will be considered unexcused/unverified if a parent/guardian note is not presented to the House Office within the previously mentioned one-school-day timeframe. Class cuts will also count as unexcused/unverified absences. A class cut is defined as any time a student has reported to school but does not report to his/her designated class, and does not have staff permission to be in any other location. Class cuts may not be excused/verified by a parent/guardian phone call or note. Class cuts are subject to disciplinary action as set forth in Board of Education Policy 5131, “Student Standard of Conduct.”

As a result of a class cut or an unexcused/unverified absence, a student will not earn credit for class work/assessments missed and will not be provided makeup privileges.

If unexcused/unverified absences, including class cuts, amount to more than 50% of a student’s total absences, **the student may** not be eligible to retake said course in summer school.

D. Absences and Participation in Extracurricular Activities

Any student who has not reported to school or is not present for at least half of the scheduled school day is considered absent from school. Students who are considered absent from school will not be permitted to participate in any extracurricular activity (e.g., athletic practice, game, rehearsal, performance, etc.). Coaches and advisors will monitor attendance to ensure compliance with this regulation. Exceptions to this policy will be considered by the Principal or his/her designee only upon receipt of a written request from the parent/guardian and will be handled on an individual basis.

E. Tardiness to Class

Students who are tardy (both excused/verified and unexcused/unverified) and miss more than 20% (time) of a class will be marked as absent for the class. This absence will count towards the absence bank, and the excused/verified, unexcused/unverified designation will apply towards determining eligibility for making up work missed. Student tardies that are less than 20% (time) of a class will not count towards the absence bank, but may be considered by the Appeals Board if an appeal for reinstatement of lost credit is made. When students leave school and return to school for any reason, the House Office will note the time on the student's pass back to class so it can be recorded properly in accordance with the 20%-tardy designation. Please see *Student Handbook*, [www.trumbullps.org](http://www.trumbullps.org), under "Trumbull High School" for procedures.

F. Late Arrival/Early Release (grades 11 and 12 only)

Students with assigned study halls either Time Slot 1, 2, 7, or 8 will be excused from school with parental permission and completion of necessary documentation. This privilege may be revoked as a result of disciplinary action or academic need/failure.

G. Early Dismissal

If an early dismissal request is for an excused/verified absence from an instructional period or periods, the student must submit the written request from a parent/guardian to the House Office on or before the day of the request. If the note is not received, the absence will be considered a class cut or an unexcused/unverified absence. The provisions of this section do not apply to early dismissals for unanticipated illness reasons, which should be processed through a school nurse in accordance with Section I.C.1 above.

H. Notification of Potential Loss of Credit

The parent/guardian will receive a formal notification letter from the school upon a student's crossing of each attendance threshold.

- The first notification will be sent once a student has missed 4% of the scheduled class meeting days accumulated to the student's absence bank. See above section 1.C *Absence Bank* for a table with examples.

- The second threshold notification will be sent once a student has missed 8% of the scheduled class meeting days accumulated to the absence bank. See above section 1.C *Absence Bank* for a table with examples.

## I. Appeal Procedure

Once a student loses credit in a course, the student will have the opportunity to appeal the loss of credit through the submission of an appeals packet designed to provide evidence demonstrating that his/her excessive absences were necessary. Whatever is submitted at this time should be supplemental to any documents that were required as per the policy of reporting absences within a one-school-day time period after the student has returned from his/her absence. The completed appeals packet must be received no later than the last class day of the semester in which credit has been lost, unless otherwise notified.

There will be one non-House-specific Appeals Board for the school. The Appeals Board will have five members made up of two general education teachers, one special education teacher, a school counselor, and an administrator. This Appeals Board will review submitted documents, make a decision, and rule on cases. If class cuts (unexcused/unverified) amount to more than 50% of a student's total absences, the student will automatically be disqualified for credit recovery. The Appeals Board will make its decision based on the data provided at the time the absences occurred and any pertinent supplemental documents. The Appeals Board will review pertinent student academic and attendance records maintained by the District before making a decision.

If at least three of the five Appeals Board members vote in favor of credit recovery, the student and parent/guardian will receive a phone call and a letter mailed to the home informing them of the Appeals Board's affirmative decision. If at least three of the five Appeals Board members vote against credit recovery, the student and parent/guardian will receive a phone call and a letter mailed to the home informing them of the Appeals Board's negative decision.

In rare cases of extenuating circumstances, an affirmative decision to grant credit recovery may be made by the student's House Principal after discussion with the THS Principal. The House Principal will document his/her decision in writing in a letter mailed to the home.

- J. Forms to support the implementation of this policy will be developed and reviewed periodically by the Assistant Superintendent or his/her designee.

## II. Regulations for Determining Truancy

Solely for determining truancy, in accordance with Connecticut General Statutes, "absence" means an excused absence, unexcused absence, or disciplinary absence, as those terms are defined by the Connecticut State Board of Education. For purposes of this definition, a student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., a field trip), for at least half of the school day.



The Trumbull Board of Education recognizes the importance of early intervention for students exhibiting truancy behavior, and for that purpose distinguishes between “excused absences” and unexcused absences” as follows:

A student’s absence from school shall be considered “excused” if written documentation of the reason for the absence has been submitted within ten (10) school days of the student’s return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets the following criteria:

- For absences one (1) through nine (9) in a school year, a student’s absences from school are considered excused when the student’s parent/guardian approves such absence and submits appropriate documentation;
- For the tenth (10th) absence and all absences thereafter in a school year, a student’s absences from school are considered excused for the following reasons: student illness if verified by an appropriately licensed medical professional; student’s observance of a religious holiday; death in the student’s family or other emergency beyond the control of the student’s family; mandated court appearance if supported by appropriate additional documentation; the lack of transportation that is normally provided by a district other than the one the student attends; or extraordinary educational opportunities pre-approved by District administrators in accordance with Connecticut State Department of Education guidelines and Section IV below.

A student, age five to eighteen, inclusive, whose parent/guardian is an active duty member of the armed forces, as defined in Connecticut General Statutes § 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year. In the case of excused absences pursuant to this paragraph, such student and parent/guardian shall be 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 such student prior to his/her return to school from such period of excused absence.

A student’s absence from school shall be considered “unexcused” if it does not meet the criteria to be considered an “excused” absence and if it is not the result of school or District disciplinary action.

Based on the definitions above, a “truant” is a child age five to eighteen, inclusive, who has four (4) unexcused absences in one month, or ten (10) unexcused absences in one year.

Based on the definitions above, a “chronically absent” student is a child who has accumulated a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.

## 5113/High School Attendance / Loss of Credit

1. The school principal and/or his/her designee will hold a meeting with the parent/guardian of a child who is a “truant” or a “chronically absent” student as defined above. Such meeting will be held no later than ten (10) school days after the student’s designation as “truant” or “chronically absent” based upon the definitions articulated earlier in this policy.
2. Whenever a student enrolled in school fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the student’s parent/guardian (or other person having control of the student) is aware of the child’s absence, a reasonable effort to notify, by the automated calling system, the parent (or such other person) shall be made by the school personnel. Such notice shall include a warning that two (2) unexcused absences from school in a month or five (5) unexcused absences in a school year may result in a complaint filed with the Youth Service Bureau or a similar community-based service pursuant to Connecticut State Statutes §§10-19m alleging the belief that the acts or omissions of the child are such that the child’s family is a family with service needs.
3. A Planning and Placement Team meeting will be convened to determine the appropriateness of a special education evaluation of the truant or chronically absent student. In addition, there will be consideration of referral to the school’s Early Intervention Team (EIT).
4. The school system will coordinate services with community agencies and referrals of truant and chronically absent students to agencies providing child and family services.
5. The school system will provide notice to the parents/guardian of information concerning the 2-1-1 Infoline and other pediatric mental and behavioral health screening sources and tools provided by the State Department of Education.

### III. Chronic Absenteeism Prevention and Intervention

1. The Board, in compliance with State statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:
  - a) A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
  - b) A team for a school must be established when the school chronic absenteeism rate is 15 percent or higher.
  - c) A team for either the District or each school must be established when (i) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher; or (ii) the District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.
2. 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/guardians. Each established attendance review team shall meet at least monthly.

3. The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education.
4. The District shall annually report to the Connecticut State Department of Education data pertaining to truant and chronically absent children in schools under its jurisdiction.
5. The District shall ensure that any school with a disproportionately high rate of truancy will adopt and implement a truancy intervention model developed by the Connecticut State Department of Education.

#### IV. Extraordinary Educational Opportunities

1. An extraordinary educational opportunity is defined as an opportunity: (a) with a learning objective related to the particular student's coursework or plan of study; (b) not ordinarily available to the particular student; (c) appropriate to the age, grade, and development of the particular student; and (d) with content highly relevant to the particular student. The opportunity must come at no cost to the District.
2. A request for the approval of an extraordinary educational opportunity must be submitted in advance in writing, with the signature of the student and his/her parent(s)/guardian(s), to the appropriate building principal. The request must detail how the opportunity meets the criteria outlined above. All relevant documentation must be attached.
3. The decision to approve, or not approve, an extraordinary educational opportunity will be put in writing by the school principal after consultation with the Superintendent and/or his designee, and may be subject to withdrawal based on conditions outlined in the approval. Each request will be considered on a case-by-case basis and will set no precedent for the particular student or for other students.

*A mandated policy to consider.*

## **Students**

### **Discipline**

#### **Physical Exercise and Discipline of Students**

The Board of Education (Board) recognizes that a positive approach toward exercise and physical activity is important to the health and well-being of students. The Board requires that each student in elementary school shall have not less than twenty minutes daily in total devoted to physical exercise, except that a Planning and Placement Team may alter such schedule for a child requiring special education and related services. Further, the Board permits, in its elementary schools, including an additional amount of time, beyond the required twenty minutes for physical exercise, devoted to undirected play during the regular school day, subject to the approval of the building administration.

All aspects of the school experience should encourage students to have a healthy attitude toward exercise and promote the life-long enjoyment of physical activity. Therefore, when school employees impose disciplinary consequences for student misconduct during the regular day, the following restrictions shall apply:

#### **1. Loss of Recess as Disciplinary Consequence**

Except as provided below, school employees may NOT prevent a student in elementary school from participating in the entire time devoted to physical exercise or undirected play in the regular school day as a form of discipline. Recess and other physically active learning opportunities may include movement-oriented learning activities in the academic environment, physical activity breaks, and regularly scheduled school wide routines and events that engage students in physical activity that is the time devoted each day (at least 20 minutes) to physical exercise in the District's elementary schools.

School employees may prevent or restrict access when:

- a. a student poses danger to the health and safety of other students or school personnel or
- b. it is limited to the shorter recess period if there are two or more recess periods in the school day, so long as the student is allowed to participate in at least 20 minutes of physical activity during the school day.

Recess prevention or restriction may only be imposed one during a school week, unless the student is a danger to the health or safety of other students or school personnel. Recess prevention or restriction is not allowed for a student's failure to complete their work on time or for the student's academic performance. Discipline may be imposed before recess begins and/or imposed during recess. Appropriate interventions shall be used to redirect the student's behavior during recess.

## **2. Physical Activity as Punishment**

School employees may NOT require students enrolled in grades K-12, inclusive, to engage in physical activity as a form of discipline during the school day.

## **3. Wellness Instruction**

School employees shall not prevent students from participating in physical exercise or undirected play during wellness instruction as a form of discipline.

This restriction does not apply to brief periods of respite/time-outs, referrals to the building administrator, or for safety reasons.

At no time shall an entire class be prevented from participating in wellness instruction or physical exercise activity as a disciplinary consequence.

The Superintendent of Schools is authorized to develop guidelines to implement this policy.

Nothing in this policy shall prevent a school employee from acting in accordance with an Individualized Education Plan (IEP) developed by the student's Planning and Placement Team (PPT).

For the purpose of this policy, "school employee" means a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to, or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.

Any employee who fails to comply with this policy will be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of District students and who fails to comply with the requirements of this policy may be subject to having his/her contract for services suspended by the District.

(cf. 6142.10 – Health Education Program)

(cf. 6142.101 – Wellness)

(cf. 6142.61 – Physical Activity)

(cf. 6142.6 – Physical Education)

Legal Reference: Connecticut General Statutes  
10-221o Lunch periods. Recess  
10-221u Boards to adopt policies addressing the use of physical activity as discipline.  
[PA 21-81 An Act Expanding Preschool and Mental and Behavioral Services for Children.](#)

Policy adopted

3/28