

Hampton Board of Education

STUDENTS

5000 SERIES

POLICY

APPROVED

5000

5000	<a href="#">CONCEPT AND ROLES IN STUDENT PERSONNEL</a> .....	05/22/2013
5010	<a href="#">GOALS AND OBJECTIVES</a> .....	06/26/2013

5100

5111	<a href="#">ADMISSION</a> .....	06/26/2013
5112	<a href="#">AGES OF ATTENDANCE</a> .....	07/11/2007
5112.4	<a href="#">AGES OF ATTENDANCE – DISENROLLMENT</a> .....	NONE LISTED
5113	<a href="#">ATTENDANCE/EXCUSES/DISMISSAL</a> .....	10/25/2017
5113.2	<a href="#">TRUANCY</a> .....	10/25/2017
5114	<a href="#">SUSPENSION AND EXPULSION/DUE PROCESS</a> .....	09/26/2018
5114.12	<a href="#">STUDENT HANDBOOKS</a> .....	10/07/1999
5117.2	<a href="#">SCHOOL ATTENDANCE AREAS INTER-DISTRICT CHOICE</a> .....	07/11/2007
5118	<a href="#">NONRESIDENT ATTENDANCE</a> .....	07/11/2007
5118.1	<a href="#">HOMELESS STUDENTS</a> .....	04/26/2017
5121	<a href="#">EXAMINATION/GRADING/RATING</a> .....	05/55/2013
5122	<a href="#">ASSIGNING STUDENTS TO A TEACHER AND CLASSES IN GRADES K-12</a> ...	07/11/2007
5123	<a href="#">PROMOTION/ACCELERATION/RETENTION</a> .....	01/25/2017

# Hampton Board of Education

**5000**

## **STUDENTS**

### **CONCEPT AND ROLES IN STUDENT PERSONEL**

The focus of the school system is on the learner, the student. The student's educational development toward the school's goals is the central concern of the Board of Education's policies and the administrator's regulations.

Each child of each parent shall be given equal opportunity. However, children vary widely in capacities, interests, social and economic background. Therefore, no two can be treated exactly alike if the fullest development of each is to be achieved.

The Board of Education will attempt to erase any limitations of facilities and means that stand in the way of our school's availability to all who wish to learn.

Discrimination among students attending our schools with respect to race, color, religious creed, age, marital status, national origin, sex, sexual orientation or physical disability is prohibited.

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools.

10-15c Discrimination in public schools prohibited. School attendance by five-year olds.

10-184 Duties of parents. (re mandatory schooling of children five years of age and over and under eighteen)

10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board.

10-226a Pupils of racial minorities.

Section 504, U. S. Rehabilitation Act of 1973, 29 U.S.C. @ 794

**Tentative Approval 6/13/2007**

**Final Approval 07/11/2007**

**Presented: 04/24/2013**

**Reapproved: 05/22/2013**

# Hampton Board of Education

**5010**

## **STUDENTS**

### **GOALS AND OBJECTIVES**

The Hampton Board of Education believes that all students have a right to an education which is based on standards of excellence, which stresses rigorous demands and which serves to expand students personal horizons. The Board believes that the education of each student is the shared responsibility of students, parents, faculty, administrators and community. The Board also recognizes that students differ in their interests and abilities and therefore the district offers a comprehensive program consisting of a variety of learning experiences.

The Board believes that an important function of the school is to prepare students for participation in our American democratic society. The Board seeks to improve the intellectual, emotional, social and physical capacities of all students. The Board encourages the development of thinking and communication skills, the tolerance of and responsibility for others, and the understanding of varied cultures and life styles.

In order to implement this philosophy, recognizing that elementary, middle and high school education are important steps in a lifelong process, the Board of Education establishes the following objectives:

- A. To teach the essential skills traditionally associated with the various disciplines.
- B. To develop the four communication skills of listening, speaking, reading and writing.
- C. To extend and refine the student's ability to comprehend, interpret and evaluate printed, visual and aural material.
- D. To develop critical thinking.
- E. To further the student's development of self-awareness, self-discipline, and self-esteem.
- F. To promote the physical well being of all students.
- G. To promote creativity and appreciation of the arts, humanities and sciences.
- H. To encourage students to consider both the alternatives to and the consequences of their actions in the decision making process.
- I. To present career options and to assist students in setting tentative goals.
- J. To help the student appreciate that learning is integrated and continuous.

**Tentative Approval: 09/02/99**

**Final Approval: 10/07/99**

**Presented: 05/23/2013**

**Reapproved: 06/23/2013**

# Hampton Board of Education

5111

## STUDENTS

### ADMISSION/PLACEMENT

#### **Admission**

District schools shall be open to all children five years of age and over who reach age five on or before the first day of January of any school year. Each such child shall have, and shall be so advised by the appropriate school authorities, an equal opportunity to participate in the program and activities of the school system without discrimination on account of race, color, sex, religion, national origin or sexual orientation. Students who are classified as homeless under federal law and therefore do not have a fixed residence, will be admitted pursuant to federal law and policy 5118.1. Exceptions from routine admission may be made by the school Principal on the basis of supporting evidence from physical and psychological examinations.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age.

The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.

According to Connecticut General Statute 10-76d(b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education. If a special education student is being considered for an exception, the Planning and Placement Team (PPT) will make a recommendation to the administrator in charge of special education.

Each child entering the district schools for the first time must present a birth certificate or offer legal evidence of birth data, as well as proof of a recent physical examination and required immunizations. If the parents or guardians of any children are unable to pay for such immunizations, the expense of such immunizations shall on the recommendation of the Board, be paid by the town. Proof of domicile may also be requested by the building Principal.

Any child entering or returning to the district from placement in a juvenile detention school, the Connecticut Juvenile Training School, or any other residential placement, shall have the educational records of such child provided to the Superintendent of Schools by the Department of Children and Families (DCF) and the Judicial Department. Such information will be shared with the Principal of the school to which the student is assigned. The Principal can disclose them to the staff who teach or care for the child.

The District will immediately enroll any student who transfers from Unified District No. 1 or Unified District No 2. A student transferring from the Unified School Districts who had previously attended school in the local District shall be enrolled in the school such student previously attended, provided such school has the appropriate grade level for the student.

**Note:** When a student is enrolling in a new school district or new state charter school, written notification of such enrollment shall be provided to the previous school district or charter school not later than two business days after the student enrolls.

## Hampton Board of Education

Children who apply for initial admission to the district's schools by transfer from nonpublic schools or from schools outside the district will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school Principal. After such observations and evaluations have been completed, the Principal will determine the final grade placement of the children.

- (cf. 0521 - Nondiscrimination)
- (cf. 5112 - Ages of Attendance)
- (cf. 5118.1 Homeless Students)
- (cf. 5141 - Student Health Services)
- (cf. 6171 - Special Education)
- (cf. 6146 - Graduation Requirements)

### Legal Reference: Connecticut General Statutes

- 10-15 Towns to maintain schools
- 10-15c Discrimination in public schools prohibited. School attendance by five-year olds, as amended by PA 97-247
- 10-76a - 10-76g re special education
- 10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) as amended by PA 98-243, PA 00-157 and PA 09-6 September Special Session
- 10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission, as amended.
- 10-220h Transfer of student records, as amended.
- P.A. 11-15 An Act Concerning Juvenile Reentry and Education  
Appeals to state board. Establishment of hearing board
- 10-233a - 10-233f Inclusive; re: suspend, expel, removal of pupils
- 10-233c Suspension of pupils
- 10-233d Expulsion of pupils
- 10-233k Notification of school officials of potentially dangerous students.
- 10-261 Definitions
- State Board of Education Regulations
- 10-76a-1 General definitions (c) (d) (q) (t)
- 10-76d-7 Admission of student requiring special education (referral)
- 10-204a Required immunizations
- McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.
- Plyler vs. Doe, 457 U.S. 202 (1982)

**Tentative Approval: 05/23/2013**

**Final Approval: 06/26/2013**

# Hampton Board of Education

5112

## STUDENTS

### AGES OF ATTENDANCE

In accordance with Connecticut General Statute 10-186, the Board of Education shall provide education for all persons five years of age and older, having attained age five on or before the first day of January of any school year, and under twenty-one years of age who is not a graduate of a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-233d. Additionally, according to Connecticut General Statute 10-76d (b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education.

Parents and those who have the control of children five years of age and over and under eighteen years of age, are obligated by Connecticut law to require their children to attend public day school or its equivalent in the district in which such child resides, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. The parent or person having control of a child sixteen or seventeen years of age must consent to such child's withdrawal from school. The parent or person shall exercise this option by personally appearing at the school district office to sign a withdrawal form. This district shall provide the parent or person with information on the educational opportunities available in the school system and in the community.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age.

The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.

A child who has attained the age of sixteen or seventeen and who has terminated enrollment with parental consent in the district's schools and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination.

A child who has attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if he/she cannot acquire a sufficient number of credits for graduation by age twenty-one.

(cf. 5111 - Admission/Placement)

(cf. 5112 - Ages of Attendance)

(cf. 6146 - Graduation Requirements)

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools

10-15c Discrimination in public schools prohibited. School attendance by five-year-olds

10-76a - 10-76g re special education

## Hampton Board of Education

10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive)

10-186 Duties of local and regional boards of education re school attendance. Hearings.

Appeals to State Board. Establishment of hearing board

10-233a - 10-233f Inclusive; re: suspend, expel, removal of students

10-233c Suspension of students

10-233d Expulsion of pupils

State Board of Education Regulations

10-76a-1 General definitions (c) (d) (q) (t)

**Tentative Approval 06/13/2007**

**Final Approval 07/11/2007**

# Hampton Board of Education

## 5112.4

### STUDENTS

#### AGES OF ATTENDANCE DISENROLLMENT

The Hampton Board of Education views that regular and uninterrupted attendance at school, by law, as the responsibility of each student and his/her parent/guardian(s). Classroom learning experiences are an important and integral part of the learning process and vital to student success.

In addition, the Board understands and appreciates the critical need and importance of accurate student enrollment counts/data at the district and individual school level. Such counts are crucial to the appropriate fulfillment of the Boards's responsibilities related to budget, personnel and facility planning, currently and long range. District enrollment data, forwarded as required to the Connecticut State Department of Education, must also be up-to-date and accurate to facilitate the timely, correct and equitable calculations of grant entitlements supportive of district efforts.

The Board directs the Superintendent of Schools or his/her designee to develop and implement the necessary procedures to ensure the accuracy of District enrollment counts through the timely removal from the District rolls of those students no longer attending and/or eligible for services in the District.

(cf. 5111- Admission)

(cf. 5112 – Ages of Attendance)

(cf. 5112.3 – Dropouts)

(cf. 5113 – Attendance and Excuses)

(cf. 5113.2 – Truancy)

Legal Reference: *Connecticut General Statutes*

10-15 Town to Maintain Schools

10-15c Discrimination in public schools prohibited. School attendance by five-year olds, as amended by PA 97-247

10-76a-g re: Special Education

10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) as amended by PA 98-24, and PA 00-157

10-185 Duties of local and regional boards of education re school attendance. Hearings. Amended by PA 96-26, An Act Concerning Graduation Requirements and Placement of Older Students. Appeals to State Board. Establishment of hearing board.

10-198a Policies and procedures concerning truants, as amended by PA 00-157

10-199 through 10-202 Attendance, truancy in general.

10-221(b) Board of education to prescribe rules.

10-233a – 10-233f inclusive; re: suspend, expel, removal of pupils

10-233c Suspension of pupils

10-233d Expulsion of pupils

10-261 Definitions

*State Board of Education Regulations*



## Hampton Board of Education

10-76a-1 General definitions ( c) (d) (q) (t)

10-76d-7 Admission of student requiring special education  
(referral)

10-204a Required immunizations (as amended by PA 98-243)

**Tentative Approval:**

**Final Approval:**

# Hampton Board of Education

5113

## STUDENTS

### ATTENDANCE/EXCUSES/DISMISSAL

#### Attendance

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of “in attendance” shall be considered absent.

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

#### Definitions (related to chronic absenteeism)

**Chronically absent child:** An enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

**Absence:** An excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S.10-198b.

**District chronic absenteeism rate:** The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

**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.

**Note:** *The use of the state approved definitions of “excused” and “unexcused” absences are for state purposes for the reporting of truancy. Districts are not precluded from using separate definitions of such absences for their internal uses such as involving decisions on areas such as promotion and grading.*

A student’s absence from school shall be considered “excused” if written documentation of the reason for such absence has been submitted within ten (10) school days of the student’s return to school and meets the following criteria:

For absences one through nine, a student’s absences from school are considered “excused” when the student’s parent/guardian approves such absence and submits appropriate documentation to school officials.

## Hampton Board of Education

Such documentation includes 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. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism.

For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:

- Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
- 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 appearances (documentation required);
- The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
- Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.

A student's absence from school shall be considered unexcused unless:

The absence meets the definition of an excused absence and meets the documentation requirements; or  
The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

When the school in which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be complete within five days after the student returns to school.

### **Excused Absences for Children of Service Members**

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 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 and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible to obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

### **Chronic Absenteeism**

## Hampton Board of Education

The Board of Education, in compliance with 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 team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.

A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.

A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a 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.

The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

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 established attendance review team shall meet at least monthly.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available.

The District shall annually include in information for the strategic school profile report for each school and the District that is submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. *(An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)*

### **Dismissal**

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee.

No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal.

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

(cf. 5142 - Student Safety)

# Hampton Board of Education

(cf. 5113.2 - Truancy)

(cf. 6113 - Released Time)

## Legal Reference

Connecticut General Statutes

10-220(c) Duties of boards of education (as amended by PA 15-225)

10-184 Duties of parents (as amended by PA 98-243 and PA 00-157)

10-185 Penalty

10-198a Policies and procedures concerning truants (as amended by PA11-136, An Act Concerning Minor Revisions to the Education Statutes and PA 14-198, An Act Concerning Excused Absences from School for Children of Service Members, and PA 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee)

10-198b State Board of Education to define “excused absence,” “unexcused absence,” and “disciplinary absence”

10-198c Attendance review teams.

10-198d Chronic absenteeism (as amended by PA 17-14)

45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225)

10-199 through 10-202 Attendance, truancy - in general

*Action taken by State Board of Education on January 2, 2008, to define “attendance.”*

*Action taken by State Board of Education on June 27, 2012, to define “excused” and “unexcused” absences.*

PA 17-14 An Act Implementing the Recommendations of the Department of Education

**Presented: 09/27/17**

**Final Approval: 10/25/17**

# Hampton Board of Education

## 5113.2

### STUDENTS

#### TRUANCY

##### **Introduction and Definitions**

The District's policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted. For purposes of implementing this policy and for reporting purposes regarding truancy, the District will utilize the State Board of Education approved definitions of "excused," "unexcused," and "disciplinary" absences.

**"Truant"** shall mean a student age five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year.

**"In attendance"** shall mean a student if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

**"Chronically absent child"** is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

**"Absence"** means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S 10-198b.

**"District chronic absenteeism rate"** means the total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

**"School chronic absenteeism rate"** means 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.

##### **Remediation of Truancy**

School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The Superintendent of Schools shall develop regulations which will detail the following school district obligations under the district's truancy policy.

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for emergency record cards or other means of contacting parents or other persons having control of the child during the school day.
3. Establish a system to monitor student attendance.
4. Make a reasonable effort by telephone and by mail to notify parents or other persons having control of the child, enrolled in grades one through eight, inclusive, when a child does not arrive at school and there has been no previously approval or other indication which indicates parents are aware of the absence.

## Hampton Board of Education

*(Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)*

5. Identify a student as “truant” when the student accumulates four unexcused absences in any month or ten in a school year.
6. Identify a student as “chronically absent” when the student accumulates 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.
7. Appropriate school staff meet with parents of a child identified as truant or chronically absent to review and evaluate the situation, within ten days of such designation. Such meeting may involve the school or District Attendance Team.

Students so identified may be subject to:

- a. retention in the same grade to acquire necessary skills for promotion or retention.
  - b. a requirement to complete a summer school program successfully before being promoted to the next grade.
8. When a petition is filed, an educational evaluation of the truant student shall be done by appropriate school personnel if no such evaluation has been performed within the preceding year.
  9. Provide coordination of services and refer “truants” to community agencies which provide child and family services.
  10. If in existence, refer the child to the children’s probate court truancy clinic.

The Board, on or before 8/15/18, shall implement a truancy intervention model identified by the Connecticut State Department of Education (SDE) for any school within the District that has a disproportionately high rate of truancy, as identified by the Commissioner of Education. Parents or other persons having control of each child shall be notified of such truancy model. (Note: The SDE is required to identify these effective truancy intervention models by 8/15/17.)

### **Chronic Absenteeism**

The Board of Education, in compliance with 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:

1. A District team must be established when the District’s chronic absenteeism rate is 10 percent or higher.
2. A school team must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a 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.

The membership of attendance review teams may consist of school administrators, guidance counselors, school

## Hampton Board of Education

social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

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.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available.

The District shall annually include in information for the strategic school profile report for each school and the District that submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)

Legal Reference: Connecticut General Statutes

- 10-184 Duties of parents. (as amended by PA 98-243 and PA 00-157)
- 10-198a Policies and procedures concerning truants (as amended by PA 00-157, PA 11-136 and PA 16-147)
- 10-198b State Board of Education to define "excused absence", "unexcused absence", and "disciplinary absences"
- 10-198c Attendance review teams (as amended by PA 17-14)
- 10-198d Chronic absenteeism
- 10-199 through 10202 Attendance, truancy in general. (Revised, 1995, PA 95-304)
- 45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225)
- 10-220(c) Duties of boards of education (as amended by PA 15-225)
- 10-202e-f Policy on dropout prevention and grant program.
- 10-221(b) Board of education to prescribe rules.
- Campbell v New Milford, 193 Conn 93 (1984).
- Action taken by the State Board of Education on January 2, 2008, to define "attendance."
- Action taken by the State Board of Education on June 27, 2012, to define "excused and "unexcused" absences.
- PA 15-225 An Act Concerning Chronic Absenteeism.

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**STUDENTS**

**SUSPENSION AND EXPULSION/DUE PROCESS**

It is the goal of the Board of Education to ensure the safety and welfare of all students in attendance, and to maintain an atmosphere conducive to learning. In keeping with this goal, students are expected to comply with school rules and regulations, as well as Board policies. 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. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board.

In working with students, emphasis shall be placed upon developing effective self-discipline as the most effective disciplinary approach.

**A. Definitions**

1. **“Exclusion”** shall be defined as any denial of public school privileges to a student for disciplinary purposes.
2. **“Removal”** shall be defined as an exclusion from a classroom for all or a part of single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. **“In-School Suspension”** shall be defined as an exclusion from regular classroom activity for no more than ten 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. Such suspensions shall be served in the school attended by the student.

**“Suspension”** shall be defined as an exclusion from school privileges or from transportation services for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed. All suspensions shall be in-school suspensions unless the administration determines for any student in grades three through twelve, inclusive, that (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student (grades three to twelve, inclusive) shall be excluded from school during the period of suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary problems that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive support strategies. A student in grades preschool to two, inclusive, may be given an out-of-school suspension if it is determined by the administration that such suspension is appropriate based on evidence that the student’s conduct on school grounds is of a violent or sexual nature that endangers persons. In addition, a person’s duty as a mandated reporter to report suspected child abuse or neglect is not limited by this provision.

5. **“Expulsion”** shall be defined as an exclusion from school privileges for any student in grades three

## Hampton Board of Education

to twelve, inclusive, 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 student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year.

6. **“Emergency”** shall be defined as a situation under which the continued presence of the student in the school imposes 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.
7. **“Days”** is defined as days when school is in session.
8. **“School-sponsored activity”** is defined as any activity sponsored, recognized or authorized by the Board of Education and includes activities conducted on or off school property.
9. **“Possess”** means to have physical possession or otherwise to exercise dominion or control over tangible property.
10. **“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.
11. **“Firearm”** means 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition “destructive device” means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein.
12. **“Vehicle”** means a **“motor vehicle”** as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.
13. **“Martial arts weapon”** means a nunchakum kama, kasari-fundo, octagon sai, tonfa or chinese star.
14. **“Dangerous Drugs and Narcotics”** is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.
15. **“Alternate education”** means a school or program maintained and operated by the Board of Education that is offered to students in a nontraditional setting and addresses their social, emotional, behavioral and academic needs. Such program must conform to SBE guidelines and conform to C.G.S 10-15 & 16 (180 days/900 hours)

### **B. Removal from Class**

1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.

## Hampton Board of Education

2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for removal.
3. No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the Building Principal or his/her designee and granted an informal hearing in accordance with the provisions of this policy, as stated in G(3).

### **C. Exclusion from Co-Curricular and Extra-Curricular Activities**

Participation in co-curricular and extra-curricular activities is a privilege and not an entitlement. Students involved in such programs are expected to follow all school rules and demonstrate good citizenship. Failure to do so may result in partial or complete exclusion from said activities and programs. Activities include, but are not limited to, athletic programs, musical or drama productions, clubs, field trips, and school trips out-of-state and abroad.

### **D. Suspension and Expulsion**

1. A student may be suspended (in-school) or suspended (out-of-school) or expelled (grade three to twelve, inclusive) for conduct on school property or at a school-sponsored activity that endangers persons or property, is violative of a publicized policy of the Board, or is seriously disruptive of the educational process, including but not limited to one or more of the following reasons:
  - a. Conduct causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense;
  - b. Intentionally causing or attempting to cause physical injury to another person that is not reasonably necessary for self-defense;
  - c. Intentionally causing or attempting to cause damage or school property or material belonging to staff (private property);
  - d. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;
  - e. The use, either spoken or written on clothing, of obscene or profane language or gestures on school property or at a school-sponsored activity;
  - f. Deliberate refusal to obey the directions or orders of a member of the school staff;
  - g. Harassment and/or hazing/bullying on the basis of that person's race, religion, ethnic background, gender or sexual orientation;
  - h. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;
  - i. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or any other employee, or a fellow student;
  - j. Blackmailing a member of the school community, including any teacher, member of the school administration or any other employee or fellow student;
  - k. Possession of a firearm, deadly weapon, dangerous instrument, or martial arts weapon, as defined in Section 53a-3, such as a pistol, knife, blackjack, etc.;

## Hampton Board of Education

- l. Possession of any weapon or weapon facsimile, including but not limited to knife, pistol, pellet guns and/or air soft pistols;
- m. Possession, transmission, distribution, selling, use or consumption of alcoholic beverages, dangerous drugs or narcotics or intoxicant of any kind or any facsimile of a dangerous drug, narcotic or intoxicant of any kind;
- n. Knowingly being in the presence of those who are in possession of using, transmitting, or being under the influence of any dangerous drug, narcotic, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;
- o. Participation in any unauthorized occupancy by any group of students or others of any part of any school, school premises or other building owned by any school district after having been ordered to leave said school premises or other facility by the Principal or other person then in charge of said school building or facility;
- p. Participation in any walkout from a classroom or school building by any group of students and refusing to immediately return to said classroom or school building after having been directed to do so by the Principal or other person then in charge of said classroom or school building;
- q. Intentional incitement which results in an unauthorized occupation of, or walkout from, any school building, school premises, facility or classroom by any group of students or other persons;
- r. Repeated unauthorized absence from or tardiness to school;
- s. Intentional and successful incitement of truancy by other students;
- t. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution;
- u. Violation of school rules and practices or Board policy, regulation or agreement, including that dealing with conduct on school buses and the use of school district equipment;
- v. Violation of any federal or state law which would indicate that the violator presents a danger to any person in the school community or to school property;
- w. Lying, misleading or being deceitful to a school employee or person having authority over the student;
- x. Unauthorized leaving of school or school-sponsored activities;
- y. Unauthorized smoking.

### **E. Suspension for Conduct Off School Grounds**

1. Students are subject to suspension for conduct off school property and outside of school-sponsored activities in accordance with law, for conduct that violates a publicized policy of the Board and is seriously disruptive of the educational process, including but not limited to the following:
  - a. Conduct leading to a violation of any federal or state law if that conduct is determined to pose a danger to the student himself/herself, other students, school employees or school property.
  - b. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.

## Hampton Board of Education

2. In making a determination as to whether conduct is “seriously disruptive of the educational process,” the administration, Board of Education or impartial hearing board may consider, but such consideration shall not be limited to; (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 29-38 and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate or marijuana.

### **F. Mandatory Expulsion**

It shall be the policy of the Board to expel a student, grades preschool, and kindergarten to twelve, inclusive, for one full calendar year if:

1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921\*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. 53A-3; or the student, off school grounds, did possess such firearm in violation of C.G.S. 29-35 or did possess and use such a firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. 21-277 and 21a-278.

\*A firearm; currently defined by 18 U.S.C. 921, is any weapon that can expel a projectile by an explosive action and includes explosive devices, incendiaries, poison gases, and firearm frames, receivers, mufflers or silencers.

2. Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing board finds that the student did so possess or so possess and use, as appropriate, such a weapon or firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.
3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.
4. A firearm, as defined by C.G.S. 53a-3 includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, black jack, bludgeon or metal knuckles.
5. A student enrolled in a preschool program provided by the Board of Education, state or local charter school or interdistrict magnet school shall not be expelled from such school except that a student shall be expelled for one calendar year from such preschool program pursuant to the mandatory expulsion requirement in compliance with the Gun-Free School Act, as described in this section.

### **G. Suspension Procedure**

1. The administration of each school shall have the authority to invoke suspension for a period of up to ten days or to invoke in-school suspension for a period of up to ten school days of any student for one or more of the reasons stated in paragraph C, above, in accordance with the procedure outlined

## Hampton Board of Education

in this paragraph. Suspensions shall be in-school suspensions unless the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension. The administration may also consider a student's previous disciplinary problems when deciding whether an out-of-school suspension is warranted, as long as the school previously attempted to address the problems by means other than an out-of-school suspension or an expulsion.

The administration is expected to use the guidelines developed and promulgated by the Commissioner of Education to help determine whether a student should receive an in-school or out-of-school suspension.

The administration shall also have the authority to suspend a student from transportation services whose conduct while awaiting or receiving transportation violates the standards set forth in paragraph C, above. The administration shall have the authority to immediately suspend from school any student when an emergency exists as that term is defined in paragraph A, above.

If an emergency situation exists, the hearing outlined in paragraph G (3) shall be held as soon as possible after the exclusion of the student.

2. In the case of suspension, the administration shall notify the student's parents and the Superintendent of Schools not later than twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of his/her suspension.
3. Except in the case of an emergency, as defined in paragraph A, above, a student shall be afforded the opportunity to meet with the administration and to respond to the stated charges prior to the effectuation of any period of suspension or in-school suspension. If, at such a meeting the student denies the stated charges, he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based. The administration shall then determine whether or not suspension or in-school suspension is warranted. In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, or expulsion.
4. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.
5. No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.
6. No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.

# Hampton Board of Education

## H. Expulsion Procedures

1. The Board of Education may, upon recommendation of the Superintendent of Schools, expel any student for one or more of the reasons stated in this policy if in the judgment of the Board of Education, such disciplinary action is in the best interest of the school system.
2. Upon receipt of a recommendation for expulsion from the Superintendent of Schools the Board shall, after giving written notice, at least five (5) business days before such hearing, to the student and his parents or guardian, if said student is less than 18 years of age, conduct a hearing prior to taking any action on the expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing but in such case even a hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning the student's and his/her parent's/guardian's legal rights and concerning legal services that are provided free of charge or at a reduced rate that are available locally (CT Legal Service a source of such services) and how to access such services. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student has 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. (*changes effective 8/15/17*)
3. Three members of the Board of Education shall constitute a quorum for an expulsion hearing. A student may be expelled if a majority of the Board members sitting in the expulsion hearing vote to expel and provided at least three affirmative votes for expulsion are cast.
4. A special education student's handicapping conditions shall be considered before making a decision to expel. A Planning and Placement Team (PPT) meeting must be held to determine whether the behavior or student actions violative of Board of Education standards set forth in policy governing suspension and expulsion are the result of the student's handicapping condition.
5. The procedure for any hearing conducted under this paragraph shall at least include the right to:
  - a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing and a statement of the legal jurisdiction under which the hearing is to be held and a statement that students under sixteen years old who are expelled and students between sixteen and eighteen who have been expelled for the first time and who comply with conditions set by the Board of Education, must be offered an alternative educational opportunity.
  - b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;
  - c. The opportunity to be heard in the student's own defense;
  - d. The opportunity to present witnesses and evidence in the student's defense;
  - e. The opportunity to cross-examine adverse witnesses;
  - f. The opportunity to be represented by counsel at the parents'/student's own expense; and
  - g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services;
  - h. The opportunity to have the services of a translator, to be provided by the Board of Education whenever the student or his/her parent or legal guardian do not speak the English language;
  - i. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.

## Hampton Board of Education

6. The record of the hearing held in any expulsion case shall include the following:
  - a. All evidence received and considered by the Board of Education;
  - b. Questions and offers of proof, objections and ruling on such objections;
  - c. The decision of the Board of Education rendered after such hearing; and
  - d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing and the official transcript, if any or if not transcribed, any recording or stenographic record of the hearing.
  
7. Rules of evidence at expulsion hearings shall assure fairness, but shall not be controlled by the formal rules of evidence, and shall include the following:
  - a. Any oral or documentary evidence may be received by the Board of Education but, as a matter of policy, irrelevant, immaterial or unduly repetitious evidence may be excluded. In addition, other evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension, or expulsion may be received for considering the length of an expulsion and the nature of the alternative educational opportunity, if any, to be offered;
  - b. The Board of Education shall give effect to the rules of privilege by law;
  - c. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;
  - d. Documentary evidence may be received in the form of copies or excerpts;
  - e. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts;
  - f. The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of the material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed;
  - g. A stenographic record or tape-recording of any oral proceedings before the Board of Education at an expulsion hearing shall be made provided, however, that a transcript of such proceedings shall be furnished upon request of a party with the cost of such transcript to be paid by the requesting party. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
  - h. Decisions shall be in writing if adverse to the student and shall include findings of fact and conclusions necessary for the decision. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.

For any student expelled for the first time and who has never been suspended, except for a student who has been expelled based on possession of a firearm or deadly weapon, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.

### **I. Notification**

1. All students and parents within the jurisdiction of the Board of Education shall be informed, annually, of Board Policy governing student conduct by the delivery to each said student of a written copy of said Board Policy.



## Hampton Board of Education

2. The parents or guardian of any minor student either expelled or suspended shall be given notice of such disciplinary action no later than 24 hours of the time of the institution of the period of expulsion or suspension.
3. The notice of an expulsion hearing shall be given at least five (5) business days before such hearing to the student and his/her parents or guardians, if said student is less than 18 years of age shall include information concerning the parent's/guardian's and the student's legal rights and concerning legal services that are provided free of charge or at a reduced rate that are available and how to access such services. The notification shall include a statement that an attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student shall be notified of 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.

### **J. Students with Disabilities**

A special education student's IEP and/or 504 disability shall be considered before making a decision to suspend. A student with disabilities may be suspended for up to ten school days in a school year without the need for the district to provide any educational services. A disabled student may be additionally removed (suspended) for up to ten school days at a time for separate acts of misconduct as long as the removals do not constitute a pattern. During any subsequent suspension of ten days or less of a student with disabilities, the district shall provide services to the disabled student to the extent determined necessary to enable the student to appropriately advance in the general education curriculum and toward achieving his/her IEP goals. In cases involving removals for ten days or less, school personnel (school administration) in consultation with the child's special education teacher, shall make the service determination.

If the disabled student's suspensions beyond ten school days in a school year constitute a pattern because of factors such as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another, the IEP team (PPT) shall conduct a manifestation determination. Meetings of a student's IEP team (PPT) are required to develop a behavioral assessment plan or to review and modify as necessary one previously developed when the disabled student has been removed (suspended) from his/her current placement for more than ten school days in a school year and when commencing a removal (suspension) that constitutes a change in placement.

Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record. Such notice shall be expunged from the record by the Board if the student graduates from high school.

Notwithstanding the foregoing, the following procedures shall apply to students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a "student with disabilities"):

1. If a student with disabilities engages in conduct that would lead to a recommendation for expulsion, the district shall promptly convene an IEP team (PPT) meeting to determine whether the misconduct was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the District's failure to implement the IEP. A student may be suspended for up to ten days pending the IEP team (PPT) determination.

## Hampton Board of Education

2. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was not caused by the disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative educational plan consistent with the student's educational needs as determined by the IEP team (PPT) in light of such expulsion and the student's IEP. The services must continue to the extent determined necessary to enable the disabled student to appropriately advance in the general education curriculum and to advance toward achieving the goals of his/her IEP, and be provided a free appropriate public education.
3. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was caused by or had a direct and substantial relationship to the disability, or the conduct in question was the direct result of the District's failure to implement the student's IEP, the Superintendent shall not proceed with the recommendation for expulsion. The IEP team (PPT) shall consider the student's misconduct and revise the IEP to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff. A functional behavioral assessment shall be conducted, if not previously done, and a behavioral intervention plan implemented or revised, if in existence. The student shall be returned to the placement from which he/she was removed unless agreed otherwise by the District and parent.
4. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing to contest an expulsion under subparagraph (2) above or a proposed change in placement under subparagraph (3), unless the parents (or student if eighteen years of age or older) and the Board otherwise agree, the child shall stay in the interim alternate educational setting, if so placed by student authorities, pending decision in said due process hearing and any subsequent judicial review proceedings.
5. Notwithstanding the provisions of the preceding subparagraph (4), a student with disabilities may be assigned to an interim alternative educational setting for not more than forty-five (45) school days if the student brings a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. For purposes of this paragraph, "weapon" means a device instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, but excludes a pocket knife with a blade of less than 2 ½ inches in length. "Serious bodily injury" is defined as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty. The interim alternative placement shall be determined by the IEP team (PPT). If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or the Board obtains a court order.
6. In order for the district to unilaterally obtain a 45-day change in placement from a federal judge of Connecticut hearing officer, it must prove by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the child or others. The school must also prove that it has made reasonable efforts to minimize the risk of harm the student presents in the current placement.

## Hampton Board of Education

### **K. Alternative Educational Opportunity**

The Board of Education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled an alternative educational opportunity which shall be equivalent to alternative education, as defined, with an individualized learning plan, during the period of expulsion. Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational program shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes. Any expelled student who is between the ages of sixteen (16) and eighteen (18) not previously expelled and who wishes to continue his or her education shall be offered such an alternative educational opportunity if he or she complies with conditions established by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the assignment of a student (who is ~~sixteen~~ seventeen (17) years of age or older) to an adult education program or placement of such student in a regular classroom program of a school other than the one from which the student has been excluded. Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school under C.G.S. 10-184. In determining the nature of the alternative education opportunity to be offered under this Section, the Board of Education may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion.

The Board of Education is not obligated to provide such alternative educational opportunity to any student eighteen years of age or older. The Board of Education is ~~not~~ also required to offer such alternative educational opportunity, as defined, to any student between the ages of sixteen and eighteen who is expelled because of conduct which endangers persons, and involved the following, on school grounds or at a school-sponsored event:

Possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon, or

Offering an illegal drug for sale or distribution.

If the Board expels a student for the sale or distribution of ~~such~~ a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform the agency of its action. If a student is expelled for possession of a firearm, ~~or~~ deadly weapon, dangerous instruments (those that can be used to cause death or serious injury) or martial arts weapons the Board shall report the violation to the local police department.

This provision shall not apply to students requiring special education who are described in subdivision (1) of sub-section (e) of C.G.S. 10-76a. The alternative educational opportunity for any such student shall be established by the IEP team (PPT) in accordance with the procedures described above.

### **L. Other Considerations**

1. If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for the notice of an expulsion of a student in grades nine through twelve, inclusive, based on possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the Board determines that the student's conduct and behavior in the years following

## Hampton Board of Education

- such expulsion warrants an expungement or if the student graduates from high school.
2. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.
  3. If a student in grades kindergarten to eight, is expelled based on possession of a firearm or deadly weapon, the Board may expunge from the students' cumulative education record the notice of the expulsion and the conduct for which the student was expelled if the Board determines that the conduct and behavior of the student in the years following such expulsion warrants an expungement.
  4. The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S.10-233d(a). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.
  5. Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.
  6. A student expelled for possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon shall have the violation reported to the local police department.
  7. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.
  8. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board of Education/Superintendent of Schools (choose which). Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.
  9. 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 local Board of Education. 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.

### **Readmission of Student from a Residential Placement**

A District student who has committed an expellable offense who seeks to return to a District school, after participating in a diversionary program or having been detained in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement, for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District

## Hampton Board of Education

shall not expel the student for any additional time for the offense(s).

Students and parents shall be notified of this policy annually.

Legal Reference: Connecticut General Statutes

4-176e through 4-180a. Contested Cases. Notice. Record, as amended

10-233a through 10-233f Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111, PA 11-126, PA 14-229, PA 15-96 and PA 16-147.

53a-3 Definitions.

53a-217b Possession of Firearms and Deadly Weapons on School Grounds.

PA 94-221 An Act Concerning School Discipline and Safety.

PA 15-96 An Act Prohibiting Out-of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two.

GOALS 2000: Educate America Act, Pub. L. 103-227.

18 U.S.C. 921 Definitions.

Title III - Amendments to the Individuals with Disabilities Education Act. Sec. 314 (Local Control Over Violence)

Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994

P.L. 105-17 The Individuals with Disabilities Act, Amendments of 1997.

*Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.*

20 U.S.C. Section 7114, No Child Left Behind Act

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

## **APPENDIX**

### **Provision of an Alternative Educational Opportunity for Eligible Expelled Students**

#### **Options for Alternative Educational Opportunity**

The District shall provide an alternative educational opportunity for eligible expelled students by exercising one of the following two permissible options.

## Hampton Board of Education

1. Enroll the student in an alternative education program which is compliant with requirements for such programs, including the length of school year and number of hours, with an individualized learning plan IF the district provides such alternative education, (use of this option requires the alternative education program to comply with C.G.S. [10-74j](#) which requires adherence to C.G.S. [10-15](#) and [10-6](#) requiring a minimum of 180 days and 900 hours of actual school work per year) and the program is appropriate for the student. OR
2. Provide the student with an alternative educational opportunity in accordance with the State Board of Education (SBOE) adopted standards, including through an alternative education program offered by another school district or operator. (A standard program for its alternative educational opportunity providing such program meets the other requirements of the Standards, including the individualized learning plan.)

### **1. State Department of Education (SDE) Positions to Consider**

1. In order to properly implement the provision of an alternative educational opportunity to expelled students, whether the District implements option #1 or #2 above, the District must comply with the SBOE adopted (1/3/18) Standards.
2. SDE "expects that, in most cases, school districts will determine that enrollment in an alternative education program...is the appropriate alternative educational opportunity" for an expelled student. Such an alternative education program could be operated by the local district or another provider.
3. There may be "unusual cases" where placement in an alternative education program may not be appropriate or available.
4. The alternative educational opportunity must be "full-time" and "comprehensive," and such opportunity for learning is comparable to a regular school setting. (This provides the district that does not provide placement for the expelled student in alternative educational program some flexibility in developing an alternative educational opportunity that provides comparable learning opportunities for the expelled student without dictating a certain number of minimum instructional hours, but, per the Standards, must be "full-time" and "comprehensive.")
5. Assignment to homebound instruction will not satisfy the "Guiding Principles" of the Standards.

## **Requirements of Standards for Alternative Educational Opportunities for Students Who Have Been Expelled**

### **Guiding Principles**

Consistent with the Guidelines for Alternative Education Settings, these standards are grounded in the conviction that alternative educational opportunities for students who have been expelled should exhibit the following characteristics:

## Hampton Board of Education

- whole student approach that addresses the personal, social, emotional, intellectual, work skills, safety, and security needs of all students in addition to academic content (including the Connecticut Core Standards);
- full time, comprehensive experience, where the learning is comparable to what the student would experience in a regular school environment;
- instruction that is based on a curriculum aligned to the Connecticut Core Standards unless modified as indicated by goals and objectives of an Individualized Education Program (IEP);
- high expectations that are consistent with LEA goals and Connecticut state standards including the belief that all students are capable and can be successful regardless of their discipline history; and
- research/evidence-based practices with student success in mind including the engagement of parents/guardians and families as well as community partners, as appropriate.

These principles are unlikely to be satisfied by assignment to homebound instruction.

### **Requirements of Standards for Alternative Educational Opportunities for Students Who Have Been Expelled**

The SBOE adopted Standards for Alternative Educational Opportunities require the District to:

1. Provide a full time, comprehensive alternative educational opportunity, with a focus on an opportunity for learning that is comparable to those in a regular school setting.
2. Notify parents/students at the time of expulsion of the right to apply for early readmission, which can be granted at the discretion of the Board of Education or the Superintendent, if the Board delegates this authority to the Superintendent (C.G.S. [10-233\(j\)](#)). (The criteria for early readmission should be recorded in the individualized learning plan (ILP)).
3. Meet with parents/guardians prior to placement to provide information about potential alternative educational opportunities and a placement meeting to finalize such placement. (Such meeting can take place directly after the expulsion hearing.)
4. Consult with relevant school personnel knowledgeable about the student's academic, social and behavioral history to help in the determination of an appropriate alternative educational opportunity.
5. Involve the PPT for expelled special education students who are determined to have educational programming and placement during the period of expulsion in accordance with the Individuals with Disabilities Act (IDEA).
6. Develop an Individualized Learning Plan (ILP) to address:

## Hampton Board of Education

- Information pertaining to the student's academic and behavioral needs and appropriate academic and behavioral goals and interventions including the core classes and current placement or progress in the curriculum of those classes at the time of expulsion.
  - Benchmarks to measure progress towards the goals and progress towards graduation. (This will include monitoring attendance, work completion, and progress toward meeting the coursework's academic standards.)
  - Reviewing the student's progress and communicating that progress to parent/guardian or student. (What would be done for students generally.)
  - Transfer of records to/from the alternative educational provider and the school from which the student was expelled.
  - Language pertaining to the possibility of early readmission to the school from which the student was expelled.
7. Monitor progress of student performance and placement. (This must be done and documented at least once per marking period, review of the student's ILP and make any needed adjustments.)
8. Adopt procedures to address a student's transition from an alternate educational opportunity to the student's regular school. (The criterion for readmission is the completion of the expulsion period.)

### **Procedural Steps to be taken by District following the Expulsion of a Student to Provide the Required Alternative Educational Opportunity**

The Superintendent or his/her designee is responsible for the fulfillment of the following:

1. Determine the eligibility of the expelled student for an alternative education opportunity.
  - a. The student is under the age of sixteen (16) and must be offered an alternative educational opportunity.
  - b. The student is between the ages of sixteen (16) and eighteen (18) and has not been previously expelled and wishes to continue his or her education shall be offered such an alternative educational opportunity. (The District is not obligated to provide an alternative educational opportunity to students in this age bracket who have been previously expelled, even if the prior expulsion occurred before the student was sixteen years of age.)
  - c. The student is eighteen years of age or older and the Board of Education is not obligated to provide an alternative educational opportunity.
  - d. Other considerations:



## Hampton Board of Education

- i. Any parent/guardian of an expelled student who does not choose to have his or her child enrolled in an alternative educational opportunity shall not be subject to the provision of Section [10-184](#) of the Connecticut General Statutes regarding school attendance.
  - ii. A student seventeen (17) years of age or older may be assigned to an adult education program and not be required to withdraw from school per C.G.S. [10-184](#).
  - iii. The student may be placed in a regular classroom program of a school other than the one from which the student has been excluded.
  - iv. A student expelled for the sale or distribution of a controlled substance, shall be referred to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof.
  - v. A student expelled for possession of a firearm, deadly weapon, dangerous instruments (those that can be used to cause death or serious injury) or martial arts weapons shall be reported to the local police department.
  - vi. An expelled special education student's alternative educational opportunity shall be established by the IEP team (PPT).
2. Determine the appropriate option for the alternative educational opportunity option to be offered to the expelled student.
  - a. Enroll the student in an alternative education program operated by the District which is compliant with requirements for such programs, (hours, length of school year and number of hours) with an individualized learning plan IF the district provides such alternative education.
  - b. Provide the student with an alternative educational opportunity in accordance with the SBOE adopted standards, including through an alternative education program offered by another school district or operator. (A standard program for its alternative educational opportunity providing such program meets the other requirements of the Standards, including the individualized learning plan.)
3. Consult with relevant school personnel 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. The input shared by school personnel may be gathered via written reports.\
4. Meet with the student's parent(s)/guardian(s) prior to placement to provide information concerning the potentially appropriate alternative educational opportunities for the student.

## Hampton Board of Education

5. Hold a placement meeting after parents/guardians have been informed and the appropriate school personnel have shared information regarding the student.
  - a. Explore all alternative educational opportunities at this meeting.
  - b. The placement decision should be made at this meeting.
  - c. Other considerations:
    - i. Parents/students, at the time of expulsion, should be informed of the right to apply for early readmission, which can be granted at the discretion of the Board of Education or Superintendent (if the BOE delegates this authority to the Superintendent under C.G.S. Section [10-233d\(j\)](#)).
    - ii. Any criteria for early readmission to the school from which the student has been expelled should be recorded in the Individualized Learning Plan (ILP).
6. Development of an Individualized Learning Plan (ILP) to inform and direct the student's learning goals and activities for the duration of the expulsion.
  - a. After placement in the alternative education opportunity, an ILP must be developed to govern the student's programming during period of the expulsion.
  - b. Develop the ILP through collaboration among school personnel, the student and the parent/guardian.
  - c. Reference student records with information relevant to the alternative educational opportunity. (student success plan, Individualized Education Program (IEP) under special education, Section 504 Plan, Individualized Health Plan, and/or other academic and behavioral data.)
  - d. The student's ILP is to contain:
    - i. The student's academic and behavioral needs and appropriate academic and behavioral goals and interventions;
    - ii. The student's core classes at the time of expulsion;
    - iii. The student's current placement or progress in the curriculum of those classes so that the student has an opportunity to continue to progress in the LEA's academic program and earn graduation credits, if applicable;
    - iv. Benchmarks to measure progress towards the goals and ultimately, progress towards graduation;
    - v. Timing and method for reviewing the student's progress 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

## Hampton Board of Education

academic standards for particular coursework, and thus progressing toward graduation, if applicable.)

- The progress monitoring of student performance and placement must be done and documented at least once per marking period, including a review of the ILP and the making of any necessary adjustments.
- vi. Such progress to be communicated to the parent/guardian and/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;
  - vii. 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
  - viii. The possibility of early readmission to the school from which the student was expelled and the early readmission criteria.
  - ix. A process for transition planning based upon the following considerations:
    - Efforts to readmit students at semester start points at the high school level to facilitate re-entry;
    - A plan to transfer the student's credits and record back to the school from which the student was expelled;
    - The student's needs for academic and other supports upon return to the home school environment; and
    - Efforts to connect returning students with opportunities to participate in extracurricular activities to support student engagement and general health and development.
7. If a determination is made that placement in the current alternative educational opportunity is no longer beneficial to an expelled student but it is also inappropriate to have the student return to the school from which the student was expelled, a plan for different alternative educational opportunities should be developed, following the procedure outlined above.
  8. Students who have a student success plan as mandated by state law, such plan may inform the ILP but does not replace the ILP.

**Presented: 08/22/18**

**Final Approved: 09/26/18**



# Hampton Board of Education

**5114.12**

## **STUDENTS**

### **STUDENT HANDBOOKS**

In order to inform students, parents and staff members of pertinent board policies, regulations, and school rules and procedures, the administration shall publish and annually revise student handbooks containing information about the school. The contents of student handbooks must conform with school board policies, administrative regulations, and state and federal laws and regulations. The school board shall conduct an annual review of the student handbooks. All handbooks and any revisions are to be reviewed and approved by the school board prior to publication.

**Tentative Approval: 09/02/2009**

**Final Approval: 10/07/2009**

# Hampton Board of Education

## 5117.2

### STUDENTS

#### **SCHOOL ATTENDANCE AREAS INTER-DISTRICT CHOICE**

The Board of Education recognizes that students may benefit from having a choice of schools to attend within the public school system that is not limited by school and/or district boundaries. An inter district public school attendance program will (1) provide parents and students with greater opportunities to choose the school and/or program that best meets the academic needs of the student; (2) positively influence the level of parent involvement and student motivation; (3) improve academic achievement; (4) reduce racial, ethnic and economic balance; and (5) provide a choice of educational programs for students.

The District will cooperate with the appropriate regional educational service center in the planning and implementation of an inter-district public school attendance program in accordance with the timelines and provisions contained within applicable Connecticut General Statutes as may be periodically amended and pursuant to the applicable provisions of the Federal No Child Left Behind Act.

Nonresident students from other school districts within the state, in the Hartford, New Haven and Bridgeport regions and New London who apply pursuant to the regulations approved by the Board, may enroll in particular programs or schools in districts in the surrounding areas on a space available basis, without payment of tuition except that the District shall receive an amount, within available appropriations, from the Department of Education, for each out-of-district student attending a school within the District. It is recognized that the Regional Service Centers shall determine which school districts in its area are located close enough to a priority school district to make transportation feasible. (note CGS I 0-266aa(c) restricts mandatory participation in the Open Choice Program to Bridgeport, Hartford, New Haven and New London.)

When there are more students seeking to attend school in a receiving district than there are spaces available, the RESC shall assist the school district in determining attendance by use of a lottery or lotteries designed to preserve or increase racial, ethnic or economic diversity. Preference shall be given to siblings and to students who would otherwise attend a school identified as in need of improvement pursuant to the No Child Left Behind Act.

In providing for admission of nonresident students, the school District shall consider:

The Board recognizes that the Open Choice Program is a voluntary, not mandatory, "in-only transfer" program, allowing students from outside the district to transfer to schools in the districts of Bristol, Danbury, East Hartford, Meriden, New Britain, Norwalk, Putnam, Stamford, Waterbury, and Windham beginning September 2003. Students may transfer into these ten priority districts only if they bring racial ethnic and economic diversity into the district and do not increase the racial, ethnic and economic isolation of the priority school district.

Beginning with the school year, it will be the policy of this District to receive nonresident students as part of the state-wide inter district public school attendance program in accordance with plan developed with the Regional Educational Service Center. Such planning, the Board believes, should consider, but not be limited to, the issues of definition and determination of space availability, choice of students, transportation to and from school and

## Hampton Board of Education

for after-school activities. Further, planning should consider issues related to special education, prior disciplinary behavior, and acceptance of prior academic work. The District will not recruit students under this program for athletic or extracurricular purposes. Records of students involved in the inter district program will be promptly forwarded to the receiving district.

The Board directs the Superintendent and staff not to make any distinction on account of race, sex, ethnic group, religion or disability of any student who is in attendance or who seeks admission to any school within this District in the determination or recommendation of action under this policy.

(f. 5145.4 - Nondiscrimination)

(cf. 5117 - School Attendance Areas)

(cf. 5117.1 - Intra-District Choice/Open Enrollment) (cf. 5118 - Nonresident Attendance)

Legal Reference: Connecticut General Statutes 10-4a Education interests of state defined.

10-226a Students or racial minorities 10-226b Existence or racial intolerance 10-226c Plan to correct imbalance Connecticut General Statutes

10-226d Approval of Plan by State Board

10-266aa Statewide inter district public school attendance program. 20 U.S.C. - No Child Left Behind Act, P.L. 107-110, Section 1116 No Child Left Behind Act, P.L. 107-110 - Title IX, Section 9532

McKinney-Vento Homeless Education Assistance Improvements Act of 2001, P.L. 107-110, 42 U.S.C. §11431-11435

**Tentative Approval: 06/13/2007**

**Final Approval: 07/11/2007**

# Hampton Board of Education

5118

## STUDENTS

### NONRESIDENT ATTENDANCE

The Hampton Board of Education may approve requests for school, including preschool attendance in the district for children living outside the district only for the reasons specifically listed herein:

1. Child care in the district (parents, relative, sitter).
2. Mental or physical health of the child as certified by a physician, school psychologist, or other appropriate school personnel.
3. To complete or begin a school year when the parents have moved out of or expect to move into the district during the school year with specific documentation and the conditions of agreement on a student-by-student basis.
4. On a student-by-student basis when equal numbers of students transfer between two districts.
5. When the district of origin agrees to pay the cost per student of education in the district for the past year less state and federal apportionments.
6. When the class enrollments in the district will permit the addition of out-of-district students, on a space available basis, in order to improve academic achievement and to reduce racial, ethnic and economic isolation or preserve racial and ethnic balance.

Transportation beyond that normally provided for students living in the district shall not be provided for students attending on an interdistrict attendance agreement, except for such arrangements which are part of the district's participation in the statewide interdistrict public school attendance program called OPEN.

The Hampton Board of Education reserves the right to revoke any interdistrict attendance agreement at anytime with the exception of its responsibility to the interdistrict public school attendance program called OPEN.

(cf. 3240 - Tuition Fees)

Legal Reference: Connecticut General Statutes

10-4a Educational interests of state defined (amended by PA 97-290, An Act Enhancing Educational Choices and Opportunity

10-33 Tuition in towns in which no high school is maintained.

10-35 Notice of discontinuance of high school service to nonresidents.

10-55 Pupils to attend regional school.

10-253 School privileges for children

**Tentative Approval: 06/13/07**

**Final Approval: 07/11/07**



# Hampton Board of Education

## 5118.1

### STUDENTS

#### HOMELESS STUDENTS

The Board shall make reasonable efforts to identify homeless children and youths within the district, encourage their enrollment in school and eliminate existing barriers to their education, which may exist in district policies or practices, in compliance with all applicable federal and state laws.

Further, it is the policy of the Board of Education that no child or youth shall be discriminated against or stigmatized in this school district because of homelessness. Homeless students, as defined by federal and state statutes, residing within the district or residing in temporary shelters in the district are entitled to free school privileges.

Homeless students shall not be separated from the mainstream school environment on the basis of their homelessness. Such students shall have access to education and other services they need to meet the same challenging State academic standards to which all students are held.

Homeless students within the district not placed in a shelter remain the district's responsibility to provide continued educational services. Such services for the child may be:

1. continued in the school ("school of origin") that the student attended when permanently housed or the school of last enrollment; or
2. provided in the school that is attended by other students living in the same attendance area where the homeless child lives.

To the extent feasible, a homeless child will be kept in the school of origin, unless it is against the wishes of the parent/guardian. If placement in the school of origin is not feasible, the homeless student must be placed in the school that is attended by other students living in the same attendance area in which the homeless child lives.

The District will provide a written explanation, including the right to appeal, whenever the District sends a homeless student to a school other than the school of origin, a school requested by the parent/guardian or unaccompanied youth.

Homeless children shall be provided educational services that are comparable to those provided to other students enrolled in the District, including but not limited to, Title I, transportation services, compensatory educational programs, gifted and talented, special education, ESL, health services and food and nutrition programs, and preschools operated by the District, if they meet the established criteria for these services.

The Superintendent of Schools shall refer identified homeless children under the age of eighteen who may reside within the school district, unless such children are emancipated minors, to the Connecticut Department of Children and Families (DCF).

The district administration shall attempt to remove existing barriers to school attendance by homeless emancipated minors and youth eighteen years of age:

## Hampton Board of Education

1. The selected school for the homeless child shall enroll the child, even in the absence of records normally required for enrollment. The last school enrolled shall be contacted to obtain records.
2. Other enrollment requirements that may constitute a barrier to the education of the homeless child or youth may be waived at the discretion of the Superintendent. If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child.
3. Fees and charges, which may present a barrier to the enrollment or transfer of a homeless child or youth, may be waived at the discretion of the Superintendent.
4. Transportation services must be comparable to those provided other students in the selected school. Transportation shall be provided to the student's school of origin in compliance with federal and state regulations. If the school of origin is in a different school district from where the homeless child or youth is currently living, both school districts shall agree on a method for sharing the responsibility and costs, or share the costs equally.
5. Official school records policies and regulations shall be waived at the discretion of the Superintendent, in compliance with federal statutes.
6. The district shall make a reasonable effort to locate immunization records from information available. The District's liaison shall assist the parent/guardian in obtaining the necessary immunizations and records. The District shall arrange for students to receive immunizations through health agencies and at District expense if no other recourse is available. Immunizations may, however, be waived for homeless youth only in accordance with provisions of Board of Education policy on immunizations.

Other barriers to school attendance by homeless children or youth may be waived at the discretion of the Superintendent of Schools.

The District will treat information about a homeless child or youth's living situation as a student education record subject to the protections of the Family Educational Rights and Privacy Act (FERPA). Such information shall not be deemed to be directory information.

The District's educational liaison for homeless children is the school counselor. The liaison must assist homeless children and youth, as described within the administrative regulations, in the placement/enrollment decisions, considering the youth's wishes and provide notice of appeal under the Act's enrollment disputes provisions. The liaison shall also participate in State provided professional development programs for local liaisons.

Students residing in a temporary shelter are entitled to free school privileges from the district in which the shelter is located or from the school district where they would otherwise reside if not for the placement in the temporary shelter. The district in which the temporary shelter is located shall notify the district where the student would otherwise be attending. The district so notified may choose to either:

1. continue to provide educational services, including transportation between the temporary shelter and the school in the home district; or
2. pay tuition to the district in which the temporary shelter is located.

## Hampton Board of Education

The Superintendent shall develop regulations, to ensure compliance with applicable statutes in the implementation of this policy.

(cf. 5143 - Student Health Assessments and Immunizations)

(cf. 5146 - Child Abuse and Neglect)

**Presented: 3/22/17**

**Final Approval: 04/26/17**

# Hampton Board of Education

**5121**

## **STUDENTS**

### **EXAMINATION/GRADING/RATING**

Through instructional performance objectives, the district shall establish student standards which promote educational achievement and excellence.

Issuance of regular student grades promotes continuous student evaluation and informs students, parents, and counselors of student progress and encourages improvement in student performance, if improvement is needed.

Students in grades 3 through 6 inclusive shall take Connecticut Statewide Mastery Tests or the Smarter Balanced Assessments provided by and administered under the supervision of the State Board of Education. Satisfactory achievement on the Mastery Tests shall be only one criterion for promotion.

- (cf. 6141 Curriculum Design/Development)
- (cf. 6146 Graduation Requirements)
- (cf. 6156 Statewide Proficiency/Mastery Examinations)
- (cf. 6180 Evaluation of the Instructional Program)

Legal Reference: Connecticut General Statutes

- 10-14m Development and submission of educational evaluation and remedial assistance plans. Contents of plan.
- 10-14n Statewide mastery examination.
- 10-14o Compensatory education grant. Financial statement of expenditures.
- 10-14p Reports by local and regional boards re instructional improvement and student progress.
- 10-14q Exceptions. (Students to whom provisions do not apply)
- 10-221a High school graduation requirements.

**Tentative Approval: 04/24/2013**

**Final Approved: 05/22/2013**

5122

**STUDENTS**

**ASSIGNING STUDENTS TO A TEACHER AND CLASSES IN GRADES K-12**

Each Building Principal will have the responsibility and the authority for assignment of each student to his or her class and, therefore, his or her teacher with the best interests of the child in mind. Principals will not take requests to place children with particular teachers. The parent(s) is/are encouraged to consult with their Principal or designee in the spring prior to classroom assignments concerning the child's learning style, specialties and difficulties, and particular needs, personal or educational. The parent(s) is/are also encouraged to discuss with the Building Principal the child's progress in the fall once classes are under way. However, the Principal will make the final determination in placing all children.

Students transferring from a school accredited by a State Department of Education will enroll at the grade level and with the course credits indicated by the records of the previous school. Students transferring from a school that is non-accredited will be accepted for enrollment at the level school records indicate, but the level of mastery and the quality of their previous class work must be validated against the District's performance standards and benchmarks.

Grades K-8

Previous work will be validated for K-8 students by successfully completing the grade in which they enroll. If upon enrollment, it appears that the student is not able to handle the assigned level after 20 school days, the school psychologist or other qualified person will evaluate the student by a written and/or oral examination. The psychologist, building principal, teachers, and parents involved will meet to determine the appropriateness of the placement of the student.

Grades 9-12

Transfer From an Accredited School

A student transferring from an accredited school must earn a minimum of \_\_\_\_\_ credits during the senior year to receive a \_\_\_\_\_ High School diploma. Students must complete all graduation requirements in order to participate in the commencement exercises. Any transferred second-semester senior may arrange with his/her former school to receive a diploma.

## Hampton Board of Education

### Transfer from a Non-accredited School (Including Home-Schooling)

Previous high school work will be validated for a 9-12 student by successfully completing a placement assessment for every unit/course completed in a non-accredited high school or home-schooling, i.e. successful completion of the placement assessment of mathematics would validate the mathematics credit being transferred. If the placement assessment does not validate the credit, similar or equivalent work will be evaluated at the discretion of the Principal. Students transferring from non-accredited schools or home-schooling may transfer a maximum of six (6) equivalent units per school year. Ordinarily, students from non-accredited high schools or from home-schooling will not be eligible to graduate from \_\_\_\_\_ High School with less than two years of full-time attendance. (This could be modified to indicate the senior year as a minimum)

Students

### Assigning Students To a Teacher and Classes in Grades K-12

(cf. 5122.3 - Assignment of Former Home-Schooled Students to Classes)

(cf. 5123 - Promotion/Retention)

(cf. 6146 - Graduation Requirements)

Legal Reference: Connecticut General Statutes

10-221(b) Boards of education to prescribe rules

**Tentative Approval: 06/13/07**

**Final Approval: 07/11/07**

# Hampton Board of Education

5123

## STUDENTS

### PROMOTION/ACCELERATION/RETENTION

The Board of Education is dedicated to the best total and continuous development of each student enrolled in its schools. Therefore, the District will establish and maintain the highest standards required for each grade and monitor student performance in a continuous and systematic manner. The administration and faculty shall establish a system of grading and reporting academic achievement to students and their parents and guardians. The system shall also determine when promotion requirements are met. The decision to promote a student to the next grade level shall be based on demonstrated and assessed successful completion of the curriculum, attendance, performance and/or progress on Individualized Education Plans (I.E.P.'s) . Any necessary retention should take place as early in a student's educational career as possible.

Students shall be promoted only on the basis of academic achievement. Students who, on the basis of objective measures of academic proficiency, can reasonably be expected to meet the instructional/learning objectives at the next educational level may be promoted.

The Board of Education shall approve the grading and reporting systems as developed by the administration and faculty upon the recommendation of the Superintendent of Schools.

The Board desires to minimize/eliminate the practice of promoting students to the next grade level for social reasons even though they are failing academically. The Board expects students to progress through each grade usually within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. The student's readiness for work at the next grade level shall be required before he/she is promoted. Students who have mastered the appropriate skills will be promoted; those who have not will be retained. A student's I.E.P. or 504 Plan will be a determining factor.

Schools shall identify students in danger of failing and being at risk for retention. Prior to deciding on retention for a student not mastering the appropriate skills, the district shall provide and may require the student to attend one or more alternatives for remedial assistance.

Opportunities, provided for supplemental and remedial instruction to assist the student in overcoming his/her academic deficiencies, may include but are not limited to, after-school tutorial programs, Saturday tutorial programs, summer school, Reading Recovery, instruction during school vacations or during week-end programs, cross-age tutoring or student mentoring.

In all cases of promotion or retention, the parent/guardian is to be fully involved and informed throughout the promotion/retention decision-making process. Parents will be notified as early as possible that retention is being considered and except in very unusual circumstances, no later than March 15. The Principal shall be responsible for making the final decision as to retention and assignment.

(cf. 5124 - Reporting to Parents)

(cf. 6146 - Graduation Requirements)

(cf. 6146.1 - Grading System)

## Hampton Board of Education

Legal Reference: Connecticut General Statutes

P.A. 99-288 An Act Concerning Education Accountability 10-221(b) Boards of education to prescribe rules.

10-265g Summer reading programs required for priority school districts. Evaluation of student reading level. Personal reading plans.

10-265l Requirements for additional instruction for poor performing students in priority school districts; exemption. Summer school required; exemption.

**Presented: 12/21/16**

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