

**BRANFORD BOARD OF EDUCATION
POLICY COMMITTEE**

WEDNESDAY 7:30 PM December 11, 2024	Walsh Intermediate School Collaboration & Innovation Center (Room 112) 85 Damascus Road, Branford, CT 06405
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To locate agendas and to access/view meetings please go to <https://www.branfordschools.org/>

Community Agreement

The Board of Education is committed to supporting the mission, vision, core values and global learning competencies of the Branford Public Schools. We are here to provide access for all students in close collaboration with the Superintendent and in partnership with the larger community.

A G E N D A

- I. Call to Order**
- II. Public Comments**
- III. Approval of Minutes**
- IV. Discussion/Action Items**
 - A. 5700 - Graduation Requirements**
 - B. 5010 - Admission to Public Schools at or Before Age 5**
 - C. 5350 - Attendance, Truancy and Chronic Absenteeism**
- V. Adjourn**

**TO PARTICIPATE IN PUBLIC COMMENTS REMOTELY PLEASE CALL:
(646) 558-8656 Meeting ID: 815 6405 4671 Passcode: 812124**

*When participating by telephone please mute your phone when joining the meeting and unmute your phone when you are ready to speak. This can be done by pressing *6 on your phone's keypad.*

Rules Governing Public Comments:

- Three minutes will be allotted to each speaker. The Board may modify this limitation at the beginning of a meeting if the number of persons wishing to speak makes it advisable to do so. (Board Bylaw 9325)
- Conduct intended primarily to disrupt the Board of Education meeting shall not be permitted. Any speaker who engages in such conduct will be warned and allowed to correct such conduct. If the speaker continues to engage in the disruptive conduct such will be grounds for termination of the speaker's privilege to participate in public comment and may be deemed grounds for removal from the meeting site.
- All speakers must identify themselves by name and address.

12.11.24

Memo

To:

Branford Board of Education
Policy Committee

From:

Allison K. Moran,
Assistant Superintendent of
Schools

Re:

Recommended Policy Revisions

CC:

Christopher Tranberg, Ph.D.,
Superintendent of Schools

Blaize Levitan, Chief Operating
Officer

BPS Administration

Recommended Policy Revisions

The following policy changes include necessary revisions based on statutory and/or regulatory changes, citation updates, and best practices. The changes have been made based upon Shipman's model policies and have been considered by BPS administration.

5700 Graduation Requirements

Notes from Shipman & Goodwin

In 2023, state law was amended to require students graduating in 2027 and beyond to complete one-half credit in personal financial management and financial literacy, which could be counted toward the humanities or as an elective credit, in order to graduate. The Act now also permits the personal financial management and financial literacy credit requirement to count towards students' nine science, technology, engineering and mathematics credit requirements. **Note: In short, the personal financial management and financial literacy credit requirement can now be counted toward student's 9 STEM credit requirements.**

Also in 2023, the law was amended to require that, beginning with the graduating class of 2025, students meet certain requirements related to the FAFSA in order to graduate. The Act delays these requirements until 2027 and this policy has been updated to reflect this change. **Note: The Board approved the first reading of the FAFSA policy delaying this requirement in November. This language also exists in the graduation requirements policy and needs to be adjusted accordingly.**

We also revised the policy to reflect statutory updates to the physical education and the optional community service graduation requirements. Lastly, we made other technical revisions to this policy, including the

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elimination of outdated policy language. **Note: Physician assistants may now excuse students from the PE requirement in addition to the other medical providers previously listed in the policy and community service no longer excludes partisan political acts.**

[COMMITTEE 5700 Graduation Requirements P.pdf](#)

[REDLINE 5700 Graduation Requirements P.pdf](#)

Admission to the Public Schools at or Before Age 5 (3v2)

Notes from Shipman & Goodwin

We have revised this policy to clarify that parents or guardians seeking admission to the public schools for children who will not turn five by September 1 must submit the written request to the principal of the school in which the child would be enrolled based on District residency requirements and attendance area requirements. We have also moved reference to the Connecticut Early Learning and Development Standards to optional language, as schools have discretion in determining what assessment tool they will use. Finally, we made other technical revisions to this policy, including the elimination of outdated policy language.

[COMMITTEE 5010 Admission to the Public Schools At or Before Age 5.pdf](#)

[REDLINE 5010 Admission to the Public Schools At or Before Age 5.pdf](#)

5350 Attendance, Truancy and Chronic Absenteeism (31v30)

Notes from Shipman & Goodwin

We have revised this policy and the accompanying regulations in light of Section 4 of Public Act 23-160, which addresses the right of a student, who is also a parent, to request permission from the board of education to attend adult education classes. We also added language to reflect the requirement, established by Section 16 of Public Act 22-47, that when a student is truant, the school district implement the truancy intervention model developed by the CSDE that accounts for mental and behavioral health, if the CSDE has developed such model; otherwise, the district will implement a truancy intervention plan that meets state law requirements. We have also added flexibility to the ways in which parents/guardians can report student absences and personnel can notify parents/guardians of student absences. Finally, we have made technical and clarifying edits to the regulations and accompanying forms.

[COMMITTEE 5350 Attendance, Truancy and Chronic Absenteeism P&R.pdf](#)

[REDLINE 5350 Attendance, Truancy and Chronic Absenteeism P&R.pdf](#)



**Series 5010
Students**

ADMISSION TO THE PUBLIC SCHOOLS AT OR BEFORE AGE FIVE

The Branford Board of Education (the “Board”) complies with its legal obligation to cause each child five years of age and over and under eighteen years of age who is not a high school graduate and is residing within the Board’s jurisdiction to attend school in accordance with Connecticut General Statutes § 10-184.

Branford Public Schools (the “District”) shall be open to resident children five years of age and over who reach age five on or before the first day of September of any school year. For children who will not reach the age of five on or before the first day of September of the school year, the child’s parent or guardian may submit a written request to the principal of the school in which the child would be enrolled based on District residency and attendance area requirements seeking early admission to the District. Upon receipt of such written request, the principal and/or an appropriate certified staff member shall assess such a child to determine whether admitting the child is developmentally appropriate. For decisions relating to early admission to the District, the decision of the principal and appropriate certified staff shall be final.

The Superintendent or designee shall be responsible for developing administrative regulations in furtherance of this policy. Such regulations shall identify procedures for the receipt and processing of requests for early admission to the District and for assessing whether early admission of a child is developmentally appropriate.

Legal Reference:

Connecticut General Statutes

10-15c	Discrimination by public schools prohibited. School attendance for five-year-olds
10-220	Duties of boards of education
10-221	Board of education to prescribe rules, policies, and procedures
10-184	Duties of parents. School attendance age requirements

Public Act 23-208, “An Act Making Certain Revisions to the Education Statutes.”

ADOPTED: 2.21.2024

REVISED:

8/28/24

ADMINISTRATIVE REGULATIONS REGARDING EARLY ADMISSION TO KINDERGARTEN

In accordance with state law, the Branford Public Schools (the “District”) are open to all children five years of age and over who reach age five on or before September 1 of any school year. A child who has not reached the age of five on or before September 1 of the school year may be admitted to kindergarten only (1) upon a written request by the parent or guardian of the child to the principal of the school in which the child would be enrolled based on District residency and attendance area requirements, and (2) following an assessment of the child, conducted by the principal of the school and an appropriate certified staff member of the school, to ensure that admitting the child is developmentally appropriate (“Early Admission Process”). The Early Admission Process shall be available only for a child who will reach the age of five on or after September 2 and before January 1 of the school year.

I. Assessment

- A. The District will assess a child who does not meet the statutory age requirement if admission of such child is requested in writing by a child’s parent or guardian. Such request must be submitted via the Google Form linked on the school and district website. The form must identify the school in which the child would be enrolled based on District residency and attendance area requirements (the “Building Principal”) and must be received by the Building Principal no later than March 1, 2024.
- B. The Building Principal and an appropriate certified staff member of the school (together, the “Assessment Team”) will conduct an assessment of the child to gather information pertaining to the question of whether admitting the child is developmentally appropriate.
- C. The Assessment Team will take a holistic approach to assess a child’s developmental level in a variety of developmental domains (e.g. cognitive, social-emotional, physical development and health, etc.). The Assessment Team may use the following assessment to determine whether early admission to kindergarten is developmentally appropriate: Brigance Early Childhood Screen III (3–5 years).
- D. The Assessment Team will obtain information from the parent or guardian as part of the assessment.
- E. The Assessment Team will gather and consider relevant information from the child’s preschool teacher/early care provider, if available, as part of the assessment.
- F. The Assessment Team will conduct the assessment in a manner that is designed to be culturally and linguistically appropriate.

- G. The Assessment Team will assess children whose parents request early admission at specifically defined times. If the request for early admission is received before March 1, the Early Admission Process will occur approximately 30 days within receiving such request. All requests for early admission must be submitted by March 1.
- H. The Early Admission Process will be administered universally across all schools in the District that operate kindergarten classrooms.

II. Children with Disabilities

- A. All parents and guardians, including those of children with disabilities, may request early entry to kindergarten pursuant to the Early Admission Process in Section I.
- B. For a child with an Individualized Education Programs (IEPs), the Early Admission Process will be individualized and in alignment with the documented IEP accommodations/modifications in Section 5 (Supplementary Aids and Services) and Section 11 (District and State Testing).
- C. For a child with a Section 504 plan, the Early Admission Process will be individualized and in alignment with the accommodations documented in the child's 504 plan.

III. Notification

The District will strive to notify parents and guardians who have requested their child be granted early admission to kindergarten as soon as possible.

Legal Reference:

Conn. Gen. Stat. § 10-15c	Discrimination by public schools prohibited. School attendance for five-year-olds
Conn. Gen. Stat. § 10-220	Duties of boards of education
Conn. Gen. Stat. § 10-221	Board of education to prescribe rules, policies, and procedures
Conn. Gen. Stat. § 10-184	Duties of parents. School attendance age requirements

Public Act 23-208, "An Act Making Certain Revisions to the Education Statutes."

Connecticut State Department of Education, *New Entry Age for Kindergarten:
Considerations for Connecticut Schools*, October 23, 2023.

8/28/2024

COMMITTEE DECEMBER 2024



**Series 5010
Students**

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~~10/3/23~~ 8/28/24

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Connecticut State Department of Education, *New Entry Age for Kindergarten:
Considerations for Connecticut Schools*, October 23, 2023.

8/28/2024 ~~11/28/2023~~

REDLINE



Students

5350 P

STUDENT ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM

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

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

Legal References:

Public Act No. 23-160, “An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes.”

Connecticut General Statutes § 10-73d

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-184

Connecticut General Statutes § 10-186

Connecticut General Statutes § 10-198a

Connecticut General Statutes § 10-198b

Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

Connecticut General Statutes § 10-198e

Connecticut General Statutes § 10-198f

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

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

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

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

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

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

Connecticut State Department of Education Memorandum, *Mental Health Wellness Days* (January 24, 2022)

Connecticut State Department of Education Memorandum, *Adoption of Definition of Remote Absence* (September 7, 2022)

Connecticut State Board of Education Resolution (September 7, 2022)

ADOPTED: UPDATED:
REVISED:

8/27/2024

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

I. Attendance and Truancy

A. Definitions for Section I

1. “Absence” - any day during which a student is not considered “in attendance” as defined in these regulations.
2. “Disciplinary absence” - any absence as a result of school or District disciplinary action. Any student serving an out-of-school suspension or expulsion should be considered absent except for each day that the student receives alternative education programming for at least half of the instructional school day. A disciplinary absence is not considered excused or unexcused for attendance and truancy purposes.
3. “Educational evaluation” - for purposes of this policy, an educational evaluation is an assessment of a student’s educational development, which, based upon the student’s presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and/or motor abilities.
4. “Excused absence” - a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student’s return to school, or if the student has been excluded from school in accordance with Conn. Gen. Stat. § 10-210 (regarding communicable diseases), and the following criteria are met:
 - a. Any absence before the student’s tenth (10th) absence is considered excused when the student’s parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.
 - b. For the student’s tenth (10th) absence and all absences thereafter, a student’s absences from school are, with appropriate documentation in accordance with this

regulation, considered excused only for the following reasons:

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

remote learning as determined through a combination of: synchronous virtual classes, synchronous virtual meetings, activities on time-logged electronic systems, and/or the completion and submission of assignments for at least half of the instructional school day.

6. "Mental health wellness day" - a school day during which a student attends to such student's emotional and psychological well-being in lieu of attending school.
7. "Remote learning" instruction by means of one or more Internet-based software platforms as part of a remote learning model as may be authorized by the Branford Board of Education (the "Board") in accordance with applicable law.
8. "Student" - a student enrolled in the Branford Public Schools (the "District").
9. "Truant" - any student five (5) to eighteen (18) years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.
10. "Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

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

B. Mental Health Wellness Days

Any student enrolled in grades kindergarten to twelve, inclusive, shall be permitted to take two mental health wellness days during the school year, during which day such student shall not be required to attend school. No student shall take mental health wellness days during consecutive school days. Mental health wellness days shall be excused when permission by the student's parent/guardian is documented by the student's school, regardless of the number of absences a student has accrued in the school year. Mental health wellness days will not be included in reporting or referrals related to truancy. A mental health wellness day will count as

an “absence” for determining chronic absenteeism, as defined in Section II of this policy.

C. Written Documentation Requirements for Absences

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

- iv. a signed note from a court official; or
 - v. any other official, written documentation of the legal requirement to appear in court.
 - d. funeral or death in the family, or other emergency beyond the control of the student's family: a written document explaining the nature of the emergency.
 - e. extraordinary educational opportunity pre-approved by the District administrators and in accordance with State Department of Education guidance and this policy: written pre-approval from the administration, in accordance with this regulation.
 - f. lack of transportation that is normally provided by a school district other than the one the student attends: none.
4. Neither e-mail nor text message shall satisfy the requirement of written documentation. Under certain circumstances, a building administrator may accept the delivery of written documentation through a scanned copy sent by e-mail or submission of a report through an online system established for parents/guardians to comply with attendance reporting requirements.
5. The District reserves the right to randomly audit written documentation received, through telephone and other methods of communication, to determine its authenticity.
6. Any absence that is not documented in accordance with this regulation within ten (10) school days after the incidence of absence will be recorded as unexcused. If documentation is provided within ten (10) school days, but is incomplete, the building principal may, at the building principal's own discretion, grant up to a five (5) school day extension for provision of the completed documentation.

D. Extraordinary Educational Opportunities

1. To qualify as an extraordinary educational opportunity, the opportunity must:

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

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

E. Truancy Exceptions:

- 1. A student five (5) or six (6) years of age shall not be considered truant if the parent or person having control over such student has appeared personally at the District office and exercised the option of not sending the child to school at five (5) or six (6) years of age.
- 2. A student who is both (1) under seventeen (17) years of age and (2) a parent may request permission from the Board to attend adult education classes. The Board may, by a majority vote of the members of the Board present and voting at a regular or special meeting of the Board called for such purpose, assign such student to adult education classes.
- 3. A student who is seventeen (17) years of age shall not be considered truant if the parent or person having control over such child withdraws such child from school and enrolls such child in an adult education program pursuant to Conn. Gen. Stat. § 10-69. Such parent or person shall personally appear at the District office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall

include an attestation (1) from a school counselor or school administrator of the school that the District has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school.

4. A student who is eighteen (18) years of age or older may withdraw from school. Such student shall personally appear in person at the District office and sign a withdrawal form. Such withdrawal form must include an attestation from a guidance counselor, school counselor, or school administrator of the school that the District has provided such student with information on the educational options available in the school system and community.
5. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

F. Readmission to School Following Voluntary Withdrawal

1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section E.3 or E.4 above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.
2. If a student who has voluntarily withdrawn from school (in accordance with Section E.3 or E.4 above) seeks readmission within ten (10) school days of the student's withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

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

1. A student serving an out-of-school suspension or expulsion shall be reported as absent unless the student receives an alternative educational program for at least half of the instructional school day. In any event, the absence is considered a disciplinary absence, and will not be designated as excused or unexcused.

2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered “in attendance.”
3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being “in attendance” for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate in accordance with applicable law.

H. Procedures for students in grades K-8

1. Notification

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

2. Monitoring

Each school shall implement a system of monitoring individual unexcused absences of students in grades K-8. Whenever such a student fails to report to school on a regularly scheduled school day, school personnel under the direction of the building principal or designee shall make a reasonable effort to notify the parent or other person having control of such student by telephone, e-mail or mail of the student's absence, unless school personnel have received an indication that the parent or other person is aware of

the student's absence. Reasonable efforts shall include two (2) attempts to reach the parent or other person at the contact information provided by the parent or other person. Such attempts shall be recorded using the District's student data system. Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

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

1. Intervention

- a. When a student is truant, the building principal or designee shall schedule a meeting with the parent (or other person having control of such student) and appropriate school personnel to review and evaluate the reasons for the student's truancy. This meeting shall be held no later than **ten (10) days** after the student becomes truant. The District shall document the meeting, and if parent or other person declines to attend the meeting, or is otherwise is non-responsive, that fact shall also be documented and the meeting shall proceed with school personnel in attendance.
- b. When a student is truant, the Superintendent or designee shall coordinate services with and referrals of students to community agencies providing child and family services, as appropriate. The District shall document efforts to contact and include families and to provide early intervention in truancy matters.
- c. When a student is truant, the Superintendent or designee shall provide notice to the student's parent or guardian of the information concerning the existence and availability of the 2-1-1 Infoline program, and other pediatric mental and behavioral health screening services and tools described in Conn. Gen. Stat. § 17a-22r.
- d. When a student is truant, an appropriate school mental health specialist, as determined by the District, shall conduct an evaluation of the student to determine if additional behavioral health interventions are necessary for the well-being of the child. "School mental health specialist" means any person employed by the District to provide mental health services to students, including but not limited to a school social worker, school psychologist, trauma

specialist, behavior technician, board certified behavior analyst, school counselor, licensed professional counselor or licensed marriage and family therapist.

- e. When a student is truant, the District shall implement the truancy intervention model developed by the State Department of Education That accounts for mental and behavioral health, if the State Department of Education has developed such model. Otherwise, the District shall implement a truancy intervention plan that meets the requirements set forth in Conn. Gen. Stat. § 10-198e(b).
- f. If the Commissioner of Education determines that any school under the jurisdiction of the Board has a disproportionately high rate of truancy, the District shall implement in that school a truancy intervention model identified by the State Department of Education pursuant to Conn. Gen. Stat. § 10-198e.
- g. In addition to the procedures specified in subsections (a) through (c) above, a regular education student who is experiencing attendance problems should be referred to the appropriate building-based team to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a planning and placement team (“PPT”) meeting to review the student’s need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.
- h. Where the documented implementation of the procedures specified in subsections (a) through (d) above does not result in improved outcomes despite collaboration with the parent/guardian, the Superintendent or designee may, with written parental consent, refer a student who is truant to a Youth Service Bureau.

J. Attendance Records

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

II. **Chronic Absenteeism**

A. Definitions for Section II

- 1. “Chronically absent child” - a child who is enrolled in a school under the jurisdiction of the Board and whose total number of

absences at any time during a school year is equal to or greater than ten percent (10%) of the total number of days that such student has been enrolled at such school during such school year.

2. “Absence” - an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Department of Education pursuant to Conn. Gen. Stat. § 10-198b and these administrative regulations.
3. “District chronic absenteeism rate” - the total number of chronically absent children under the jurisdiction of the Board in the previous school year divided by the total number of students under the jurisdiction of the Board for such school year.
4. “School chronic absenteeism rate” - the total number of chronically absent students for a school in the previous school year divided by the total number of students enrolled in such school for such school year.

B. Establishment of Attendance Review Teams

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

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

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

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

C. Composition and Role of Attendance Review Teams

Any attendance review team established under these regulations may include school administrators, guidance counselors, school social workers, teachers, representatives from community-based programs who address issues related to student attendance by providing programs and

services to truants, as defined under I.A.9, and chronically absent students and their parents or guardians.

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

D. State Chronic Absenteeism Prevention and Intervention Plan

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

III. Reports to the State Regarding Truancy Data

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

Legal References:

Public Act No. 23-160, “An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes.”

Connecticut General Statutes § 10-73d

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-184

Connecticut General Statutes § 10-186

Connecticut General Statutes § 10-198a

Connecticut General Statutes § 10-198b

Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

Connecticut General Statutes § 10-198e

Connecticut General Statutes § 10-198f

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

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

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

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

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

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

Connecticut State Department of Education Memorandum, *Mental Health Wellness Days* (January 24, 2022)

Connecticut State Department of Education Memorandum, *Adoption of Definition of Remote Absence* (September 7, 2022)

Connecticut State Board of Education Resolution (September 7, 2022)

APPROVED: REVISED:

8/27/2024



SAMPLE NOTIFICATION REGARDING STUDENT ATTENDANCE*

Regular and punctual student attendance is essential to the educational process. Connecticut General Statutes Section 10-184 provides that “each parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public school regularly during the hours and terms the public school in the district in which such child resides is in session, 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. A student who is eighteen years of age or older may withdraw from school. Such parent, person or student shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that such school district has provided such parent, person or student with information on the educational options available in the school system and community. The parent or person having control of a child seventeen years of age may withdraw such child from school and enroll such child in an adult education program pursuant to [Connecticut General Statutes Section] 10-69. Such parent or person shall personally appear at the school district office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school. 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 and 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 school district shall provide the parent or person with information on the educational opportunities available in the school system.”

In order to assist parents and other persons in meeting this responsibility, the Branford Board of Education (the “Board”) monitors unexcused student absences and makes reasonable efforts to notify parents or other persons by contacting them when a student fails to report to school. State law provides that any person who, in good faith, gives or fails to give such notice shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice. The Board, therefore, must obtain a telephone number or other means of contacting parents or other persons during the school day.

Please provide the following information and return the completed form, signed and dated to:

Student's Name: _____

Address: _____

School/grade: _____ / _____

Parent/Guardian's Daytime Telephone Number*: _____

Parent/Guardian's Daytime Telephone Number*: _____

Parent/Guardian Email Address: _____

Name of Other Person Having Control of Student: _____

Relationship to Student: _____

Daytime Telephone Number*: _____

*If no daytime telephone number is available, please specify other means by which school personnel may contact you during the school day. _____

Signature: _____

Date: _____

8/27/2024



UNEXCUSED ABSENCES SAMPLE DOCUMENTATION LOG

Date: _____

School: _____

School Staff Member/ Volunteer	Student's Name	Parent or Other Person Having Control of Student	Telephone Number	Outcome*	Excused or Unexcused	Reason Absence is Excused or Unexcused
				Attempt #1 _____ Attempt #2 _____ Notice mailed or e-mailed _____		
				Attempt #1 _____ Attempt #2 _____ Notice mailed or e-mailed _____		
				Attempt #1 _____ Attempt #2 _____ Notice mailed or e-mailed _____		
				Attempt #1 _____ Attempt #2 _____ Notice mailed or e-mailed _____		
				Attempt #1 _____ Attempt #2 _____ Notice mailed or e-mailed _____		

* No answer = N Left Message = LM Notification made = NM

9/3/2024

CHRISTOPHER J. TRANBERG, Ph.D.
Superintendent of Schools

ALLISON MORAN
Assistant Superintendent of Schools

BLAIZE LEVITAN
Chief Operating Officer



BRANFORD PUBLIC SCHOOLS

185 Damascus Road, Branford, CT 06405-3717
203.488.7276 • Fax 203. 315.3505
www.branfordschools.org

Extraordinary Educational Opportunities

From time to time, students encounter an exceptional opportunity for an experience of an educational nature. While these events may not be part of their schoolwork, they provide an excellent chance to further their education. Under certain circumstances, the days devoted to these opportunities can count as excused absences for students whose absences already total nine for the school year (for a child with fewer than nine absences, parents may excuse the child's absence via a written note provided within ten days of the absence).

To qualify as an extraordinary educational opportunity, an experience must meet the following criteria:

- A. The opportunity must be educational in nature. It must have a learning objective related to the student's coursework or plan of study. Not all memorable and/or life experiences would be considered educational and, therefore, would not be available for this exemption.
- A. It must be an opportunity not ordinarily available to the student.
- B. It must be grade and developmentally appropriate.
- C. The content of the experience must be highly relevant to the student. While some opportunities will be relevant to all students, other will contain very specific content that would limit their relevance to a smaller group of students.
- D. The opportunity must be one that cannot be accessed by the student during school vacations or the summer break.

Note: Criteria C and D above may mean that an exceptional educational opportunity exemption may be approved for one family member but not for another attending the same event/opportunity.

Decisions will be made on a case-by-case basis. **Requests may be granted with the requirement that certain conditions be met. Should these conditions fail to be met, approvals may be withdrawn by the district.**

Process for submitting a request for an extraordinary educational opportunity

To request that the district grant permission to a student for an extraordinary educational opportunity, the parent or guardian of the student should submit the accompanying form (see below), with the signature of parent or guardian, and include additional documentation (where available). Forms must be submitted at least 10 (ten) school days prior to the opportunity. When more than one child is involved in the request, a copy of the form should be submitted for each child. Forms must be

submitted for each school year for which extraordinary educational opportunity permission is requested.

Approvals

All approvals for such opportunities will be provided by the district and will:

- A. Be in written form;
- A. Detail any requirements placed upon the student as a condition of approval;

PLEASE NOTE: The administration may withdraw its approval if the opportunity is canceled or the student fails to meet the mutually agreed on requirements of the approval.

- B. Include the specific days approved for the opportunities; and
- C. Include a requirement that the participating student share the experience with other students and/or staff upon return or completion of the opportunity for benefit of the larger school community. The expectation is that sharing the experience will not be purely informational but will contribute to the academic or social-emotional learning of classmates.

Extraordinary Educational Opportunities Request Form

Please complete one form per child and per experience and per school year

Student Name: _____

Parent/Guardian Name: _____

Date(s) of Opportunity: _____

Name of Educational Opportunity: _____

Provider/Location of Educational Opportunity: _____

What are the learning objectives for this educational opportunity?

How does this learning connect to the student's coursework?

How will the student share this new learning with classmates?

What prevents the student from accessing this opportunity during a school vacation or over the summer break?

Please list any additional documentation provided.

Parent Signature: _____ Date: _____

Return this form and any other documentation to:

Office of the Superintendent
Branford Public Schools
185 Damascus Road
Branford, CT 06405
Email: keyrich@branfordschools.org

For Office Use Only

Student Name: _____

Parent/Guardian Name: _____

Request for Extraordinary Educational Opportunity is • Approved • Not Approved

Conditions of Approval:

Other Comments: _____

Superintendent or Designee: _____ (signature)
_____ (print name)

Title: _____



SCHOOL ATTENDANCE OPTION FORM (CHILDREN AGE 5 OR 6)

Name of Child: _____ Date of Birth: _____

Address of Child: _____

Name of Parent(s): _____

Address of Parent(s) (if different from child): _____

In accordance with Connecticut General Statutes Section 10-184, the parent or person having control of a child five (5) years of age or older and under age eighteen (18) is required to ensure that such child attends school. Section 10-184 further provides that a parent or person having control of a child age five (5) shall have the option of not sending the child to school until age six (6), and a parent or person having control of a child age six (6) shall have the option of not sending the child to school until age seven (7). A parent or person having control of such child who is seeking to elect this option must appear in person at the school district offices and sign this option form.

I, _____, am the parent or person having control of, _____,

Name of parent or person

Name of child

a child who is age five/six (circle appropriate age), and I elect not to send my child to school until the age of six/seven (circle appropriate age). I understand that this option is effective for only one (1) school year. By signing, I understand that if my child is currently age five (5) and I wish to elect next school year not to send my child to school, I must reappear at the school next year to elect this option. I further understand that if my child is currently age six (6), I am required by Section 10-184 to send my child to the public school, or demonstrate that the child is "elsewhere receiving equivalent instruction in the studies taught in the public schools," when the child turns seven (7).

Signature: _____ Date: _____

School Personnel Use Only

Parent/person in control of child appeared in person and has been provided with information on the educational opportunities in the school system.

Signature: _____ Date: _____

Title: _____



SCHOOL ATTENDANCE OPTION FORM (CHILDREN AGE 17)

Name of Child: _____ Date of Birth: _____

Address of Child: _____

Name of Parent(s): _____

Address of Parent(s) (if different from child): _____

In accordance with Connecticut General Statutes Section 10-184, the parent or person having control of a child five (5) years of age or older and under age eighteen (18) is required to ensure that such child attends school.

Section 10-184 further provides that a parent or person having control of a student **seventeen (17) years of age** may consent to such student's withdrawal from school if they simultaneously enroll such child in an adult education program pursuant to Connecticut General Statutes Section 10-69. Such parent or person shall personally appear at the school district office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school.

I, _____, am the parent or person having control of, _____,
Name of parent or person Name of child

a child who is seventeen years of age. I hereby withdraw my child from school and attest that, upon my child's withdrawal, I will enroll my child in an adult education program pursuant to Connecticut General Statutes Section 10-69. I have personally appeared at the school district office and received information on the educational options available in the school system and community for my child.

Signature: _____ Date: _____

School Personnel Use Only

€ Parent/person in control of child appeared in person and has been provided with information on the educational opportunities in the school system and community.

Signature: _____ Date: _____

Title: _____

10/10/2021 8/27/2024

COMMITTEE December 2024



SCHOOL ATTENDANCE OPTION FORM (STUDENTS AGE 18 AND OLDER)

Name of Student: _____ Date of
Birth: _____

Address of Student:

In accordance with Connecticut General Statutes Section 10-184, the parent or person having control of a child five (5) years of age or older and under age eighteen (18) is required to ensure that such child attends school.

Section 10-184 further provides that a student who is **eighteen (18) years of age or older** may withdraw from school. Such student shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that such school district has provided such student with information on the educational options available in the school system and in the community.

Withdrawal from School by Student Age 18 or Over

I, _____, am a student of at least eighteen years
of age,
Name of student

and I hereby withdraw from school. I have personally appeared at the school district office and received information on the educational options available in the school system and community for me.

Signature: _____ Date: _____

School Personnel Use Only

€ Student appeared in person and has been provided with information on the educational opportunities in the school system and community.

Signature: _____ Date: _____

Title: _____
10/10/2021



Students

5350 P

STUDENT ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM

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

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

Legal References:

Public Act No. ~~22-47~~23-160, “An Act Concerning Education Mandate Relief and

Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes.”

Connecticut General Statutes § 10-73d

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-184

Connecticut General Statutes § 10-186

Connecticut General Statutes § 10-198a

Connecticut General Statutes § 10-198b

Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

Connecticut General Statutes § 10-198e

Connecticut General Statutes § 10-198f

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

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

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

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

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

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

Connecticut State Department of Education Memorandum, *Mental Health Wellness Days* (January 24, 2022)

Connecticut State Department of Education Memorandum, *Adoption of Definition of Remote Absence* (September 7, 2022)

Connecticut State Board of Education Resolution (September 7, 2022)

ADOPTED: ~~10-19-2022~~¶

UPDATED: ~~08-09-2023~~

REVISED:

8/27/2024 ~~11/29/2022~~¶

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

I. Attendance and Truancy

A. Definitions for Section I

1. “Absence” - any day during which a student is not considered “in attendance” as defined in these regulations.
2. “Disciplinary absence” - any absence as a result of school or District disciplinary action. Any student serving an out-of-school suspension or expulsion should be considered absent except for each day that the student receives alternative education programming for at least half of the instructional school day. A disciplinary absence is not considered excused or unexcused for attendance and truancy purposes.
3. “Educational evaluation” - for purposes of this policy, an educational evaluation is an assessment of a student’s educational development, which, based upon the student’s presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and/or motor abilities.
4. “Excused absence” - a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student’s return to school, or if the student has been excluded from school in accordance with Conn. Gen. Stat. § 10-210 (regarding communicable diseases), and the following criteria are met:
 - a. Any absence before the student’s tenth (10th) absence is considered excused when the student’s parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.
 - b. For the student’s tenth (10th) absence and all absences thereafter, a student’s absences from school are, with appropriate documentation in accordance with this

regulation, considered excused only for the following reasons:

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

regular school day; and/or participating in statutorily authorized remote learning as determined through a combination of: synchronous virtual classes, synchronous virtual meetings, activities on time-logged electronic systems, and/or the completion and submission of assignments for at least half of the instructional school day.

6. "Mental health wellness day" - a school day during which a student attends to such student's emotional and psychological well-being in lieu of attending school.
7. "Remote learning" ~~means~~ instruction by means of one or more Internet-based software platforms as part of a remote learning model as may be authorized by the Branford Board of Education (the "Board") in accordance with applicable law.
8. "Student" - a student enrolled in the Branford Public Schools (the "District").
9. "Truant" - any student five (5) to eighteen (18) years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.
10. "Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

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

B. Mental Health Wellness Days

Any student enrolled in grades kindergarten to twelve, inclusive, shall be permitted to take two mental health wellness days during the school year, during which day such student shall not be required to attend school. No student shall take mental health wellness days during consecutive school days. Mental health wellness days shall be excused when permission by the student's parent/guardian is documented by the student's school, regardless of the number of absences a student has accrued in the school year. Mental health wellness days will not be included in reporting or referrals related to truancy. A mental health wellness day will count as

an “absence” for determining chronic absenteeism, as defined in Section II of this policy.

C. Written Documentation Requirements for Absences

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

- iv. a signed note from a court official; or
 - v. any other official, written documentation of the legal requirement to appear in court.
- d. funeral or death in the family, or other emergency beyond the control of the student's family: a written document explaining the nature of the emergency.
 - e. extraordinary educational opportunity pre-approved by the District administrators and in accordance with ~~Connecticut~~ State Department of Education guidance and this policy: written pre-approval from the administration, in accordance with this regulation.
 - f. lack of transportation that is normally provided by a ~~District-school district~~ other than the one the student attends: none.
- 4. Neither e-mail nor text message shall ~~serve to~~ satisfy the requirement of written documentation. Under certain circumstances, a building administrator may, ~~in the administrator's own discretion,~~ accept the delivery of written documentation through a scanned copy sent by e-mail: or submission of a report through an online system established for parents/guardians to comply with attendance reporting requirements.
 - 5. The District reserves the right to randomly audit written documentation received, through telephone and other methods of communication, to determine its authenticity.
 - 6. Any absence that is not documented in accordance with this regulation within ten (10) school days after the incidence of absence will be recorded as unexcused. If documentation is provided within ten (10) school days, but is incomplete, the building principal may, at the ~~building~~ principal's own discretion, grant up to a five (5) school day extension for provision of the completed documentation.

D. Extraordinary Educational Opportunities

- 1. To qualify as an extraordinary educational opportunity, the opportunity must:

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

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

E. Truancy Exceptions:

- 1. A student five (5) or six (6) years of age shall not be considered truant if the parent or person having control over such student has appeared personally at the District office and exercised the option of not sending the child to school at five (5) or six (6) years of age.
- 2. ~~Until June 30, 2023, a~~ A student who is both (1) under seventeen (17) years of age shall not be considered truant if the parent or person having control over such student consents to such student's withdrawal from school. Such parent or person shall personally appear at the District office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the District provided the parent (or person having control of the child) with information on the educational options available in the school system and community. and (2) a parent may request permission from the Board to attend adult education classes. The Board may, by a

majority vote of the members of the Board present and voting at a regular or special meeting of the Board called for such purpose, assign such student to adult education classes.

¶

- ~~3. student who is eighteen (18) years of age or older may withdraw from school. Such student shall personally appear in person at the school District office and sign a withdrawal form. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the District provided such student with information on the educational options available in the school system and community.~~
3. 4. Beginning July 1, 2023, a A student who is seventeen (17) years of age shall not be considered truant if the parent or person having control over such child withdraws such child from school and enrolls such child in an adult education program pursuant to Conn. Gen. Stat. § 10-69. Such parent or person shall personally appear at the District office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that the District has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school.
4. A student who is eighteen (18) years of age or older may withdraw from school. Such student shall personally appear in person at the District office and sign a withdrawal form. Such withdrawal form must include an attestation from a guidance counselor, school counselor, or school administrator of the school that the District has provided such student with information on the educational options available in the school system and community.
5. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be “truant.”

F. Readmission to School Following Voluntary Withdrawal

1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section E.23 or E.4, above) and subsequently seeks readmission, the Board may deny

school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.

2. If a student who has voluntarily withdrawn from school (in accordance with Section E.23 or E.4, above) seeks readmission within ten (10) school days of the student's withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

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

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

H. Procedures for students in grades K-8*

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

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

2. Monitoring

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

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

1. Intervention

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

agencies providing child and family services, as appropriate. The District shall document efforts to contact and include families and to provide early intervention in truancy matters.

c. When a student is truant, the Superintendent or designee shall provide notice to the student's parent or guardian of the information concerning the existence and availability of the 2-1-1 Infoline program, and other pediatric mental and behavioral health screening services and tools described in Conn. Gen. Stat. § 17a-22r.

d. ~~Beginning July 1, 2023, when~~ When a student is truant, an appropriate school mental health specialist, as determined by the District, shall conduct an evaluation of the student to determine if additional behavioral health interventions are necessary for the well-being of the child. "School mental health specialist" means any person employed by the District to provide mental health services to students, including but not limited to a school social worker, school psychologist, trauma specialist, behavior technician, board certified behavior analyst, school counselor, licensed professional counselor or licensed marriage and family therapist.

e. When a student is truant, the District shall implement the truancy intervention model developed by the State Department of Education that accounts for mental and behavioral health, if the State Department of Education has developed such model. Otherwise, the District shall implement a truancy intervention plan that meets the requirements set forth in Conn. Gen. Stat. § 10-198e(b).

f. e. If the Commissioner of Education determines that any school under the jurisdiction of the Board has a disproportionately high rate of truancy, the District shall implement in that school a truancy intervention model identified by the State Department of Education pursuant to Conn. Gen. Stat. § 10-198e.

g. f. In addition to the procedures specified in subsections (a) through (c) above, a regular education student who is experiencing attendance problems should be referred to the appropriate building-based team to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a planning and placement team ("PPT") meeting to review the student's need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.

~~h. g.~~ Where the documented implementation of the procedures specified in subsections (a) through (d) above does not result in improved outcomes despite collaboration with the parent/guardian, the Superintendent or designee may, with written parental consent, refer a student who is truant to a Youth Service Bureau.

J. Attendance Records

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

II. Chronic Absenteeism

A. Definitions for Section II

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

B. Establishment of Attendance Review Teams

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

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

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

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

C. Composition and Role of Attendance Review Teams

Any attendance review team established under these regulations may include school administrators, guidance counselors, school social workers, teachers, representatives from community-based programs who address issues related to student attendance by providing programs and services to truants, as defined under I.A.9, and chronically absent students and their parents or guardians.

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

D. State Chronic Absenteeism Prevention and Intervention Plan

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

III. Reports to the State Regarding Truancy Data

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

~~IV. Evolving State Department of Education and State Board of Education Guidance¶~~

~~¶~~

~~The Board will comply with any and all guidance issued by the State Department of Education and/or State Board of Education regarding attendance requirements, including during periods of remote learning.~~

Legal References:

Public Act No. ~~22-47~~23-160, “An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes.”

Connecticut General Statutes § 10-73d

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-184

Connecticut General Statutes § 10-186

Connecticut General Statutes § 10-198a

Connecticut General Statutes § 10-198b

Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

Connecticut General Statutes § 10-198e

Connecticut General Statutes § 10-198f

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

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

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

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

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

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

Connecticut State Department of Education Memorandum, *Mental Health Wellness Days* (January 24, 2022)

Connecticut State Department of Education Memorandum, *Adoption of Definition of Remote Absence* (September 7, 2022)

Connecticut State Board of Education Resolution (September 7, 2022)

APPROVED: ~~October 19, 2022~~

REVISED: ~~August 9, 2023~~

8/27/2024 ~~11/29/2022~~



SAMPLE NOTIFICATION REGARDING STUDENT ATTENDANCE*

Regular and punctual student attendance is essential to the educational process. Connecticut General Statutes Section 10-184 provides that “each parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public ~~day~~ school regularly during the hours and terms the public school in the district ~~wherein~~ **in which** such child resides is in session, 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. ~~For the school years commencing July 1, 2011, to July 2022, inclusive, the parent or person having control of a child seventeen years of age may consent, as provided in this section, to such child’s withdrawal from school. For the school year commencing July 1, 2023, and each school year thereafter, a~~ **A** student who is eighteen years of age or older may withdraw from school. Such parent, person or student shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that such school district has provided such parent, person or student with information on the educational options available in the school system and community. The parent or person having control of a child seventeen years of age may withdraw such child from school and enroll such child in an adult education program pursuant to [Connecticut General Statutes Section] 10-69. Such parent or person shall personally appear at the school district office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school. 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 and 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 school district shall provide the parent or person with information on the educational opportunities available in the school system.”

In order to assist parents and other persons in meeting this responsibility, the Branford Board of Education (the “Board”) monitors unexcused student absences and makes reasonable efforts to notify parents or other persons by contacting them when a student fails to report to school. State law provides that any person who, in good faith, gives or fails to give such notice shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with

respect to any judicial proceeding which results from such notice or failure to give such notice. The Board, therefore, must obtain a telephone number or other means of contacting parents or other persons during the school day.

Please provide the following information and return the completed form, signed and dated to:

Student's Name: _____

Address: _____

School/grade: _____ / _____

Parent/Guardian's Daytime Telephone Number*: _____

Parent/Guardian's Daytime Telephone Number*: _____

Parent/Guardian E-mail Address: _____

~~Daytime Telephone Number* of~~

Name of Other Person Having Control of Student: _____

Student: _____ Relationship to Student: _____

Daytime Telephone Number*: _____

*If no daytime telephone number is available, please specify other means by which school personnel may contact you during the school day. _____

Signature: _____

Date: _____

~~9/9/22~~ 8/27/2024



UNEXCUSED ABSENCES SAMPLE DOCUMENTATION LOG

Date

School

School Staff Member/ Volunteer	Student's Name	Parent or Other Person Having Control of Student	Telephone Number	Outcome*	Excused or Unexcused	Reason Absence is Excused or Unexcused
				Attempt #1 _____ Attempt #2 _____ Written Notice mailed _____ mailed or e-mailed _____		
				Attempt #1 _____ Attempt #2 _____ Written Notice mailed _____ mailed or e-mailed _____		
				Attempt #1 _____ Attempt #2 _____ Written Notice mailed _____ _____ mailed or e-mailed _____		

				Attempt #1 _____ Attempt #2 _____ Written Notice mailed _____ _____ mailed or e-mailed _____		
				Attempt #1 _____ Attempt #2 _____ Written Notice mailed _____ _____ mailed or e-mailed _____		

* No answer = N
Left Message = LM
Notification made = NM
9/3/2024 7/26/17

CHRISTOPHER J. TRANBERG, Ph.D.
Superintendent of Schools

~~RACHEL M. SEXTON~~ ALLISON MORAN
Assistant Superintendent of Schools

~~DONALD A. NEEL~~BLAIZE LEVITAN
Chief Operating Officer



BRANFORD PUBLIC SCHOOLS

185 Damascus Road, Branford, CT 06405-3717
203.488.7276 • Fax 203. 315.3505
www.branfordschools.org

Extraordinary Educational Opportunities

From time to time, students encounter an exceptional opportunity for an experience of an educational nature. While these events may not be part of their schoolwork, they provide an excellent chance to further their education. Under certain circumstances, the days devoted to these opportunities can count as excused absences for students whose absences already total nine for the school year (for a child with fewer than nine absences, parents may excuse the child's absence via a written note provided within ten days of the absence).

To qualify as an extraordinary educational opportunity, an experience must meet the following criteria:

- A. The opportunity must be educational in nature. It must have a learning objective related to the student's coursework or plan of study. Not all memorable and/or life experiences would be considered educational and, therefore, would not be available for this exemption.
- A. It must be an opportunity not ordinarily available to the student.
- B. It must be grade and developmentally appropriate.
- C. The content of the experience must be highly relevant to the student. While some opportunities will be relevant to all students, other will contain very specific content that would limit their relevance to a smaller group of students. ~~For example, a trumpet lesson from jazz great Wynton Marsalis would be very relevant to students who play trumpet, but not to others who do not play trumpet.~~ ¶
- ~~D.~~ **D. The opportunity must be one that cannot be accessed by the student during school vacations or the summer break.**

Note: Criteria C and D above may mean that an exceptional educational opportunity exemption may be approved for one family member but not for another attending the same event/opportunity. Decisions will be made on a case-by-case basis. **Requests may be granted with the requirement that certain conditions be met. Should these conditions fail to be met, approvals may be withdrawn by the district.**

~~Some examples of extraordinary educational opportunities include:~~ ¶

- ~~• The opportunity to attend a master class with Itzhak Perlman; or~~ ¶
- ~~• An astronaut led, behind the scenes tour of the Kennedy Space Center.~~ ¶



~~Some examples of activities that do not qualify as extraordinary educational opportunities include:~~

- ~~• Family vacations; or~~
- ~~• Going to a concert of a favorite music star; or~~
- ~~• Attending a seasonal sport camp.~~

~~In addition, t The opportunity must be one that cannot be accessed by the student during school vacations or the summer break.~~

Process for submitting a request for an extraordinary educational opportunity

To request that the district grant permission to a student for an extraordinary educational opportunity, the parent or guardian of the student should submit the accompanying form (see below), with the signature of ~~both the student and~~ parent or guardian, and include additional documentation (where available). Forms must be submitted **at least 10 (ten) school days** prior to the opportunity. When more than one child is involved in the request, a copy of the form should be submitted for each child. Forms **must** be submitted for each school year for which extraordinary educational opportunity permission is requested.

Approvals

All approvals for such opportunities will be provided by the district and will:

- A. Be in written form;
- A. Detail any requirements placed upon the student as a condition of approval;

PLEASE NOTE: The administration may withdraw its approval if the opportunity is canceled or the student fails to meet the mutually agreed on requirements of the approval.

- B. Include the specific days approved for the opportunities; and
- C. Include a requirement that the participating student share the experience with other students and/or staff upon return or completion of the opportunity for benefit of the larger school community. The expectation is that sharing the experience will not be purely informational but will contribute to the academic or social-emotional learning of classmates.

Extraordinary Educational Opportunities Request Form

Please complete one form per child and per experience and per school year

Student Name: _____

Parent/Guardian Name: _____

Date(s) of Opportunity: _____

Name of Educational Opportunity: _____

Provider/Location of Educational Opportunity: _____

What are the learning objectives for this educational opportunity?

How does this learning connect to the student's coursework?

How will the student share this new learning with classmates?

What prevents the student from accessing this opportunity during a school vacation or over the summer break?

Please list any additional documentation provided.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Return this form and any other documentation to:

Office of the Superintendent
Branford Public Schools
185 Damascus Road
Branford, CT 06405
Email: keyrich@branfordschools.org

#####

For Office Use Only

Student Name: _____

Parent/Guardian Name: _____

Request for Extraordinary Educational Opportunity is • Approved • Not Approved

Conditions of Approval:

Other Comments: _____

Superintendent or Designee: _____ (signature)
_____ (print name)

Title: _____

Redline December 2024



SCHOOL ATTENDANCE OPTION FORM (CHILDREN AGE 5 OR 6)

Name of Child: _____ Date of Birth: _____

Address of Child: _____

Name of Parent(s): _____

Address of Parent(s) (if different from child): _____

In accordance with Connecticut General Statutes Section 10-184, the parent or person having control of a child five (5) years of age or older and under age eighteen (18) is required to ensure that such child attends school. Section 10-184 further provides that a parent or person having control of a child age five (5) shall have the option of not sending the child to school until age six (6), and a parent or person having control of a child age six (6) shall have the option of not sending the child to school until age seven (7). A parent or person having control of such child who is seeking to elect this option must appear in person at the school district offices and sign this option form.

I, _____, am the parent or person having control of, _____,
Name of parent or person Name of child

a child who is age five/six (circle appropriate age), and I elect not to send my child to school until the age of six/seven (circle appropriate age). I understand that this option is effective for only one (1) school year. By signing, I understand that if my child is currently age five (5) and I wish to elect next school year not to send my child to school, I must reappear at the school next year to elect this option. I further understand that if my child is currently age six (6), I am required by Section 10-184 to send my child to the public school, or demonstrate that the child is "elsewhere receiving equivalent instruction in the studies taught in the public schools," when the child turns seven (7).

Signature: _____ Date: _____

School Personnel Use Only

Parent/person in control of child appeared in person and has been provided with information on the educational opportunities in the school system.

Signature: _____ Date: _____
Title: _____



SCHOOL ATTENDANCE OPTION FORM (CHILDREN AGE 17)

Name of Child: _____ Date of Birth: _____

Address of Child: _____

Name of Parent(s): _____

Address of Parent(s) (if different from child): _____

In accordance with Connecticut General Statutes Section 10-184, the parent or person having control of a child five (5) years of age or older and under age eighteen (18) is required to ensure that such child attends school.

Section 10-184 further provides that a parent or person having control of a student **seventeen (17) years of age** may consent to such student's withdrawal from school if they simultaneously enroll such child in an adult education program pursuant to Connecticut General Statutes Section 10-69. Such parent or person shall personally appear at the school district office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school.

I, _____, am the parent or person having control of, _____,
Name of parent or person Name of child

a child who is seventeen years of age. I hereby withdraw my child from school and attest that, upon my child's withdrawal, I will enroll my child in an adult education program pursuant to Connecticut General Statutes Section 10-69. I have personally appeared at the school district office and received information on the educational options available in the school system and community for my child.

Signature: _____ Date: _____

School Personnel Use Only

€ Parent/person in control of child appeared in person and has been provided with information on the educational opportunities in the school system and community.

Signature: _____ Date: _____

Title: _____

10/10/2021 8/27/2024

Redline December 2024



SCHOOL ATTENDANCE OPTION FORM (STUDENTS AGE 18 AND OLDER)

Name of Student: _____ Date of
Birth: _____

Address of Student:

In accordance with Connecticut General Statutes Section 10-184, the parent or person having control of a child five (5) years of age or older and under age eighteen (18) is required to ensure that such child attends school.

Section 10-184 further provides that, ~~for the school year commencing July 1, 2023 and each school year thereafter,~~ a student who is **eighteen (18) years of age or older** may withdraw from school. Such student shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that such school district has provided such student with information on the educational options available in the school system and in the community.

Withdrawal from School by Student Age 18 or Over

I, _____, am a student of at least eighteen years of age,
Name of student

and I hereby withdraw from school. I have personally appeared at the school district office and received information on the educational options available in the school system and community for me.

Signature: _____ Date: _____

School Personnel Use Only

€ Student appeared in person and has been provided with information on the educational opportunities in the school system and community.

Signature: _____ Date: _____

Title: _____

10/10/2021



SCHOOL ATTENDANCE OPTION FORM (CHILDREN AGE 17)

Name of Child: _____ Date of Birth: _____

Address of Child: _____

Name of Parent(s): _____

Address of Parent(s) (if different from child): _____

In accordance with Connecticut General Statutes Section 10-184, the parent or person having control of a child five (5) years of age or older and under age eighteen (18) is required to ensure that such child attends school.

Section 10-184 further provides that a parent or person having control of a student **seventeen (17) years of age** may consent to such student's withdrawal from school if they simultaneously enroll such child in an adult education program pursuant to Connecticut General Statutes Section 10-69. Such parent or person shall personally appear at the school district office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school.

I, _____, am the parent or person having control of, _____,
Name of parent or person Name of child

a child who is seventeen years of age. I hereby withdraw my child from school and attest that, upon my child's withdrawal, I will enroll my child in an adult education program pursuant to Connecticut General Statutes Section 10-69. I have personally

~~appeared at the school district office and received information on the educational options available in the school system and community for my child.~~

~~¶~~
~~Signature: _____ Date: _____~~
~~¶~~
~~¶~~

~~School Personnel Use Only~~

~~€ Parent/person in control of child appeared in person and has been provided with information on the educational opportunities in the school system and community.~~

~~¶~~
~~Signature: _____ Date: _____~~
~~¶~~

~~Title: _____~~
~~¶~~
~~¶~~

~~10/10/2021 8/27/2024~~

Redline December 2024



Students

5700 P

HIGH SCHOOL GRADUATION REQUIREMENTS

In order to satisfy the high school graduation requirements within Branford Public Schools, a student must have satisfactorily completed the prescribed courses of study, demonstrated proficiency in basic skills identified by the Branford Board of Education (the “Board”) and satisfied the legally mandated number and distribution of credits required to graduate from high school; and if graduating in 2027 and thereafter, satisfied the Free Application for Federal Student Aid (“FAFSA”) requirements detailed below.

Required Coursework and Credits for Graduation

The Board conforms with state law regarding credits for graduation from high school.

Classes Graduating in 2025 and 2026

For classes graduating in 2025 and 2026, the following twenty-five (25) credits are required:

Humanities	9 credits
• English	4 credits
• Social Studies (including one half credit in Civics and American Government)	3 credits
• Fine Arts	1 credit
• World Language	1 credit
Science, Technology, Engineering, and Mathematics (STEM)	9 credits
• Mathematics	3 credits
• Science	3 credits
• Electives Identified as STEM	3 credits
Physical Education and Wellness	1 credit
Health and Safety	1 credit
World Languages	1 credit
Mastery Based Diploma Assessment (Optional)	1 credit

Electives	3 credits
TOTAL	25 credits

Classes Graduating in 2027 and Thereafter

For classes graduating in 2027 and thereafter, the following twenty-five (25) credits are required:

Humanities	9 credits to include civics and the arts
• English	4 credits
• Social Studies (including one half credit in Civics and American Government)	3 credits
• Fine Arts	1 credit
• World Language	1 credit
Science, Technology, Engineering, and Math (STEM)	9 credits
• Mathematics	3 credits
• Science	3 credits
• Electives Identified as STEM	3 credits
Physical Education and Wellness	1 credit
Health and Safety Education	1 credit
Personal Financial Management and Financial Literacy	0.5 credits which may be counted toward humanities, STEM, or as an elective
Mastery-Based Diploma Assessment	1 credit
Other electives	4 credits
TOTAL	25 credits

A student who presents written documentation from a physician, advanced practice registered nurse, or physician assistant, stating that participation in physical education is not advisable because of the physical condition of the student, shall be excused from the physical education requirement. In such a case, another subject must be substituted.

Any student who is deaf or hearing impaired may be exempted from any world language graduation requirement if the student's parent or guardian requests such exemption in writing.

A credit is defined as not less than the equivalent of a forty (40) minute class period for each school day of a school year except for a credit or part of a credit toward high

school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) through on-line coursework that is completed satisfactorily in accordance with Board policy, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

Only courses taken in grades nine to twelve inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education, shall satisfy the above graduation requirements, except that the Board will grant a student credit:

High school graduation credit may be granted to students upon the successful demonstration of mastery of subject matter achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including:

- Cross-curricular graduation requirements,
- Career and technical education,
- Virtual learning,
- Work-based learning,
- Service learning,
- Dual enrollment and early college
- Courses taken in middle school, and
- Internships and student-designed independent studies;

Provided that such demonstration of mastery is in accordance with such state-wide subject matter content standards.

High school graduation credit will be granted to students for courses successfully completed with a [B] or better in grades seven and eight so long as the primary focus of the course corresponds directly to the subject matter of a specified course requirement at the high school level.

High school graduation credit will be granted to students for World Language courses successfully completed with a [B] or better, or its equivalent, as determined by the Superintendent or designee, through on-line coursework or upon achievement of a passing grade, as determined by the Superintendent or designee, in a course offered privately through a nonprofit provider. High school graduation credit may also be granted to students who meet the World Language proficiency examination requirements for the Seal of Biliteracy.

High school graduation credit will be granted to students who pass a subject area proficiency examination identified and approved by the Commissioner of the Department of Education, regardless of the number of hours a student spent in an instructional setting authorized by the Board learning the subject matter.

High school graduation credit will be granted to students for coursework completed during the school year or summer months at an institution accredited by the Board of

Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this policy.

High school graduation credit will be granted to students upon the successful completion of on-line coursework in accordance with the Board's on-line coursework policy.

A student may be granted one-half credit for documented community service provided it is supervised by an administrator or teacher and consists of not less than fifty (50) hours of actual service that may be performed at times when school is not regularly in session and not less than ten (10) hours of related classroom instruction. .

High school graduation credit will be granted to students upon the successful completion of a credit recovery program approved by the Commissioner of Education.

Demonstration of Proficiency in Basic Skills

In addition to meeting the coursework and credit graduation requirements listed above, to graduate high school, each student must demonstrate proficiency in the basic skills of literacy, mathematics, and science.

Students may demonstrate proficiency in the basic skills described above by achieving satisfactory results on the following:

Literacy

- Achieve a grade of C- or better in two full credit (1.0) English courses, OR
- Achieve the appropriate College and Career Readiness Benchmark for the PSAT/NMSQT taken in the junior year, OR
- Achieve the appropriate College and Career Readiness Benchmark for the SAT, OR
- If the graduation standard is not met prior to the senior year, then the standard can be met through a review of a portfolio of student work.

Mathematics

- Achieve a grade of C- or better in two full credit (1.0) Mathematics courses, OR
- Achieve the appropriate College and Career Readiness Benchmark for the PSAT/NMSQT taken in the junior year, OR
- Achieve the appropriate College and Career Readiness Benchmark for the SAT, OR
- If the graduation standard is not met prior to the senior year, then the standard can be met through a review of a portfolio of student work.

Science

- Achieve a grade of C- or better in two full credit (1.0) Science courses, OR
- Meet Standard or Above on the Next Generation Science Standards Assessment taken in junior year, OR
- If the graduation standard is not met prior to the senior year, then the standard can be met through a review of a portfolio of student work.

FAFSA Requirement for Classes Graduating in 2027 and Thereafter

Students graduating in 2027 and beyond are required to have satisfied one of the following prior to graduation:

- (1) completed a FAFSA;
- (2) for students without legal immigration status, completed and submitted to a public institution of higher education an application for institutional financial aid; or
- (3) completed a waiver of completion of the FAFSA and/or financial aid application, as applicable, on a form prescribed by the Commissioner of Education, signed by the student's parent or guardian or signed by the student if the student is eighteen or older.

On and after March 15 of each school year, a principal, school counselor, teacher, or other certified educator may complete the waiver on behalf of any student who has not satisfied the above requirements if such principal, school counselor, teacher, or other certified educator affirms that they have made a good faith effort to contact the parent/guardian or student about completion of such applications.

Graduation During Period of Expulsion

A student may graduate during an expulsion period if the Board determines that the student has completed the necessary credits required for graduation.

Legal References:

Conn. Gen. Stat. § 10-14n
 Conn. Gen. Stat. § 10-16b
 Conn. Gen. Stat. § 10-221a
 Conn. Gen. Stat. § 10-221z
 Conn. Gen. Stat. § 10-223a

Public Act No.24-45, "An Act Concerning Education Mandate Relief, School Discipline, and Disconnected Youth"

ADOPTED: 10-19-2022

REVISED:

8/28/2024



Students

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HIGH SCHOOL GRADUATION REQUIREMENTS

In order to satisfy the high school graduation requirements within Branford Public Schools, a student must have satisfactorily completed the prescribed courses of study, demonstrated proficiency in basic skills identified by the Branford Board of Education (the “Board”) and satisfied the legally mandated number and distribution of credits required to graduate from high school; and if graduating in ~~2025~~ 2027 and thereafter, satisfied the Free Application for Federal Student Aid (“FAFSA”) requirements detailed below.

Required Coursework and Credits for Graduation

The Board conforms with state law regarding credits for graduation from high school.

Classes Graduating in ~~2024, 2025,~~ and 2026

For classes graduating in ~~2024, 2025,~~ and 2026, the following twenty-five (25) credits are required:

Humanities	9 credits
• English	4 credits
• Social Studies (including one half credit in Civics and American Government)	3 credits
• Fine Arts	1 credit
• World Language	1 credit
Science, Technology, Engineering, and Mathematics (STEM)	9 credits
• Mathematics	3 credits
• Science	3 credits
• Electives Identified as STEM	3 credits
Physical Education and Wellness	1 credit
Health and Safety	1 credit
World Languages	1 credit
Mastery Based Diploma Assessment (Optional)	1 credit

<u>Electives</u>	<u>3 credits</u>
TOTAL	25 credits

Classes Graduating in 2027 and Thereafter

For classes graduating in 2027 and thereafter, the following twenty-five (25) credits are required:

Humanities	9 credits to include civics and the arts
• English	4 credits
• Social Studies (including one half credit in Civics and American Government)	3 credits
• Fine Arts	1 credit
• World Language	1 credit
Science, Technology, Engineering, and Math (STEM)	9 credits
• Mathematics	3 credits
• Science	3 credits
• Electives Identified as STEM	3 credits
Physical Education and Wellness	1 credit
Health and Safety Education	1 credit
Personal Financial Management and Financial Literacy	0.5 credits which may be counted toward humanities, STEM , or as an elective
Mastery-Based Diploma Assessment	1 credit
Other electives	4 credits
TOTAL	25 credits

A student who presents written documentation from a physician ~~or~~, advanced practice registered nurse, or physician assistant, stating that participation in physical education is not advisable because of the physical condition of the student, shall be excused from the physical education requirement. In such a case, another subject must be substituted.

Any student who is deaf or hearing impaired may be exempted from any world language graduation requirement if the student's parent or guardian requests such exemption in writing.

A credit is defined as not less than the equivalent of a forty (40) minute class period for each school day of a school year except for a credit or part of a credit toward high

school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) through on-line coursework that is completed satisfactorily in accordance with Board policy, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

Only courses taken in grades nine to twelve inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education, shall satisfy the above graduation requirements, except that the Board will grant a student credit:

High school graduation credit may be granted to students upon the successful demonstration of mastery of subject matter achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including:

- Cross-curricular graduation requirements,
- Career and technical education,
- Virtual learning,
- Work-based learning,
- Service learning,
- Dual enrollment and early college
- Courses taken in middle school, and
- Internships and student-designed independent studies;

Provided that such demonstration of mastery is in accordance with such state-wide subject matter content standards.

High school graduation credit will be granted to students for courses successfully completed with a [B] or better in grades seven and eight so long as the primary focus of the course corresponds directly to the subject matter of a specified course requirement at the high school level.

High school graduation credit will be granted to students for World Language courses successfully completed with a [B] or better, or its equivalent, as determined by the Superintendent or designee, through on-line coursework or upon achievement of a passing grade, as determined by the Superintendent or designee, in a course offered privately through a nonprofit provider. High school graduation credit may also be granted to students who meet the World Language proficiency examination requirements for the Seal of Biliteracy.

High school graduation credit will be granted to students who pass a subject area proficiency examination identified and approved by the Commissioner of the Department of Education, regardless of the number of hours a student spent in an instructional setting authorized by the Board learning the subject matter.

High school graduation credit will be granted to students for coursework completed during the school year or summer months at an institution accredited by the Board of

Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this policy.

High school graduation credit will be granted to students upon the successful completion of on-line coursework in accordance with the Board's on-line coursework policy.

A student may be granted one-half credit for documented community service provided it is supervised by an administrator or teacher and consists of not less than fifty (50) hours of actual service that may be performed at times when school is not regularly in session and not less than ten (10) hours of related classroom instruction. ~~Such community service does not include partisan political activities.~~

High school graduation credit will be granted to students upon the successful completion of a credit recovery program approved by the Commissioner of Education.

Demonstration of Proficiency in Basic Skills

In addition to meeting the coursework and credit graduation requirements listed above, to graduate high school, each student must demonstrate proficiency in the basic skills of literacy, mathematics, and science.

Students may demonstrate proficiency in the basic skills described above by achieving satisfactory results on the following:

Literacy

- Achieve a grade of C- or better in two full credit (1.0) English courses, OR
- Achieve the appropriate College and Career Readiness Benchmark for the PSAT/NMSQT taken in the junior year, OR
- Achieve the appropriate College and Career Readiness Benchmark for the SAT, OR
- If the graduation standard is not met prior to the senior year, then the standard can be met through a review of a portfolio of student work.

Mathematics

- Achieve a grade of C- or better in two full credit (1.0) Mathematics courses, OR
- Achieve the appropriate College and Career Readiness Benchmark for the PSAT/NMSQT taken in the junior year, OR
- Achieve the appropriate College and Career Readiness Benchmark for the SAT, OR
- If the graduation standard is not met prior to the senior year, then the standard can be met through a review of a portfolio of student work.

Science

- Achieve a grade of C- or better in two full credit (1.0) Science courses, OR
- Meet Standard or Above on the Next Generation Science Standards Assessment taken in junior year, OR
- If the graduation standard is not met prior to the senior year, then the standard can be met through a review of a portfolio of student work.

FAFSA Requirement for Classes Graduating in ~~2025~~ 2027 and Thereafter

Students graduating in ~~2025~~ 2027 and beyond are required to have satisfied one of the following prior to graduation:

- (1) completed a ~~Free Application for Federal Student Aid~~ (“FAFSA”);
- (2) for students without legal immigration status, completed and submitted to a public institution of higher education an application for institutional financial aid; or
- (3) completed a waiver of completion of the FAFSA and/or financial aid application, as applicable, on a form prescribed by the Commissioner of Education, signed by the student’s parent or guardian or signed by the student if the student is eighteen or older.

On and after March 15 of each school year, a principal, school counselor, teacher, or other certified educator may complete the waiver on behalf of any student who has not satisfied the above requirements if such principal, school counselor, teacher, or other certified educator affirms that they have made a good faith effort to contact the parent/guardian or student about completion of such applications.

Graduation During Period of Expulsion

A student may graduate during an expulsion period if the Board determines that the student has completed the necessary credits required for graduation.

Legal References:

Conn. Gen. Stat. § 10-14n

Conn. Gen. Stat. § 10-16b

Conn. Gen. Stat. § 10-221a

Conn. Gen. Stat. § 10-221z

Conn. Gen. Stat. § 10-223a

~~Public Act No. 23-21, “An Act Concerning Financial Literacy Instruction”~~

~~Public Act No. 23-204/24-45, “An Act Concerning the State Budget for the Biennium Ending June 30, 2025, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget”~~
Education Mandate Relief, School Discipline, and Disconnected Youth”

Public Act No. 23-167, “An Act Concerning Transparency in Education” ¶
¶

ADOPTED: ~~10-19-2022~~ ¶

REVISED: ~~6-5-2024~~ ¶

~~9/25/2023~~ 8/28/2024