



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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Standards for Alternative Educational Opportunities for Students Who Have Been Expelled

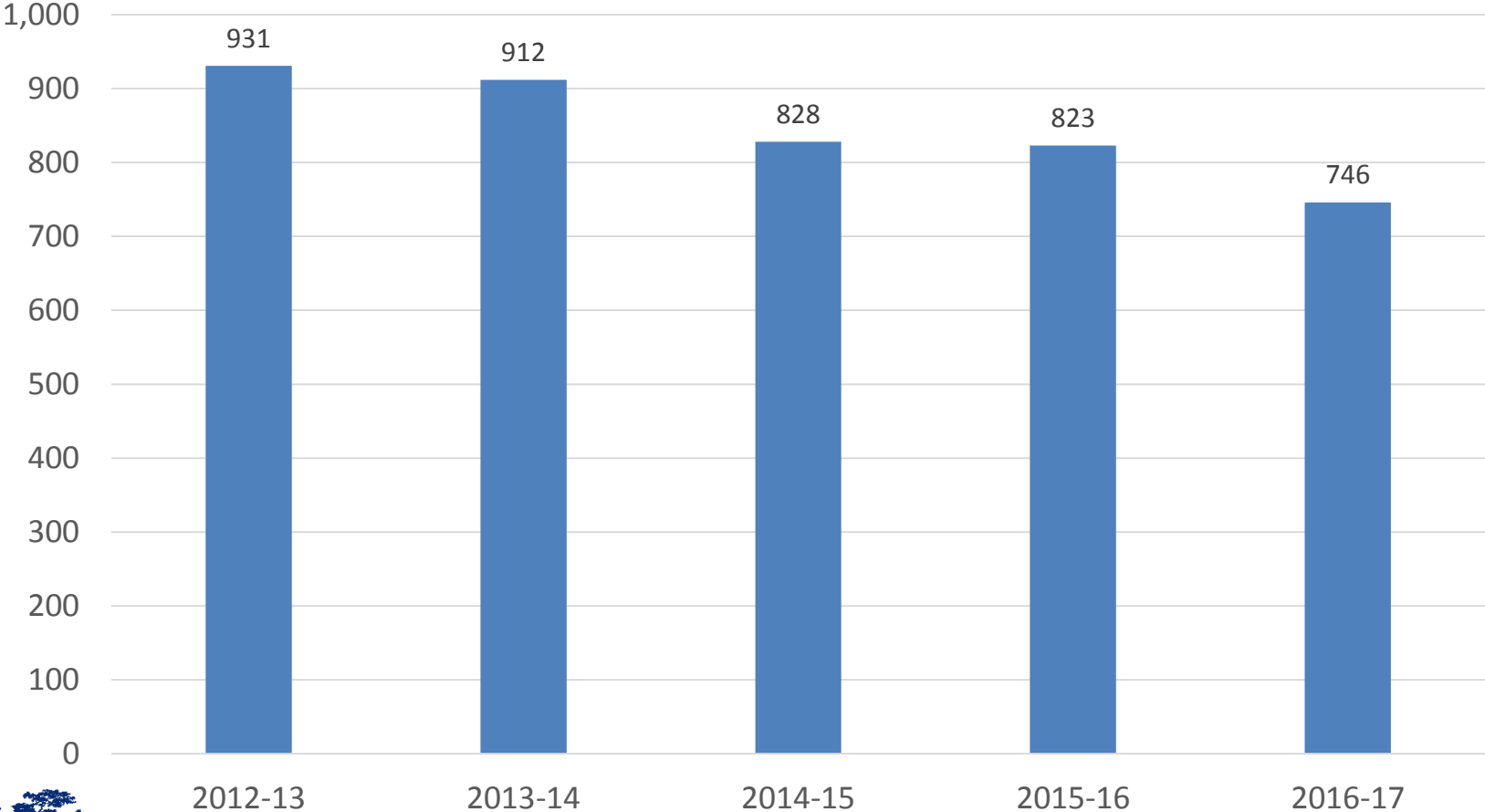
Presentation to the Commissioner's Roundtable
on Family Engagement
February 24, 2018

Background

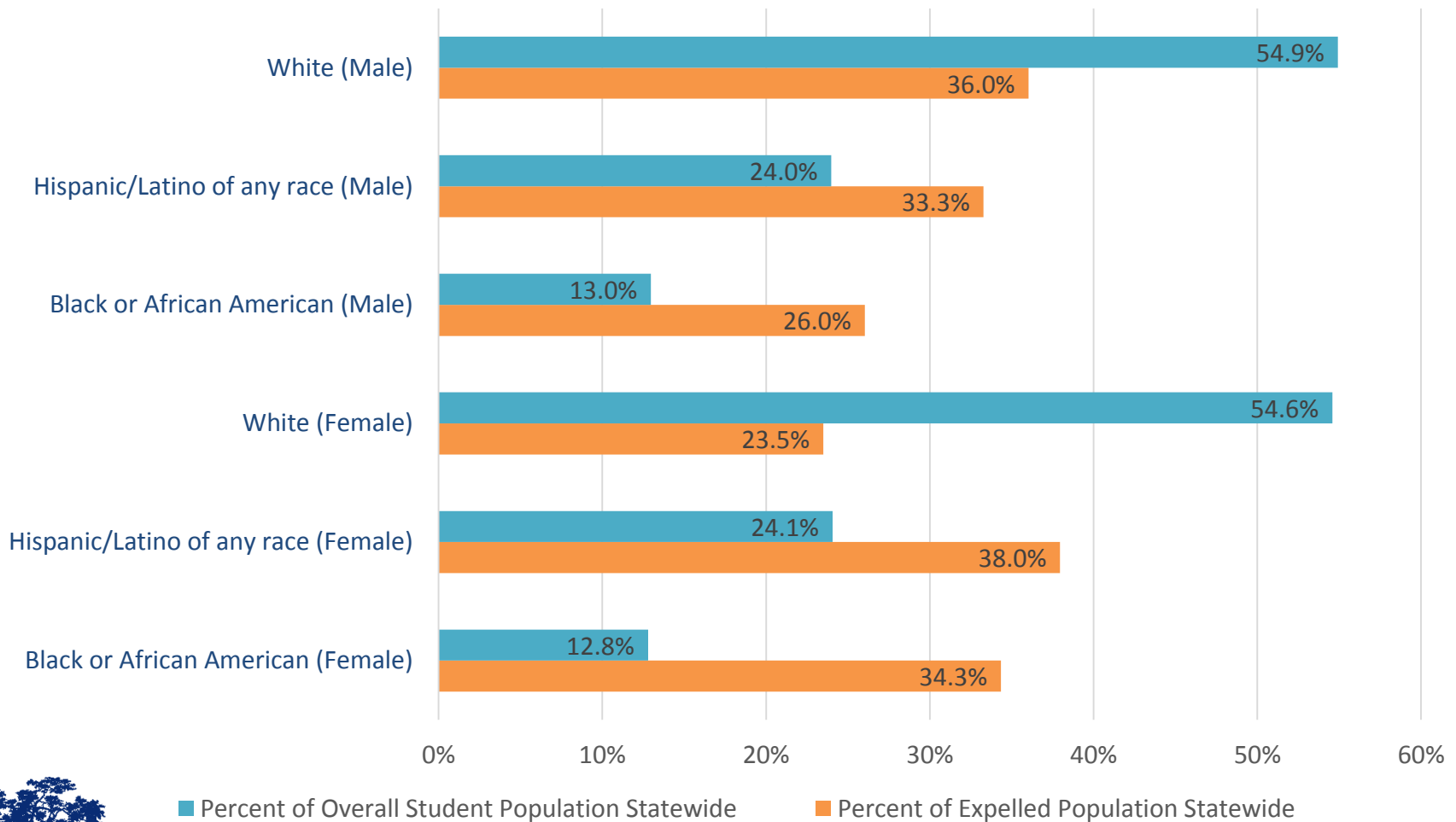
- The Connecticut laws concerning students who have been expelled.
- Guidelines for alternative educational settings and standards for alternative educational opportunities for students who have been expelled.
- Definition of Expulsion.



Unduplicated Number of Students Receiving an Expulsion



Disproportionality of Expulsions by Race/Ethnicity: 2016-17



Legal Requirements

School districts are required to provide an alternative educational opportunity to:

- any student under 16 years old who has been expelled (regardless of the reason); and
- any student between 16-18 years old who has been expelled for the first time and wishes to continue his or her education.



Guiding Principles

Alternative educational opportunities for students who have been expelled should exhibit the following characteristics:

- a whole student approach;
- full-time, learning similar to home school;
- curriculum aligned to the Core Standards;
- high expectations; and
- research-based practices.



Student Placement

Following an expulsion decision:

- meet with the student and parents/guardians to discuss placement options;
- programming and placement for students with special needs should be made by the PPT;
- consult with knowledgeable school personnel;
- meet with the parents to make placement decision; and
- inform student and parents/guardians about their early readmission rights.



Individualized Learning Plan (ILP)

Students in an alternative setting due to expulsion must have an ILP that addresses:

- academic and behavioral needs and interventions;
- progress toward the goals and graduation;
- communication of progress to parents;
- timely transfer of records; and
- the possibility of early readmission.



Review of Student Placement

A review of the appropriateness of the placement occurs at least once per marking period.



Process for Transition Planning

The readmission process and the ILP should consider:

- semester start points in high school;
- a plan to transfer credits and records;
- student's needs for continued support; and
- extracurricular opportunities.

