



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Educational Standards for Students Who Have Been Expelled

15th Annual Back-to-School Meeting
For Special Education Administrators
September 12, 2018

Background

- The Connecticut General Assembly passed laws in 2015 and 2016 concerning alternative educational settings in general and alternative educational opportunities for students who have been expelled.
- The State Board of Education has approved guidelines for alternative educational settings and standards for alternative educational opportunities for students who have been expelled.



Disproportionality of Expulsions by Special Education Status: 2016-17

Total OSS/EXP Rate - 11 or more days cumulative:

- Special Education 1.42% (~1,093 students)
- General Education 0.33%

(Total OSS/EXP 11 or more days/ total enrollment)

Overall OSS/EXP Rate:

- Special Education 7.87% (~ 6,059 students)
- General Education 2.39%



State Suspension Rates Trend by Special Education Status

2012-13		2013-14		2014-15		2015-16		2016-17	
Count	%	Count	%	Count	%	Count	%	Count	%
9,964	12.9	10,001	12.6	10,082	12.4	10,220	12.2	10,160	11.7

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 include the following characteristics:

- A whole student approach;
- Full time, comprehensive experience, where learning is comparable to a regular school environment;
- Curriculum that is aligned to the Connecticut Core Standards;
- High expectations that are consistent with district goals and state standards including the belief that all students are capable and can be successful regardless of their discipline history; and
- Research/evidence-based practices with student success in mind including the engagement of families and community partners.



Student Placement

If a decision to expel occurs the school district will take the following steps:

- Conduct a placement meeting with the parent(s) or guardian(s) to discuss placement options to make a placement decision;
- **Consult with knowledgeable school personnel to inform the decision concerning appropriate alternative educational opportunities;**
- Programming and placement for students with special education needs should be determined by the Planning and Placement Team (PPT);
- **Review student transcripts/credits and other pertinent educational records and services (e.g., EL services, Behavioral Plans, standardized tests);**
- Transfer student records in a timely manner to and from the alternative setting; and
- **Inform parents/students/guardians about their rights regarding early readmission to the home school.**



Individualized Learning Plan (ILP)

Once a student is admitted to an alternative education placement due to expulsion an ILP must be developed to govern programming during the expulsion. The ILP must address the following:

- Academic and behavioral needs and interventions, including continuation of core courses to earn credit toward graduation;
- The ILP will reference student records with information relevant to the provision of an alternative educational opportunity; such as the Student Success Plans (SSP), IEP under special education, Individualized Health Plan (IHP), 504 and/or other academic and behavioral data. These plans should inform decision making for the ILP but does not replace the development of an ILP. Additionally, the ILP does not replace the IEP or other plans;
- How student progress will be monitored/ measured and documented;
- The possibility of early readmission to the school from which the student was expelled and the student accomplishments that will; and
- Ensuring that communication with the parent/guardian with the same frequency as home school reporting.



Review of Student Placement

A review of the appropriateness of placement occurs at least once per marking period, considering the following issues:

- A review of the ILP to assess progress;
- Opportunities for early readmission; and
- A review of the ILP and alignment to the goals of the ILP.



Process for Transition Planning

It is expected that students are best served in regular school environments with their peers and should be able to be readmitted to the school from which they were expelled as soon as possible. The readmission process and the ILP should consider:

- Transitions at semester start points in high school;
- **A plan to transfer credits and records back to the home school;**
- The student's needs for academic or other supports upon return to the home school environment; and
- **Efforts to connect returning students with opportunities to participate in extracurricular activities to support student engagement and general health and development.**

