

Attendance Matters!



HARTFORD
PUBLIC SCHOOLS

Where the future is present.

Student Attendance Policy and Procedures Manual

2017 – 2018

(Updated on August 21, 2017)

Dr. Leslie Torres-Rodriguez
Superintendent

Table of Contents

Table of Contents	1
Attendance Plan	3
Goals and Objectives	3
Important Attendance-Related Contact Information	5
Attendance Policies & Procedures	6
Hartford Board of Education Attendance Policy # 5114	7
Tardiness Policy	10
Mandatory Attendance Intervention Timeline for Chronic Absenteeism	11
Mandatory Attendance Intervention Timeline for Truant Students	12
Procedure for “Disengaged Students”	13
CHILDFIND	14
Frequently Asked Questions	15
What is a Student Support Team (SST) meeting?	15
What is a Planning and Placement Team (PPT) meeting?	15
What is Section 504?	15
What are the <i>Alternative Education</i> instructional settings?	16
Responsibilities for Good Student Attendance	17
Recording Student Attendance – PowerTeacher and PowerSchool	17
School Messenger	17
Board of Education/Superintendent/Principal	18
School Attendance Team	19
School Secretary	19
Teacher	20
School Counselor, Social Worker, & Special Education Case Manager	20
Attendance Point Person	22

Student Attendance Policy & Procedures APPENDICES	22
HPS Administrative Regulations Regarding Attendance P/R 5113/ 5114	23
Sample Letters to Parents Informing of Student Attendance (English/Spanish)	36
School Attendance Flyer (English/Spanish)	40
Hartford Public Schools Disengaged Student Referral Form	43
Consent to Withdraw from School Forms	44
DCF Report of Suspected Child Abuse/Neglect Form	46
Attendance Entry for Office Staff	48
Attendance Entry for Teachers	51
Board of Education	52

For copies or electronic versions of forms or this manual, please visit the Hartford Public Schools Intranet site or contact the Department of Climate and Culture at 860-695-8759

Attendance Plan

It is the goal of the Hartford Public Schools to provide a comprehensive and challenging educational program that meets the specific needs of its student population. Daily school attendance is the foundation upon which learning takes place. A uniform district attendance plan will help to ensure that our attendance goals are met.

A successful attendance program is predicated upon the development and implementation of a plan that clearly defines a course of action, specific goals and procedures and adequate staffing to accomplish the task. **It is universally recognized that daily school attendance is the foundation upon which successful educational and social development is based.** In recent years, it has become evident that school attendance is also a significant indicator of the status of student safety, welfare, health, and success. The school's responsibility of effectively recording, monitoring, and tracking student attendance has therefore become all the more significant. This manual was developed to ensure that a uniform and efficient attendance program exists in the Hartford Public Schools.

Connecticut State Law says:

"Each parent or guardian of a child over 5 years of age shall ensure such child attends a public school regularly during the hours and terms of that school."

Goals and Objectives

1. To reduce chronic absence, defined as a student missing 10% or more of the days of enrollment at their respective school.
2. To promote good school attendance by providing the necessary supports to students who are absent and to ensure a successful and meaningful school experience.
3. To promote a wholesome relationship between the home, school, and community in achieving the optimum welfare of each child.
4. To coordinate the services of the Hartford Public Schools and the resources of the community to meet the needs of students who have a history of chronic absence and/or who begin to show a pattern of chronic absences.
5. To provide a medium for a appropriate documentation, study, and evaluation of the factors contributing to the absence of each identified and referred pupil, and develop an effective plan for his/her adjustment and return to school.

6. To work closely with the schools to develop and redesign attendance interventions and programs that are “preventive” in scope and to share best practices.
7. To plan with federal, state, city, and community agencies to improve attendance.

Important Attendance-Related Contact Information

CENTRAL OFFICE ATTENDANCE POINT PERSONS

Name	Location	Telephone	E-mail Address
<i>Director of School Climate and Culture</i>			
Mario J. Florez	Central Office	(860) 695-8759 (o) (860) 519-2555 (c)	mario.florez@hartfordschools.org

OTHER IMPORTANT CONTACT INFORMATION:

For information about:	Contact	Phone Number	E-mail
Internal			
Adult Education	Dr. Tina Jeter	(860) 695-5840	tjeter@hartfordschools.org
Expulsions/New Visions	Oscar Padua	(860) 695-8960	paduo001@hartfordschools.org
Family Services	Marta Bentham	(860) 695-5855	mbentham@hartfordschools.org
Homebound Instruction – Special Education	Sharon Jackson	(860) 695-8641	sjackson@hartfordschools.org
Homebound Instruction – Reg. Ed. & 504	Judith Farber	(860) 695-8780	jfarber@hartfordschools.org
Section 504	Wendell Weisinger	(860) 695-8797	Weisw001@hartfordschools.org
	Kristin Garcia	(860) 695-8804	Kristin.garcia@hartfordschools.org
Homeless Services	Shelimar Ramirez	(860) 695-8554	RAMIS003@hartfordschools.org
External			
Superior Court/Juvenile Matters	Anthony Liquore	(860) 244-7912	Anthony.liquore@jud.ct.gov

To report absences and to seek assistance with student attendance, families should always contact their child's school first. Depending on the nature of the request, the family's inquiry can be handled by office personnel, support persons (i.e. Family Service Provider, School Counselor, Social Worker, Nurse), or administrative personnel (Dean, Assistant Principal, Principal).

Attendance Policies & Procedures

Hartford Board of Education

Policy and Regulations on Student Ages of Attendance (#5113)

Ages of Attendance

The Hartford Public Schools shall be open to all children five years of age and older and under twenty-one years of age who have not graduated from a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-233d.

Required Ages of Attendance

Parents and those who have care of children between the ages of five and over and under eighteen inclusive, are obligated by Connecticut law to cause any such child to attend public schools, 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 or the child is excluded pursuant to the Connecticut Statutes, sections 10-233c or 10-233d.

The parent or person having control of a child seventeen years of age may consent to such child's withdrawal from school. The parent or person shall exercise this option by personally appearing at the school district office to sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor or school administrator of the school that this district has provided the parent or person with information on the educational opportunities available in the school system and in the community.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.

Policy and Regulations on Student Attendance (#5114)

Regular and punctual student attendance in school is essential to the educational process. Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity.¹

The Connecticut State Board of Education policy states that *"A student is considered to be 'in attendance' if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for **at least half of the regular school day**. A student who is serving an in-school suspension or an out-of-school suspension or expulsion should always be considered absent."* A student not meeting the definition of 'in attendance' is considered absent.

Truancy

Administrative regulations describe a truant "as any student five to eighteen years of age, inclusive, who has **four unexcused absences** from school **in any one month** or **ten unexcused absences** from school **in a school year**. A student five or six years of age shall not be considered truant if his/her parent or person having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five or six years of age." However, once a student has been registered in school, it is the responsibility of the parent or guardian to ensure that said student attends school regularly.

When a child is in danger of becoming truant, or has become truant, all efforts will be extended by school staff to contact the parent/guardian and advise of the situation. The school will work closely with both student and parent or guardian to improve the student's attendance, providing every means possible to return the student to school on a regular basis.

However, after exceeding twenty (20) unexcused absences, the school is required to file a Family with Service Needs (FSWN) form to refer a child to the Superior Court for Juvenile Matters for a hearing to determine whether the child is truant as defined in the Connecticut Department of Children and Families Policy Manual, Courts: 46-6-32, and whether reasonable steps have been taken to ensure the student's school attendance. Before a referral can be made to the Superior Court, however, an SST/PPT meeting must take place. If the school has attempted to convene an SST/PPT meeting, but the parent or guardian of the truant student does not cooperate, the referral can be submitted documenting this information.

The Connecticut General Statutes defines the following:

- A **truant** is defined as a student age five to eighteen, inclusive, who has four (4) unexcused absences from school in one month or ten (10) unexcused absences in a school year. C.G.S. 10-198a(a) (2012 Supplement);

- A **habitual “truant”** is defined as a student age five to eighteen, inclusive, enrolled in a public or private school and has twenty unexcused absences within a school year. C.G.S. 10-200 (2011) requires the school superintendent to file a Family with Service Needs (FSWN) complaint within 15 days after a parent fails to attend a required meeting with school officials or otherwise fails to cooperate in addressing his or her child’s school absences. C.G.S. Sec. 10-198a(c).

Regular and punctual student attendance in school is essential to the educational process.

Excused Absences

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

- A. For absences one through nine, a student’s absences from school are considered excused when the student’s parent/guardian approves such absence and submits appropriate documentation
- B. For the tenth absence and all absences thereafter, a student’s absences from school are considered excused for the following reasons:
 1. student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence);
 2. student’s observance of a religious holiday;
 3. death in the student’s family or other emergency beyond the control of the student’s family;
 4. mandated court appearances (additional documentation required);
 5. the lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason);
or
 6. Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

**Such documentation should include a signed note from the student’s parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of

absenteeism. For example, if a student is out sick two consecutive days, that student must submit the appropriate documentation covering both sick days. If a student is out sick two nonconsecutive days, that student must submit the appropriate documentation following each absence. Schools should take steps to allow non-English speaking parents/guardians to submit documentation in their native language.

Unexcused Absences

A student's absence from school shall be considered unexcused unless they meet one of the following criteria:

- A. The absence meets the definition for an excused absence (including documentation requirements); or
- B. The absence meets the definition of a disciplinary absence (absences that are the results of school or district disciplinary action ie. out of school suspensions).

Procedures for Documenting and Reporting Attendance

Students are required to be in attendance on each day that school is in session. When a child is absent from school:

- The classroom teacher must mark him/her absent in the **official attendance record - PowerSchool** – by using PowerTeacher online to enter his/her attendance within one hour after the start of the school day and within 20 minutes of the class period (for subject class attendance). Attendance information will be immediately updated in PowerSchool in real time.
- The principal's designee will use School Messenger, the automated phone messaging system, to send an automated message each day the student is absent. In addition to the School Messenger automated call, a personal phone call will be made to the parent of each absent student as early as possible to see if the student can still come to school that morning or to ascertain the reason for the absence. These daily personal calls should be logged as to the time of the call, who the school employee spoke with, and the outcome of the call.
- If the absence is deemed excused, the absence should be changed from an unverified absence to an excused absence in PowerSchool by the school secretary or other designee. Once this is completed, the written documentation should be filed in the student's record file.
- Any updates to a student's attendance record must be recorded in PowerSchool **within two days of receiving updated information** for an absence by the school secretary or designee.
- In the event that PowerTeacher becomes unavailable, procedures must be put in place to ensure that attendance data is recorded in PowerSchool as soon as PowerSchool is back online.

Tardiness Policy

All students are expected to report to school on time as specified by the respective school schedule. Students are expected to be in school with adequate time to be seated in class or designated area prior to the commencement of the school's scheduled start time. Failure to do so constitutes tardiness. The following, with appropriate documentation, are acceptable reasons for tardiness to school:

- Court appearance
- Funeral
- Family emergency

Unexcused tardiness is defined as failing to be in an assigned seat or area at the designated time that school or class periods commence without a valid excuse.

Consequences of unexcused tardiness may include detention and/or other disciplinary measures as determined by the school's administration and in compliance with state statutes and district policies that govern student discipline.

Schools should have a system of signing in tardy students at the beginning of the school day, and notify the parent if the student arrived without the parent. Students and parents should be made aware and reminded regularly of the procedure. Tardiness between class periods at the high school levels will be recorded and handled by the teachers in accordance with school disciplinary policy.

Schools must implement a tardiness plan as part of their attendance plan. Students are considered absent if not in attendance for **at least ½ of the school day**.

Mandatory Attendance Intervention Timeline for Chronic Absenteeism

Absence 1	Personal telephone calls to the parent/guardian (at work or at home depending on where the parent may be at the time of the call) by the classroom teacher
Absence 2	Personal telephone calls to the parent/guardian (at work or at home depending on where the parent may be at the time of the call) by the classroom teacher.
Absence 3	If previous attempts at contact with parent/guardian have not been successful, a personal call by the school Attendance Point Person.
Absence 4	Continued attempts to contact parent/guardian via telephone numbers, letter, siblings, friends and/or other outreach including a home visit. Letter #1 sent home. An Attendance Referral Form (see Appendix for form) must be generated by the teacher, for all students who are designated as chronically absent (missing 10% or more days of enrollment. The case manager or attendance point person will conduct an investigation following appropriate protocol. (Attendance Team should create a file for the student and document interventions until attendance improves)
Absences 5 - 7	Attempts to locate student and contact the family should be continued and properly documented. Offer supports to parents and identify barriers to attendance if contact is made. Conduct second home visit.
Absence 8	Letter #2 sent home, meeting with parent requested and development of an attendance contract. If no contact is made conduct third home visit.
Absences 9-11	If consecutive absences: Attempt to locate student and continue attempts to contact the family, document all attempts. If all resources have been exhausted and student cannot be located contact the District Residency Investigator for further investigation.
Absences 12-15	Letter #3 sent home as notification of chronic absenteeism, meeting requested with parent/guardian (if parent cannot be reached, conduct home visit), discuss existing services with family and/or refer to appropriate school personnel for wrap-around services if appropriate.
Absences 16+	Continue family outreach, triage of interventions with Attendance Team, document all interventions and follow "Mandatory Attendance Intervention Timeline for Truant Students."

***All interventions to be documented in PowerSchool via the "Attendance Log Entry"**

****School personnel/Attendance Teams should do their best to ensure parent/guardian contact information is current and correct.**

*****THIS PROTOCOL IS SUBJECT TO CHANGE BASED ON A CASE BY CASE SCENARIO. DISCRETION AND PROFESSIONAL JUDGMENT SHOULD BE USED AT EACH STEP.**

Mandatory Attendance Intervention Timeline for Truant Students

Absence 1	Personal telephone calls to the parent/guardian (at work or at home depending on where the parent may be at the time of the call) by the classroom teacher
Absence 2	Personal telephone calls to the parent/guardian (at work or at home depending on where the parent may be at the time of the call) by the classroom teacher.
Absence 3	If previous attempts at contact with parent/guardian have not been successful, a personal call by the school Attendance Point Person.
Absence 4	Continued attempts to contact parent/guardian via telephone numbers, letter, siblings, friends and/or other outreach including a home visit. Letter #1 sent home. An Attendance Referral Form (see Appendix for form) must be generated by the teacher, for all students who are designated as chronically absent (missing 10% or more days of enrollment. The case manager or attendance point person will conduct an investigation following appropriate protocol. Attendance Team should create a file for the student and document interventions until attendance improves). If 4 unexcused absences in a month, commence SAT/SST/PPT protocol for truancy.
Absences 5 - 7	Attempts to locate student and contact the family should be continued and properly documented. Offer supports to parents and identify barriers to attendance if contact is made. Conduct second home visit.
Absence 8	Letter #2 sent home, meeting with parent requested and development of an attendance contract. If no contact is made conduct third home visit.
Absences 9-11	If consecutive absences: Attempt to locate student and continue attempts to contact the family, document all attempts. If all resources have been exhausted and student cannot be located contact the District Residency Investigator for further investigation.
Absences 12-15	Letter #3 sent home to set up SST/SAT/PPT meeting regarding truancy (if parent cannot be reached, conduct home visit); discuss existing services with family and/or refer to appropriate school personnel for wrap-around services if appropriate.
Absences 16-19	Continue family outreach, triage of interventions with Attendance Team, document all interventions.
Absences 20+	Student is identified as "habitually truant." Attendance Team should continue to try to work with the family and consider filing DCF 136 for Educational Neglect.

***All interventions to be documented in PowerSchool via the "Attendance Log Entry"**

****School personnel/Attendance Teams should do their best to ensure parent/guardian contact information is current and correct.**

*****THIS PROTOCOL IS SUBJECT TO CHANGE BASED ON A CASE BY CASE SCENARIO. DISCRETION AND PROFESSIONAL JUDGMENT SHOULD BE USED AT EACH STEP.**

(At the date of the revision of this manual, the previous DCF Family With Service Needs (FWSN) Referral is no longer valid, and the development of a "Truancy Court" through the Youth Services Bureau, the City of Hartford, Hartford Public Schools is in progress, September 18, 2017).

Procedure for Disengaged Students (Formerly “No-Show Procedure”)

Definition: A “disengaged” student is an enrolled student who does not attend school at the beginning of the new school term and whose whereabouts are unknown. Disengaged students must be marked absent until they are inactivated with leave code “25” in PowerSchool.

Designated school personnel must ensure that the following investigative procedure is followed under due process, for students that do not report to school on the first day of school and continue to be absent, until either the student is located, and/or all procedures have been performed and exhausted and a DCF 136 is filed for Educational Neglect:

- 3 phone calls with messages left for parent/guardian. If phone number is out of service school staff must call emergency contact until contact is made or confirmation that the number(s) are not in service.
- Home visit
- Certified mail sent to residence on file and the allowance of five (5) school days for parent/mail response.

The above investigation must be completed before September 30th of the school year (this deadline includes the 5 school-day window for response to the certified mail). In addition, each intervention must be completed on separate days (i.e. phone call 1, day 1, phone call 2 day 2, etc.). The results of the investigation will be reported to the pertinent school personnel responsible for updating student records in the PowerSchool “Disengaged Student Page” (DSP) (by secretaries/data entry persons), and updated within two days of receiving the information, but no later than September 30th.

All disengaged students must be updated to leave code 25 in PowerSchool by September 30th if the student has not returned to school and due process has been exhausted, including a DCF 136 for Educational Neglect which is to be attached to the PowerSchool DSP. Exit code 25 can only be used once the DSP has been completely filled out.

Teachers must submit a list to the Principal of all students who have not shown up for school on a weekly basis until September 30th. Teachers must also complete a Disengaged Student Referral Form (see Appendix I) for each of these no-show students and submit to the Attendance Point Person, for further investigation of the student’s whereabouts. The investigation of each no-show student must include evidence and documentation of phone calls, letters sent home, and home visits, which should include interviews with neighbors if necessary, and documented in the PowerSchool Disengaged Student Page (DSP) referenced above. All attempts must also be documented via the Disengaged Student Referral Form.

If all resources have been exhausted and student’s whereabouts cannot be determined by school staff by September 30th, the student will be considered a dropout and inactivated as whereabouts unknown. The exit date must be the date when the district completes its due process; the exit date should not be backdated.

If during the investigation the student is located and/or whereabouts are confirmed, schools are to follow procedures for transfer/truancy and/or Childfind as appropriate.

CHILDFIND

In accordance with federal regulation, Hartford Public Schools assumes responsibility for the location, identification and evaluation of all children from birth through age 21 who require special education and related services. All children who are suspected of having a disability and who are in need of special education are part of the child find process in Hartford Public Schools. This includes students who are:

- advancing from grade to grade;
- enrolled by their parents in private elementary or private secondary schools, including religious schools located in Hartford Public Schools (regardless of the severity of their disability); and wards of the state and children who are highly mobile, such as migrant and homeless children.

In addition, Hartford identifies students (Kindergarten through Grade 12) who may be gifted or talented.

Federal Regulations. (34 CFR 300.111):

- (a) General. (1) The State must have in effect policies and procedures to ensure that—
- (i) All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and
- (ii) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services.
- (b) Use of term developmental delay. The following provisions apply with respect to implementing the child find requirements of this section:
- (1) A State that adopts a definition of developmental delay under §300.8(b) determines whether the term applies to children aged three through nine, or to a subset of that age range (e.g., ages three through five).
- (2) A State may not require an LEA to adopt and use the term developmental delay for any children within its jurisdiction.
- (3) If an LEA uses the term developmental delay for children described in §300.8(b), the LEA must conform to both the State's definition of that term and to the age range that has been adopted by the State.
- (4) If a State does not adopt the term developmental delay, an LEA may not independently use that term as a basis for establishing a child's eligibility under this part.
- (c) Other children in child find. Child find also must include—
- (1) Children who are suspected of being a child with a disability under §300.8 and in need of special education, even though they are advancing from grade to grade; and
- (2) Highly mobile children, including migrant children.
- (d) Construction. Nothing in the Act requires that children be classified by their disability so long as each child who has a disability that is listed in §300.8 and who, by reason of that disability, needs special education and related services is regarded as a child

with a disability under Part B of the Act.

Frequently Asked Questions

How does attendance affect promotion and graduation of students?

Absences cannot be the sole criterion of a decision to retain or deny academic credit to a student. Please refer to the Board of Education Promotion, Retention, Intervention Policy #5121 and Graduation Requirements Policy # 6140 for further guidance promotion and granting of academic credits.

What is a Student Support Team (SST) or Student Assistance Team (SAT) meeting?

The SST/SAT meeting is initiated and conducted for the purpose of discussing concerns regarding students who are experiencing difficulties in school, such as academic, behavioral, attendance/tardiness, and health issues. Appropriate interventions and recommendations to assist the student will be determined during the meeting. The SST meeting is also used as a vehicle for Section 504 reviews.

What is a Planning and Placement Team (PPT) meeting?

The PPT meeting is initiated and conducted for the purpose of determining eligibility for special education services, developing, reviewing and revising the Individualized Education Program (IEP), and designing and reviewing evaluations and reevaluations. Their purpose includes, where appropriate, developing and reviewing functional behavior assessments, developing, reviewing and/or modifying behavioral intervention plans, conducting manifestation determinations, and making interim alternative educational placement decisions. Additionally, the PPT meets to consider transition service needs and/or transition services that might be necessary. For information on the PPT process, please contact your school's special education director.

What is Section 504?

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that prohibits recipients of federal funding from discriminating against individuals with disabilities. As it relates to public education, the law states that a school cannot place a student in segregated classes or facilities "solely by reason of her or his disability." Students with disabilities must be given the same opportunities to participate in academic, nonacademic and extracurricular activities as their non-disabled peers. This law applies to public elementary and secondary schools, as well as other education entities. Under Section 504, students with disabilities may receive accommodations and modifications as well as supplementary aids and services to ensure that their individual educational needs are met as adequately as those of non-disabled students. For information on Section 504, please contact the District's Section 504 Coordinators (information can be found on page 5 of this manual).

What are the *Alternative Education* instructional settings?

The following categories describe the various *Alternative Education* instructional settings in which students can be placed:

- **New Visions Program**

New Visions is an alternative education program that meets the instructional needs of students, grades 6 through 12, who have been expelled from school. The students in the New Visions Program are supported through a close collaboration between the New Visions Program staff and the home school staff. Additional supports for expelled students include guidelines for early readmission from an expulsion. For information on the New Visions Program, the designated personnel listed on page 5 of this manual.

- **Homebound:** (These students should not be confused with Homeschooled children)

Students receiving homebound instructional services must meet homebound instruction criteria, which are limited to severe behavioral or medical issues, including pregnancy. For information on services for Homebound students, the designated personnel listed on page 5 of this manual.

- **Juvenile Detention Program**

Students held in the State of Connecticut's Juvenile Detention Program receive educational services at their respective detention centers. Please contact the Hartford Juvenile Detention Program at (860) 244-7965 for more information. *Please note that students who are placed in Juvenile Detention are NOT to be classified as "Incarcerated".*

Responsibilities for Good Student Attendance

Recording Student Attendance – PowerTeacher and PowerSchool

All teachers **must** enter their attendance electronically through PowerTeacher daily or by period according to their school scheduling system. Attendance should be entered at the beginning of the school day for schools taking daily attendance and at the beginning of the class period for schools taking period attendance. PowerSchool is our '*record of authority*' regarding all information on our students. Data entered into PowerTeacher feeds directly into PowerSchool in real time. There will be no exception to attendance entry.

- Teachers should input attendance in PowerTeacher within one hour of the start of the school day and within twenty minutes of the class period.
- Each principal should assign a PowerTeacher point person to troubleshoot and address any issues. Usually this person is also the PowerSchool point person.
- In the event of non-entry due to technical difficulties, teachers will be required to relay attendance information to office staff for manual entry into PowerSchool. This applies to substitutes as well. Attendance and tardy information must be updated in PowerSchool daily. Office staff should not wait until the end of the week to update attendance information, which includes inputting tardies, excused absences, and outside suspensions.
- Teachers can use **any** computer with internet access to enter attendance into PowerTeacher.

Secretaries will run daily PowerTeacher Attendance reports that will indicate which teachers have not entered attendance for the day and report this information to their principals. Principals are bound to address those teachers that have not entered attendance and assure that attendance entry is kept current and accurate.

To run a PowerTeacher Attendance Report, from the Functions menu, select Attendance and then select PowerTeacher Attendance Report.

It is recommended that all attendance should be entered no later than 45 minutes after the scheduled school start time. Designated attendance personnel should run a PowerTeacher Attendance Report no later than an hour after the scheduled school start time and follow up with staff that have not yet entered their attendance.

School Messenger

School Messenger is a tool that responds to attendance data in PowerSchool by placing an automated phone call the home of students who are marked absent for the day or for a pre-specified number of class periods. The daily School Messenger attendance response option must be implemented in all schools. Therefore, it is extremely important that accurate attendance be entered daily, including suspensions, excused absences, tardies and the like. School Messenger reports should be reviewed on a daily

basis to ensure that student phone numbers are accurate. It is the responsibility of office staff and teachers to find out and enter the correct telephone number of every student and to expect a response to these telephone calls from parents/guardians. If phone numbers are consistently incorrect, the School Messenger service will not be effective. Principals should develop a protocol for updating parent telephone numbers and emails on a daily basis.

The Board of Education and the Superintendent

The Board of Education and Superintendent are responsible for supporting the efforts of schools and families to improve attendance through the annual review of clear attendance policies and procedures, collection and analysis of attendance data, and allocation of necessary resources and mechanisms to ensure accountability in the implementation of the attendance policies and procedures.

Principal

Good results in any school inherently depend upon alert supervision, careful collaborative planning and follow-up. The school principal sets the tone and is the *key* to successful implementation of any school plan. The principal's should:

- Develop and annually review the school's attendance plan, which should include strategies for reducing chronic absence, truancy, and tardiness, and take responsibility for its implementation.
- Assign and supervise personnel on the *Attendance Team*, meeting regularly to discuss attendance procedures, attendance issues, and updates on attendance investigations.
- Identify truants and potential dropouts with the attendance staff and schedule conferences with parents and students.
- Make sure programs for all students are integrated into school attendance efforts and initiatives.
- Ensure that all teachers are entering attendance in PowerTeacher and select a point person to address PowerSchool and PowerTeacher issues.
- Organize the general office to assure that School Secretaries and/or Information Specialists promptly process all updates to PowerSchool, including demographic information, attendance, transfers, admissions, and discharges.

- Have class rosters checked on a regular basis and check the recording of attendance periodically. Ensure that updates to information in PowerSchool take place in a timely manner
- Share best practices with other principals within the district.

School Attendance Teams

To meet the increasing need for attendance personnel, principals should assign school support staff to an Attendance Team, to monitor and manage student attendance. The Attendance Team will meet regularly and serve in an advisory capacity to the school community, and develop and implement the school attendance plan. The Attendance Team will systematically implement any new attendance policies and procedures. *The Prevention Team will focus on any intervention that will make the student's experience at school a safe and successful one. This team should:*

- Follow appropriate procedures for students who are considered no-shows.
- Identify and monitor regularly the students having difficulty with attendance and tardiness.
- Accept attendance referrals and complete investigations (see timelines on pgs. 11 & 12), working closely with other school staff to collect additional pertinent information for students under investigation.
- Provide outreach to truant students and their families through meetings, telephone calls, letters, and home visits if parents/guardians do not respond to phone calls or letters. Conduct regular home visits and maintain family contact as necessary.
- On an ongoing basis confirm the addresses, phone numbers, apartment numbers, emails, and emergency contact information for parents and share updates with the PowerSchool data-entry person.
- *School-based Attendance Teams should meet regularly. It is recommended that if a school has a chronic absenteeism rate higher than the district average, the team should be meeting once a week to identify and address school needs around attendance.*

School Secretary

An important factor in the improvement of a School Attendance Program is the possession of accurate family information and timely record keeping of administrative procedures. Secretaries are the initial source of family intake information. Accurate intake information provides the school with the necessary information to maintain family contact. The school secretary should:

- Ensure accurate attendance data collection and input in PowerSchool. PowerSchool is the record of authority and should become a priority to daily tasks.
- Maintain a good relationship with parents/guardians.
- Record and update parent contact information (addresses, phone numbers, emergency contacts, email addresses, and exit information for withdrawn or transferring students)

- Provide updates and attendance documentation to the Attendance Point Person(s), Prevention Team, and other pertinent staff.
- Run PowerTeacher Attendance Reports to identify those teachers who have not entered attendance for the day and ensure that back attendance is entered daily and accurately.
- Run School Messenger reports to identify students with incorrect telephone numbers.
- Remind teachers to input attendance everyday and maintain accurate telephone data.

Teacher

The teacher is instrumental in building a relationship with students and their families. It is the teacher's responsibility to maintain regular student and family contact. The teacher should:

- Establish effective relationships and ongoing communication with individual students and families.
- Promote the importance of attendance with students and families and promote attendance incentives.
- Ensure accurate electronic attendance entry into PowerTeacher on a daily or period basis by using a computer with internet access.
- Make phone call to parents when a student is absent two or more consecutive times and document all attendance outreach efforts
- Make attendance referrals to Prevention Teams and/or Attendance Point Person(s).
- Request excuse notes from parents of absentee students and provide the school principal or designee with a copy of the note. Teachers should file notes only after notifying pertinent staff of the existence of such notes.
- Maintain a good relationship with parents/guardians.
- Regularly confirm parent contact information (addresses, phone numbers, email addresses, and emergency contacts) and report updates to data-entry staff for input into PowerSchool.
- Collaborate with school personnel/staff to ensure success of the attendance program.
- Provide information and documentation to Attendance Point Person(s), Attendance Team, and other relevant school based personnel when concerns arise.

School Counselor, Social Worker, and Special Education Case Manager

These professional should:

- With assistance from school staff, identify "at risk" students and provide counseling and other related services as needed.
- Be a resource person to families in need of community services.
- Follow-up on attendance inquiries received from the Attendance Point Persons, Attendance Team, or other school staff.
- Become a member and participate in Attendance Team meetings.

- Initiate a SAT/SST or PPT (whichever is appropriate) within ten days of identifying a student as truant.
- Share information with Attendance Point Person(s) and/or Attendance Team regarding entries and exits that take place periodically. Report updates on student demographic and contact information to data-entry staff for input into PowerSchool.

Attendance Point Person

To meet the increasing need for attendance personnel, some principals are hiring Attendance Case Managers or designating other personnel to work with school staff and families to monitor and address student attendance issues and provide student outreach and case management. The attendance point person is any staff member designated by the principal such and should:

- Make a personal phone call to the parent when a student is absent.
- Follow identified and appropriate procedures for students who are considered no-shows.
- Identify and monitor regularly the students having difficulty with attendance and tardiness. Provide outreach to absent students and their families through, telephone calls, letters, meetings, and home visits. Conduct regular home visits and maintain family contact as necessary.
- Accept attendance referrals and complete investigations (see Timeline on Page 5) working closely with the teachers, support staff, and administration to collect additional pertinent information.
- Run PowerSchool attendance reports daily, weekly, and monthly to monitor student attendance and chronic absence.
- Identify school/community resources to support the needs of the students and refer them to appropriate staff/agencies and follow-up services as needed.
- Develop and implement individualized plans with action steps, timeframes, and resources needed for each student.
- Meet regularly with school staff and families to address student needs.
- Using an Attendance Case Management Database, maintain an up-to-date electronic case file for each student served, documenting all outreach efforts and case management services provided to the student, including referrals, contacts, home visits, meetings, experiences, referrals, etc.
- Monitor and report daily, weekly, and monthly student attendance data to principal and Chronic Absence Team.
- Provide follow up as needed.
- Inform pertinent staff at your schools of any findings including the data entry person and Prevention Team members.
- Work with Prevention Team to implement attendance action plan and procedures.

**Student Attendance
Policy and Procedures
Manual**

APPENDICES

APPENDIX A

ADMINISTRATIVE REGULATIONS REGARDING AGES OF ATTENDANCE P/R 5113

Policy adopted September 14, 1999

Updated November 1, 2005

Revised January 19, 2016

Ages of Attendance

The Hartford Public Schools shall be open to all children five years of age and older and under twenty-one years of age who have not graduated from a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-233d.

Required Ages of Attendance

Parents and those who have care of children between the ages of five and over and under eighteen inclusive, are obligated by Connecticut law to cause any such child to attend public schools, 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 or the child is excluded pursuant to the Connecticut Statutes, sections 10-233c or 10-233d.

The parent or person having control of a child seventeen years of age may consent to such child's withdrawal from school. The parent or person shall exercise this option by personally appearing at the school district office to sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor or school administrator of the school that this district has provided the parent or person with information on the educational opportunities options available in the school system and in the community.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.

(cf. 5121 – Promotion/Retention Intervention)

Legal Reference:

Connecticut General Statutes 10-15 Towns to maintain schools 10-15c Discrimination in public schools prohibited. School attendance by five-year-olds 10-76a - 10-76g re special education 10-184 Duties of parents School Attendance age requirements 10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeal to state board. Establishment of hearing board. Readmission. Transfers 10-233a - 10-233f Inclusive; re: suspend, expel, removal of pupils 10-233c Suspension of pupils 10-233d Expulsion of pupils

5113

Policy adopted: Policy updated: Policy updated:

State Board of Education Regulations 10-76a-1 General definitions (c) (d) (q) (t)

September 14, 1999 HARTFORD PUBLIC SCHOOLS November 1, 2005 Hartford, Connecticut

APPENDIX B

ADMINISTRATIVE REGULATIONS REGARDING ATTENDANCE P/R 5114

Policy adopted September 14, 1999

Updated November 1, 2005

Revised June 18, 2013

Revised January 19, 2016

Attendance

Regular and punctual student attendance in school is essential to the educational process. Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity.

The Board of Education requires that accurate records be kept of the attendance of each child. Students should not be absent from school without parental knowledge and consent. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control over the child. To assist parents and other persons in meeting this responsibility, the Board of Education, through its Superintendent will adopt and maintain regulations to implement this policy.

The Board of Education shall follow the guidance adopted by the State Board of Education regarding "excused" and "unexcused" absences. The Superintendent shall report to the Board of Education a summary regarding attendance, each year in October, January, and June. A truancy summary report shall be provided to the Board annually.

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

Legal References:

Connecticut General Statutes §10-220 Connecticut General Statutes §10-184 Connecticut General Statutes §10-186 Connecticut General Statutes §10-198a Public Act 15-225, "An Act Concerning Chronic Absenteeism" Guidelines for Reporting Student Attendance in the Public School Information

System (Connecticut State Department of Education, January 2008) Connecticut State Department of Education Circular Letter C-2, Utilizing Local Support Resources Prior to Referral of Students for Family with Service Needs (August 4, 2009) 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)

Policy adopted: September 14, 1999 HARTFORD PUBLIC SCHOOLS Policy updated:
November 1, 2005 Hartford, Connecticut Policy revised: June 18, 2013 Policy revised:
January 19, 2016

5114

R-5114

Students Administrative Regulations Regarding Attendance 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" at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.
2. "Disciplinary Absences" - Absences that are the result of school or district disciplinary action. Any student serving an out-of-school suspension or expulsion should be considered absent. Such 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 motor abilities.
4. "Excused Absence" - A student's absence* from school shall be considered excused if written documentation** of the reason for the absence has been submitted within ten school days of the student's return to school , or if the child has been excluded from school in accordance with Section 10-210 of the Connecticut General Statutes (regarding communicable diseases), and meets

the following criteria:

- a. For absences one through nine, a student's absences from school are considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.
- b. For the tenth absence and all absences thereafter, a student's absences from school are, with appropriate documentation in accordance with this regulation, considered excused for the following reasons: 1) student illness verified by an appropriately licensed medical professional; 2) student's observance of a religious holiday;

3) funeral or death in the student's family, or other emergency beyond the control of the student's family;

4) mandated court appearances (additional documentation required);

5) the lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or

6) extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance and this regulation.

c. A student, age five to eighteen, 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 his or her return to school.

5. "In Attendance" - any day during which a student is not considered to be absent from his/her assigned school, or from an activity sponsored by the school (e.g. field trip), for at least one half of the school day.

6. "Student" - a student enrolled in the Hartford Public Schools.

7. "Truant" - is defined as a student age five to eighteen, inclusive, who has four (4) unexcused absences from school in one month or ten (10) unexcused absences in a school year.

8. "Unexcused Absences"- any absence from a regularly scheduled school day for at least one half of the school day, unless they one of the following criteria is met:

A. the absence meets the definition for an excused absence (including documentation requirements); or

B. the absence meets the definition of a disciplinary absence.

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

B. 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. An incidence of absence is considered consecutive days 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 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:

(1) 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

(2) 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:

(1) a police summons;

(2) a subpoena;

(3) a notice to appear;

(4) a signed note from a court official; or

(5) 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: written document must explain 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 other than the one the student attends: none.
4. Neither e-mail nor text message shall serve to satisfy the requirement of written documentation. In rare and extraordinary circumstances, a building administrator may, in his/her own discretion, accept the delivery of written documentation through a scanned copy sent by e-mail.
5. The Hartford Public Schools 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 his/her own discretion, grant up to a five (5) school day extension for provision of the completed documentation.
7. Schools should take steps to allow non-English speaking parents/guardians to submit documentation in their native language

C. 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 for this exemption;
 - 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 building principal 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;
- 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 building principal 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;
- e. the understanding that the building administrator may withdraw its approval if the opportunity is canceled or the student fails to meet the agreed-upon requirements of the approval.

5. All decisions of the building principal 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.

D. 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 school 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 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 school 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.

3. 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."

E. 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 D.2, 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 D.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

F. 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 he or she receives an alternative educational program for at least one half of the regular 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 by the administration so as to ensure that the student is able to successfully return to the regular classroom setting.

G. Administrative Procedures:

1. Annually at the beginning of the school year and upon any enrollment during the

school year, the administration shall notify the parent or other person having control of each child enrolled in the Hartford Public Schools the obligations of the parent or such other person regarding attendance policy and regulations.

2. Annually at the beginning of the school year and upon any enrollment during the school year, the administration shall obtain from the parent or other person having control of each child in a Hartford Public School a telephone number or other means of contacting such parent or such other person during the school day.
3. Each school shall implement a system of monitoring individual unexcused absences of students, which shall provide that whenever a student enrolled fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the child's parent or other person

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

The required mailed notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs. 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.

4. When a student is truant, the building principal or his/her designee shall schedule a meeting with the parent of each child who is a truant, or other person having control of such child, and appropriate school personnel to review and evaluate the reasons for the child being a truant, provided such meeting shall be held not later than ten school days after the child's fourth unexcused absence in a month or tenth unexcused absence in a school year. Notice and meetings must be in a language understandable to the parent.
5. If the parent or other person having control of a child who is a truant fails to attend the meeting or fails to cooperate with the school in attempting to solve the truancy problem, the superintendent of schools shall, within fifteen (15) calendar days of such failure, file for each such truant enrolled in the schools under his or her jurisdiction a written complaint with the Superior Court pursuant to section 46b-149 alleging the belief that the acts or omissions of the child are such that

his family is a family with service needs.

6. When a student is truant, the superintendent or designee, shall coordinate services and/or referrals of children to community agencies that provide child and family services. The district shall document efforts to contact and include families and to provide early intervention in truancy matters.
7. In addition to the procedures specified, a regular education student who is experiencing attendance problems shall be referred to the building intervention Student Study Team (i.e. SST, SAT) or other appropriate body, for review and assistance. The team will review the student's need for referral for a Planning and Placement Team (PPT) meeting. A special education student who is experiencing attendance problems must be referred for a PPT meeting for program review.
8. If a family with service needs ("FWSN") petition is filed and the court orders an educational evaluation of the student, the district shall conduct an appropriate educational evaluation if no such evaluation has been performed within the preceding year.
 - a. For a regular education student, the educational evaluation will be conducted or arranged for by appropriate school personnel and coordinated through the Child Study Team [or other appropriate school based team]. Upon completion of the evaluation of a regular education student, the Child Study Team [or other appropriate school based team] shall review the evaluations and make appropriate recommendations for alternative procedures, programs or interventions. Such recommendations may include a referral of the student for further evaluation and/or consideration for special education eligibility.
 - b. In the case of a student who requires or may require special education and related services, the district shall convene a PPT to determine what evaluations may be appropriate to assess any specific areas of concern. The PPT shall reconvene to review the evaluations and make appropriate recommendations regarding the student's need for special education services and the need, if any, to write and/or revise the student's individualized education program ("IEP").

H. Attendance Records

All attendance records developed by the Board 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 Hartford Board of Education 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" - (a) an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to section 10-198b of the general statutes and these administrative regulations, or (b) an in-school suspension, as defined in section 10-233a of the general statutes, that is greater than or equal to one-half of a school day;
3. "District chronic absenteeism rate" - the total number of chronically absent children under the jurisdiction of the Hartford Board of Education in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year; and
4. "School chronic absenteeism rate" - the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

B. Establishment of Attendance Review Teams

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

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

If the Hartford Board of Education 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 school district or at each such school.

If the Hartford Board of Education 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 school 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, and chronically absent children and their parents or guardians.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community

referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

D. State Chronic Absenteeism Prevention and Intervention Plan

The Hartford Board of Education 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, each local and regional board of education 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 school 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 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 of education to reduce truancy in the school district.

Regulations Revised: January 19, 2016 HARTFORD PUBLIC SCHOOLS Hartford, Connecticut



Date: _____

Dear Parent/Guardian: _____

This letter is to inform you that your child _____
has been absent from _____ School _____ days.

The Hartford Board of Education’s Attendance Policy # 5114 states, “a student who has 4 unexcused absences in one month or 10 unexcused absences in one year is considered a truant”. Although they may achieve passing grades, students who have been absent 15 days or more may be denied academic credit for the school year, and may have to repeat their current grade. If your child accumulates 20 unexcused absences during the year, a Family with Service Needs (FWSN) referral will be sent to Juvenile Court and/or an Educational Neglect referral may be made to the State Department of Children and Families (DCF).

Connecticut law, as defined by Connecticut General Statue, Section 10-184, states: “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.”

The following, with appropriate documentation, are acceptable reasons for absence:

- Student illness
- Student’s observance of a religious holiday
- Death in the student’s family or other emergency beyond the control of the student’s family
- Mandated court appearances
- Lack of transportation that is normally provided by a district other than the one the student attends
- Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

Please contact the Attendance Point Person(s) or Prevention Team at your child’s school to discuss this situation.



Where the future is present.

Fecha: _____

Estimado Padre/Guardián:

Esta carta es para informarle que su
hijo/hija _____
ha estado ausente de la
Escuela _____ por _____ días.

Los Reglamentos de Asistencia Escolar de la Junta de Educación de Hartford #5114 indican que "un estudiante que tiene cuatro (4) ausencias sin excusas en un mes o diez (10) ausencias sin excusas en un año se considera "truant" (ausente sin permiso). Aunque logren notas satisfactorias, a estudiantes con quince (15) días o más ausentes se les podría negar crédito académico por el año escolar y pueden ser sometidos a repetir el grado escolar en el que están presentemente. Si su hijo/hija acumula veinte (20) ausencias sin excusas durante el año escolar, él/ella puede ser referido a la Corte Juvenil a través de un formulario FWSN (*Familias con Necesidades de Servicio*) (FWSN) y/o Ud. Como padre/guardián podría ser referido al Departamento Estatal de Niños y Familias (DCF) por Negligencia Educativa.

La ley de Connecticut en el Estatuto General de Connecticut, Sección 10-184, dice: "cada padre, madre o persona teniendo el control de un niño/a entre las edades de cinco a dieciocho años de edad es responsable de que el niño/a asista a la escuela pública regularmente."

Las siguientes, con documentación adecuada, son razones aceptadas para ausencias:

- Enfermedad del estudiante
- Días feriados por razones religiosas
- Muerte en la familia del estudiante u otra emergencia fuera del control de la familia del estudiante
- Presentarse obligatoriamente en la corte
- Falta de transporte que normalmente es proporcionado por un distrito distinto al que asiste el estudiante
- Oportunidades educativas extraordinarias pre-aprobadas por los administradores del distrito de acuerdo con la orientación proporcionada por el Departamento de Educación del Estado de Connecticut.

Por favor, llame a la persona encargada de la asistencia o al Equipo de Prevención de la escuela de su hijo/a para hablar sobre la situación de su niño/a.



Date: _____

Dear Parent/Guardian: _____

This letter is to inform you that your child _____
has been absent from the following classes: Per. 1 _____ Per. 2 _____ Per. 3 _____
Per. 4/5 _____ Per. 5/6 _____ Per. 6/7 _____ Per. 7/8 _____ Per. 8/9 _____
Per. 9/10 _____ Per. 11 _____. This accumulates to a total of _____ all day absences.

The Hartford Board of Education's Attendance Policy states, "a student who has 4 unexcused absences in one month or 10 unexcused absences in one year is considered a truant". Although they may achieve passing grades, students who have been absent 18 days or more may be denied academic credit for the school year, and may have to repeat their current grade. If your child accumulates 20 unexcused absences during the year, a Family with Service Needs (FWSN) referral will be sent to the Juvenile Court and/or an Educational Neglect referral may be made to the State Department of Children and Families (DCF).

As defined by Connecticut General Statute, Section 10-184, "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." It is important to note that class attendance will be calculated on a "period-by-period" basis.

The following, with appropriate documentation, are acceptable reasons for absence:

- Student illness
- Student's observance of a religious holiday
- Death in the student's family or other emergency beyond the control of the student's family
- Mandated court appearances
- Lack of transportation that is normally provided by a district other than the one the student attends
- Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

Please contact the Attendance Point Person(s) or Prevention Team to discuss your child's situation.



Fecha: _____

Estimado Padre/Guardián: _____

Esta carta es para informarle que su hijo/a _____
ha estado ausente de las siguientes clases: Per. 1 _____ Per. 2 _____ Per. 3 _____
Per. 4/5 _____ Per. 5/6 _____ Per. 6/7 _____ Per. 7/8 _____ Per. 8/9 _____
Per. 9/10 _____ Per. 11 _____. Ha acumulado un total de _____ días enteros ausente.

Los Reglamentos de Asistencia Escolar de la Junta de Educación de Hartford #5114 indican que "un estudiante que tiene cuatro (4) ausencias sin excusas en un mes o diez (10) ausencias sin excusas en un año se considera "truant" (ausente sin permiso). Aunque logren notas satisfactorias, a estudiantes con dieciocho (18) días o más ausentes se les podría negar crédito académico por el año escolar y pueden ser sometidos a repetir el grado escolar en el que están presentemente. Si su hijo/hija acumula veinte (20) ausencias sin excusas durante el año escolar, él/ella puede ser referido a la Corte Juvenil a través de un formulario FWSN (*Familias con Necesidades de Servicio*) (FWSN) y/o Ud. Como padre/guardián podría ser referido al Departamento Estatal de Niños y Familias (DCF) por Negligencia Educativa.

La ley del Estado, según define el Estatuto General de Connecticut, Sección 10-184 dice: "cada padre, madre o persona teniendo el control de un niño/a entre las edades de cinco a dieciocho años de edad es responsable de que el niño/a asista a la escuela pública regularmente."

Es importante notar que la asistencia escolar será calculada a base de "periodo-por-periodo" de clases.

Las siguientes, con documentación adecuada, son razones aceptadas para ausencias:

- Enfermedad del estudiante
- Días feriados por razones religiosas
- Muerte en la familia del estudiante u otra emergencia fuera del control de la familia del estudiante
- Presentarse obligatoriamente en la corte tribunal
- Falta de transporte que normalmente es proporcionado por un distrito distinto al que asiste el estudiante
- Oportunidades educativas extraordinarias pre-aprobadas por los administradores del distrito de acuerdo con la orientación proporcionada por el Departamento de Educación del Estado de Connecticut.

Por favor, llame a la persona encargada de la asistencia o al Equipo de Prevención de la escuela de su hijo/a para hablar sobre la situación de su niño/a.



School Attendance

Where the future is present.

Regular and punctual student attendance in school is essential to the educational process. Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity.

Examples of Excused Absences

- ✓ Student Illness
(Documentation will be requested. Students are expected to attend medical appointments after school whenever possible.)
- ✓ Family emergencies
- ✓ Court appearances
- ✓ Death in family
- ✓ College interviews or visits
- ✓ Religious holidays

Examples of Unexcused Absences

- ✓ Truancy
- ✓ Oversleeping
- ✓ Missed bus
- ✓ Family vacations

It's the LAW in Connecticut!

Connecticut State Law says:

"Each parent or guardian of a child over 5 years of age shall ensure such child attends a public school regularly during the hours and terms of that school."

Whenever your child is absent from school, you need to call the school and send a note explaining the absences with the student the day he/she returns. Excessive absences may result in loss of credit or retention.

Truancy

"When a student has 4 unexcused absences in one month or 10 unexcused absences in one year."

When a child is **TRUANT** a Family with Service Needs (FWSN) referral **MAY** be made and every effort will be made to work with the family. The school will contact you to schedule a meeting to discuss your child's situation.

Habitual Truancy

"When a student has 20 unexcused absences in one year."

When a child is **HABITUALLY TRUANT** a FWSN referral **MUST** be made.

For more information on the Hartford Public Schools' Attendance Policy or for questions specific to your child, please contact your child's school.

Asistencia Escolar

La asistencia regular y a tiempo del estudiante a la escuela es esencial para el proceso educativo. Las experiencias de aprendizaje dentro del salón de clases son la base de la educación de escuela pública. El tiempo perdido de la clase es oportunidad de instrucción perdida.

Ejemplos de Ausencias Excusadas

- ✓ Enfermedad del estudiante (Se exigirá documentación. Se espera que traten de ir a citas médicas después de clases).
- ✓ Emergencias familiares
- ✓ Citas en la corte
- ✓ Muerte en la familia
- ✓ Entrevistas o visitas a universidades
- ✓ Días feriados religiosos

Ejemplos de Ausencias Sin Excusas

- ✓ Ausentismo
- ✓ Quedarse dormido
- ✓ Perder el autobús
- ✓ Vacaciones de la familia

¡Es la LEY en Connecticut!

La Ley Estatal de Connecticut dice que:

"Cada padre o guardián de un niño o niña de más de 5 años de edad deberá asegurar que éste asista a la escuela pública regularmente durante las horas y términos de la escuela."

Quando su hijo/a esté ausente Ud. tiene que llamar a la escuela y enviar una nota con el estudiante, a la oficina de la escuela, explicando la razón de la ausencia. Ausencias excesivas pueden resultar en retención o en la pérdida de créditos académicos.

Ausentismo Excesivo:

"Cuando un estudiante tiene 4 ausencias sin excusas en un mes o 10 ausencias sin excusas en un año."

Quando un estudiante tiene **AUSENCIAS excesivas** de la escuela, la escuela puede referir el caso a la Corte Juvenil a través de un formulario **Familias con Necesidades de Servicio (FWSN)** y hacer todo el esfuerzo posible para ayudar a la familia.

Ausentismo Habitual

"Cuando un estudiante tiene 20 o más ausencias sin excusas en un año."

Quando un estudiante es un **AUSENTE HABITUAL** la escuela tiene que mandar a la Corte Juvenil un formulario **FWSN**.

Para más información sobre los Reglamentos de Asistencia Escolar en las Escuelas de Hartford, favor de ponerse en contacto con la escuela de su niño o niña.



Where the future is present.

HARTFORD PUBLIC SCHOOLS

APPENDIX I

DISENGAGED STUDENT REFERRAL

School: _____ Referring Staff: _____

Referral Date: _____ Date Received: _____

Student's Name: _____ Student ID: _____

Date of Birth: _____ Gender (M/F): _____

Home Room/House: _____ Grade: _____ Teacher: _____

Address: _____ Zip Code: _____

Parent/Guardian's Name: _____ Home Phone: _____

Work Phone: _____ Cell Phone: _____

Email Address: _____

Reasons for referral:

UNEXCUSED ABSENCES INCLUDING 1ST DAY OF SCHOOL (Place an A in each box)

Month of:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total
Days Absent																																

What interventions have been done to address student's attendance? (Indicate type of contact & date)

Phone Call 1: _____ Phone Call 2: _____ Phone Call 3: _____ Home Visit: _____

Certified Mail Sent Date: _____ Certified Mail Return/Response Date: _____

Notes: _____

Case Manager's Report (to be completed by the staff member handling this case):

DCF 136 Ed. Neglect Date: _____

Personnel Signature: _____ Date: _____

Final Disposition: _____
Administrator Signature: _____

Leave Date: _____ Leave Code: _____ Leave Location: _____



**CONSENT TO WITHDRAW STUDENT
AGED SEVENTEEN FROM SCHOOL**

Pursuant to Section 10-184 of the Connecticut General Statutes

I am the parent/guardian of _____ who attends
(Name of Student)
_____ in the Hartford Public Schools. His/her
(Name of School)
date of birth is _____ and resides at:
(month/day/year)

Address _____ Apt. # _____
City _____ Zip Code _____

A representative of the Hartford Public Schools, _____, met
Name of Representative
with me on _____ and provided me with information concerning educational
Date
options available within the Hartford Public School System and the community.

I hereby consent to withdraw _____ from the Hartford
Public Schools. Name of Student

Name of Parent/Guardian (Print): _____

Parent/Guardian's Signature: _____ Date: _____

Telephone #: _____ Email Address: _____

WITNESSED by me this _____ day of _____ 201 _____ in
Hartford, Connecticut.

Witness' Name (Print): _____

Witness' Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____



**AUTORIZACIÓN PARA RETIRAR A UN ESTUDIANTE DE
DIECISIETE AÑOS DE LA ESCUELA**

Según la Sección 10-184 de los Estatutos Generales del Estado de Connecticut

Yo soy el padre/guardián de _____ que asiste
(Nombre del Estudiante)
a _____ en las Escuelas Públicas de Hartford.
(Nombre de la Escuela)
Su fecha de nacimiento es _____ y reside en:
(mes/día/año)

Dirección _____ # de Apartamento _____
Ciudad _____ Código Postal _____

Un representante de las Escuelas Públicas de Hartford, _____
Nombre de Representante
se reunió conmigo el _____ y me dio información sobre los varios
Fecha
programas educativos que están disponibles dentro del sistema de las Escuelas Públicas de
Hartford y en la comunidad.

Por la presente, doy autorización para retirar a _____ de las
Escuelas Públicas de Hartford. Nombre de Estudiante

Nombre del Padre/Guardián: _____

Firma del Padre/Guardián: _____ Fecha: _____

Teléfono: _____ Email: _____

PRESENCIADO por mí este _____ día de _____ del 201__ en Hartford, CT.

Nombre del Testigo: _____

Firma del Testigo: _____ Fecha: _____

Nombre del Administrador: _____

Firma del Administrador: _____ Fecha: _____

REPORT OF SUSPECTED CHILD ABUSE OR NEGLECT

DCF-136
05/2015 (Rev.)



Within forty-eight hours of making an oral report, a mandated reporter shall submit this form (DCF-136) to the relevant Area Office listed below. See the reverse side of this form for a summary of Connecticut law concerning the protection of children.

Please Print or Type

Child's Name	<input type="checkbox"/> M <input type="checkbox"/> F	Age Or DOB	Race:	<input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> Black/African American (not of Hispanic Origin)	<input type="checkbox"/> Hispanic <input type="checkbox"/> White (not of Hispanic origin) <input type="checkbox"/> Unknown <input type="checkbox"/> Other:
Child's Address					
Name Of Parents Or Other Person Responsible For Child's Care		Address		Phone Number	
Name Of Careline Worker To Whom Oral Report Was Made		Date Of Oral Report	Date And Time Of Suspected Abuse/Neglect		
Name Of Suspected Perpetrator, If Known		Address And Phone Number, If Known		Relationship To Child	
Nature And Extent Of Injury(ies), Maltreatment Or Neglect					
Describe The Circumstances Under Which The Injury(ies), Maltreatment Or Neglect Came To Be Known					
Describe The Reasons Such Persons(s) Are Suspected Of Causing Such Injuries, Maltreatment Or Neglect					
Information Concerning Any Previous Injury(ies), Maltreatment Or Neglect Of The Child Or His/Her Siblings					
Information Concerning Any Prior Cases(s) In Which The Person(s) Have Been Suspected Of Causing An Injury(ies), Maltreatment Or Neglect Of A Child					
List Names And Ages Of Siblings, If Known					
What Action, If Any, Has Been Taken To Treat, Provide Shelter Or Otherwise Assist The Child?					
REPORTER SECTION					
Reporter's Name:			Reporter's Race		
Agency Name:			<input type="checkbox"/> American Indian or Alaskan Native		
Phone Number:			<input type="checkbox"/> Asian/Pacific Islander		
Agency Address:			<input type="checkbox"/> Black/African American (not of Hispanic Origin)		
City:			<input type="checkbox"/> Hispanic (any race)		
			<input type="checkbox"/> White (not of Hispanic origin)		
			<input type="checkbox"/> Prefer Not to Answer		
			<input type="checkbox"/> Other:		
Reporter's Signature			Position		Date
WHITE COPY: TO DCF AREA OFFICE (see below)			IF YOU NEED ADDITIONAL SPACE, YOU MAY ATTACH MORE DOCUMENTATION		
Bridgeport 100 Fairfield Avenue Bridgeport, CT 06804 203-384-5300 TDD: 203-384-5399 Fax: 203-384-5306	Danbury 131 West Street Danbury, CT 06810 203-207-5100 TDD: 203-748-6325 Fax: 203-207-5169	Hartford 250 Hamilton Street Hartford, CT 06106 860-418-8000 TDD: 860-315-4082 Fax: 860-418-6325	Manchester 364 West Middle Turnpike Manchester, CT 06040 860-533-3600 TDD: 860-315-4415 Fax: 860-533-3734	Norwalk 761 Main Avenue, I-Park Complex Norwalk, CT 06851 203-899-1400 TDD: 203-899-1491 Fax: 203-899-1463, 203-899-1464	
Meriden One West Main Street Meriden, CT 06451 203-238-8400 TDD: 203-238-8517 Fax: 203-238-6425	Middletown 2081 South Main Street Middletown, CT 06457 860-438-2100 TDD: 860-638-2195 Fax: 860-346-0096	Milford 38 Wellington Road Milford, CT 06461 203-306-5300 TDD: 203-306-5604 Fax: 203-306-5606	New Britain One Grove Street, 4th Floor New Britain, CT 06053 860-832-5200 TDD: 860-632-5370 Fax: 860-832-5481	New Haven One Long Wharf Drive New Haven, CT 06511 203-786-0500 TDD: 203-786-2599 Fax: 203-786-0660	
Norwich Two Courthouse Square Norwich, CT 06360 860-886-2641 TDD: 860-885-2438 Fax: 860-867-3663	Torrington 82 Commercial Blvd Torrington, CT 06790 860-496-5700 TDD: 860-496-5798 Fax: 860-496-5834	Waterbury 395 West Main Street Waterbury, CT 06702 203-758-7000 TDD: 203-465-7329 Fax: 203-759-7295	Willimantic 322 Main Street Willimantic, CT 06226 860-450-2000 TDD: 860-456-6603 Fax: 860-450-1051	Special Investigations Unit 505 Hudson Street, 7 th Floor Hartford, CT 06106 860-650-6696 FAX: 860-723-7237	

SUMMARY OF LEGAL REQUIREMENTS CONCERNING CHILD ABUSE/ NEGLECT

PUBLIC POLICY OF THE STATE OF CONNECTICUT (C.G.S. §17a-101)

To protect children whose health and welfare may be adversely affected through injury and neglect; to strengthen the family and to make the home safe for children by enhancing the parental capacity for good child care; to provide a temporary or permanent nurturing and safe environment for children when necessary; and for these purposes to require the reporting of suspected child abuse or neglect, investigation of such reports by a social agency, and provision of services, where needed, to such child and family.

WHO IS MANDATED TO REPORT CHILD ABUSE/NEGLECT?

Child Advocate and OCA Employees	Mental Health Professionals
Chiropractors	Optometrists
Coaches and Directors of a Private Youth Sports Organization or Team	Persons Paid to Care for Children
Coaches and Athletic Directors of Youth Athletics	Persons who Provide Services to and have Regular Contact with Students
Dental Hygienists	Pharmacists
Dentists	Physical Therapists
Department of Children and Families Employees	Physician Assistants
Domestic Violence Counselors	Podiatrists
Office of Early Childhood Employees and Department of Public Health Employees who are Responsible for Licensing Day Cares and Camps	Police Officers
Family Relations Counselors (Judicial Dept.)	Probation Officers (Juvenile or Adult)
Family Rel. Counselor Trainees (Judicial Dept.)	Psychologists
Family Services Supervisors (Judicial Dept.)	Public or Private Institution of Higher Education Administrators, Faculty, Staff, Athletic Directors, Athletic Coaches and Athletic Trainers
Licensed Foster Parents	Registered Nurses
Licensed Marital and Family Therapists	School Administrators
Licensed or Unlicensed Interns at Any Hospital	School Coaches
Licensed or Unlicensed Resident Physicians	School Guidance Counselors
Licensed Physicians	School Paraprofessionals
Licensed Practical Nurses	School Superintendents
Licensed Professional Counselors	School Teachers
Licensed Surgeons	Sexual Assault Counselors
Licensed/Certified Alcohol and Drug Counselors	Social Workers
Licensed/Certified Emergency Medical Services Providers	Substitute Teachers
Medical Examiners	
Members of the Clergy	

DO THOSE MANDATED TO REPORT INCUR LIABILITY?

No. Any person, institution or agency which, in good faith, makes or does not make a report, shall be immune from any civil or criminal liability provided such person did not perpetrate or cause such abuse or neglect.

IS THERE A PENALTY FOR NOT REPORTING?

Yes. Any person required to report who fails to do so may be prosecuted for a Class A misdemeanor and may be required to participate in an educational and training program. Any person who intentionally and unreasonably interferes with or prevents a report may be prosecuted for a Class D felony.

IS THERE A PENALTY FOR MAKING A FALSE REPORT?

Yes. Any person who knowingly makes a false report of child abuse or neglect may be fined not more than \$2,000 or imprisoned for not more than one year or both. The identity of such person shall be disclosed to the appropriate law enforcement agency and to the alleged perpetrator of the abuse.

WHAT ARE THE REPORTING REQUIREMENTS?

- An oral report shall be made by a mandated reporter by telephone or in person to the DCF Careline or to a law enforcement agency as soon as practicable, but not later than 12 hours after the mandated reporter has reasonable cause to suspect or believe that a child has been abused or neglected or placed in imminent risk of serious harm. If a law enforcement agency receives an oral report, it shall immediately notify Careline. Oral reports to the Careline shall be recorded.
- Within 48 hours of making an oral report, a mandated reporter shall submit a written report to the DCF Careline on the DCF-136, "Report of Suspected Child Abuse or Neglect."
- When a mandated reporter is a member of the staff of a public or private institution or facility that provides care for children or a public or private school, the reporter shall also submit a copy of the written report to the person in charge of such institution, school or facility or the person's designee.

DCF CHILD ABUSE AND NEGLECT CARELINE: 1-800-842-2288

STATUTORY REFERENCES: C.G.S. 17a-28, §17a-101 et seq.; §46b-120

DEFINITIONS OF ABUSE AND NEGLECT

Abused Child: Any child who has a non-accidental physical injury, or injuries which are at variance with the history given of such injuries, or is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation, deprivation of necessities, emotional maltreatment or cruel punishment.

Neglected Child: Any child who has been abandoned or is being denied proper care and attention, physically, educationally, emotionally, or morally or is being permitted to live under conditions, circumstances or associations injurious to his or her well-being.

Exception: The treatment of any child by an accredited Christian Science practitioner shall not by itself constitute neglect or maltreatment.

CHILD UNDER AGE 13 WITH VENEREAL DISEASE: A physician or facility must report to Careline upon the consultation, examination or treatment for venereal disease of any child who has not reached his or her 13th birthday.

DO PRIVATE CITIZENS HAVE A RESPONSIBILITY FOR REPORTING?

Yes. Any person having reasonable cause to suspect or believe that any child under the age of 18 is in danger of being abused or has been abused or neglected may cause a written or oral report to be made to the Careline or a law enforcement agency. Any person making the report in good faith is immune from any liability, civil or criminal. However, the person is subject to the penalty for making a false claim.

WHAT IS THE AUTHORITY AND RESPONSIBILITY OF THE DEPARTMENT OF CHILDREN AND FAMILIES (DCF)?

All child protective services in Connecticut are the responsibility of the Department of Children and Families.

Upon the receipt of a report of child abuse or neglect, the Careline shall cause the report to be classified, evaluated immediately and forwarded to the appropriate Area Office for the commencement of an investigation or for the provision of services within timelines specified by statute and policy.

If an investigation produces evidence of child abuse or neglect, DCF shall take such measures as it deems necessary to protect the child, and any other children similarly situated, including, but not limited to, immediate notification to the appropriate law enforcement agency, and the removal of the child from his or her home with or without the parents' consent consistent with state law.

If DCF has probable cause to believe that the child or any other child in the household is at imminent risk of physical harm from the surroundings, and that immediate removal from such surroundings is necessary to ensure the child's safety, the Commissioner or designee shall authorize any employee of DCF or any law enforcement officer to remove the child and any other child similarly situated from such surroundings without the consent of the child's parent or guardian. The removal of a child shall not exceed 96 hours. If the child is not returned home within such 96-hour period, with or without protective services, DCF shall file a motion for temporary custody with the Superior Court for Juvenile Matters.

WHAT MEANS ARE AVAILABLE FOR REMOVING A CHILD FROM HIS OR HER HOME?

- 96-Hour hold by the Commissioner of DCF or designee (see above).
- 96-Hour hold by a physician – Any physician examining a child with respect to whom abuse or neglect is suspected shall have the right to keep such child in the custody of a hospital for no longer than 96 hours in order to perform diagnostic tests and procedures necessary to the detection of child abuse or neglect and to provide necessary medical care with or without the consent of such child's parents or guardian or other person responsible for the child's care, provided the physician has made reasonable attempts to (1) advise such child's parents or guardian or other person responsible for the child's care that the physician suspects the child has been abused or neglected, and (2) obtain consent of such child's parents or guardian or other person responsible for the child's care. In addition, such physician may take or cause to be taken photographs of the area of trauma visible on a child who is the subject of such report without the consent of such child's parents or guardian or other person responsible for the child's care. All such photographs or copies thereof shall be sent to the local police department and the Department of Children and Families.
- Bench order of temporary custody – Whenever any person is arrested and charged with an offense under Section 53-20 or 53-21 or under Part V, VI, or VII of Chapter 952, as amended, the victim of which offense was a minor residing with the defendant, any judge of the Superior Court may, if it appears that the child's condition or circumstances surrounding the case so require, issue an order to the Commissioner of the Department of Children and Families to assume immediate custody of such child and, if the circumstances so require, any other children residing with the defendant and to proceed thereon as in other cases.

WHAT IS THE CENTRAL REGISTRY OF PERPETRATORS OF ABUSE OR NEGLECT?

The Department of Children and Families maintains a registry of persons who have been substantiated as responsible for child abuse or neglect and pose a risk to the health safety or well-being of children. The Central Registry is available on a 24-hour daily basis to prevent or discover child abuse of children.

On the **Attendance Change** Page:

- Enter the correct **Date Range** for the Absence/Tardy type to be entered
- Click **Meetings** for which to enter attendance, or **Select All**
- Select the appropriate **Attendance code to set** from the drop down
- Click **Submit**

Attendance Change

TEST, JONNY Grade: DOB: State ID:
School: HCC School Code:

Option: Value: TEST, JONNY

Change attendance for

From this date: 5/8/2012

To this date: 5/8/2012

Meetings to scan

1	<input type="checkbox"/>
2	<input type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>
5	<input type="checkbox"/>
HR	<input type="checkbox"/>

Code(s) to scan for

Attendance code to set: [Present]

If other than a default present (default presents will be overwritten regardless)

Comment:

Submit

To Enter **Group** Student Attendance (Absence/Tardy types) in PowerSchool:

NOTE: be sure you have organized your absences or tardies to enter as this option applies the same code to all the students you select

- From the **Start Page**, select a group of students under Browse Students by **Last Name, Grade**, or choosing **All**
- Under **Functions**, select **Attendance Change**

Start Page

Search: Students | Staff | Parents

Browse Students

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

9 10 11 12 13 All

Attendance Change

Select a function for this group of students

- **OR** from a selected group, click **Select Students by Hand**, and then on the **Group Functions** page, select **Attendance Change**

Group Functions

Current student selection: 43

Function	Description
Attendance Change	Changes attendance records for one or many days for currently s...
Batch Address Validation	Perform batch address validation.

Select Students By Hand

On the **Attendance Change** Page:

- Enter the correct **Date Range** for the Absence/Tardy type to be entered
- Click **Meetings** for which to enter attendance, or **Select All**
- Select the appropriate **Attendance code to set** from the drop down
- Click **Submit**

Attendance Change

TEST, JONNY Grade: DOB: State ID:
School: HCC School Code:

Option	Value
Change attendance for	TEST, JONNY
From this date	5/3/2012
To this date	5/3/2012

Meetings to scan

	R
1	<input checked="" type="checkbox"/>
2	<input checked="" type="checkbox"/>
3	<input checked="" type="checkbox"/>
4	<input checked="" type="checkbox"/>
5	<input checked="" type="checkbox"/>
HR	<input checked="" type="checkbox"/>

Code(s) to scan for

- All
- These codes

FLD - Field Trip
Present
UNV - Unverified Absence
UNT - Unexcused Tardy
EXC - Excused Absence
EXT - Excused Tardy
OSP - Out of School Suspension
IAS - In School Suspension

Attendance code to set

If other than a default present (default presents will be overwritten regardless)

Overwrite
 Don't Overwrite

Comment

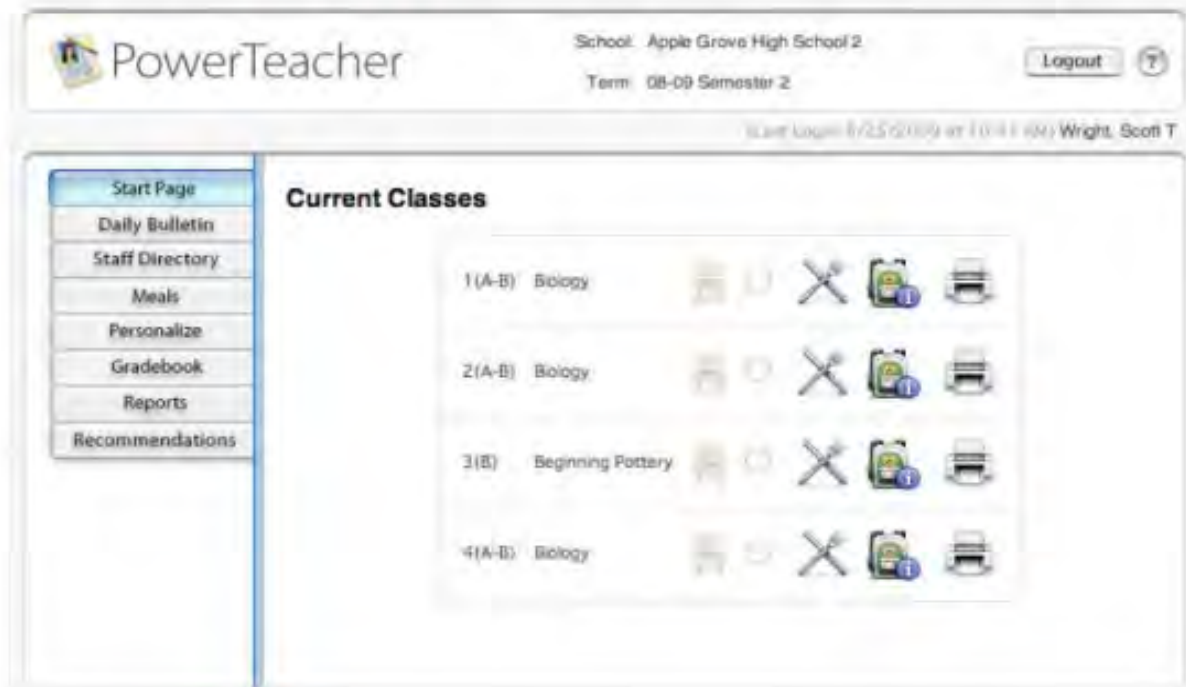
Logging into PowerTeacher

To log into PowerTeacher:

1. Open Internet Explorer
2. Enter <https://powerschool.hartfordschools.org/teachers> in the browser address bar
3. Press Enter to open the login page
4. On the PowerTeacher login page, enter your username (network Id) and password
5. Press Enter to log in to the PowerTeacher Start Page

Navigating PowerTeacher

The PowerTeacher Start Page serves as the central point from which you begin your PowerTeacher session. It consists of the following areas: the Navigation bar, the ID bar, the Main menu, and Current Classes.



Taking Attendance

1. Navigate to Start Page > Chair icon (next to the class for which you want to take attendance)
2. Select the Current attendance code:
Unverified Absence = UNV; Unexcused Tardy= UXT
3. Click the cell next to a student's name to assign that code
4. Click Submit

***Note:** Even if all students are present, teachers must click the Chair icon to open the attendance screen, and then click Submit. This tells PowerSchool that the teacher has taken attendance



Where the future is present.

Superintendent

Dr. Leslie Torres-Rodriguez.

Board of Education

Craig Stallings, Chairman
Tiffany Glanville, Vice-Chair
Karen Taylor, 2nd Vice Chair
Juan M. Hernandez
Kimberly D. Oliver
Julio Flores, Secretary
Robert Cotto Jr.
Richard F. Wareing
Michael Brescia, Board Member

For additional information and resources on how to
reduce chronic absence, please visit

www.attendanceworks.org