



Newtown Public Schools

Policy Sub-Committee Agenda
September 1, 2026

BOE Conference Room 1
Municipal Building
3 Primrose Street
Newtown, CT 06470
5:30 PM

As citizens of our community, we will conduct ourselves in accordance with Newtown's Core Character Attributes as displayed in our character tree. We will be responsible for our actions and show respect for each other. We will interact peacefully, productively, and politely. We will be trustworthy and honest and show compassion toward others. Newtown's continued success is contingent upon our ability to persevere, to follow through with our commitments, and to stay focused on the greater good.

AGENDA

1. **CALL TO ORDER**
2. **PUBLIC PARTICIPATION**
3. **APPROVAL OF MINUTES**
4. **DISCUSSION AND POSSIBLE ACTION**
 - A. Connecticut State Board of Education Position Statement
 - B. Launch of District Committee to Study Personal Technology Use and Screen Time
 - C. Recommended Policies for First Read
 1. Video Surveillance
 2. 5118 Residency Policy
 3. 5119 Non-Resident/Tuition Policy
 4. 5142.3 Restriction of Electric Personal Mobility Devices, Recreational Equipment, and Skateboards
 5. Recommended Policies to be Rescinded
 - a. 5131.111 Video Surveillance
 - b. 5118 Non-Resident or Tuition Student
 - D. Discussion of future policy meeting dates
 - E. Discussion of possible future policy topics
5. **PUBLIC PARTICIPATION**
6. **ADJOURN**

**Board of Education
Policy Sub-Committee Meeting
August 11, 2026**

**3 Primrose Street
Newtown, CT 06470
BOE Conf. Room
5:30 PM**

MINUTES

Anne Uberti, Superintendent
Doria Linnetz
Don Ramsey
Alison Plante, Ex-Officio Member
Sarah Connell, Clerk

1. CALL TO ORDER

- a. Ms. Linnetz called the meeting to order at 5:31 pm.

2. PUBLIC PARTICIPATION

- a. None

3. APPROVAL OF MINUTES

MOTION: *Mr. Ramsey moved to approve the minutes of July 14, 2026. Ms. Linnetz seconded. Motion passes unanimously.*

4. DISCUSSION AND POSSIBLE ACTION

- a. Review Bylaws Recommended for First Read
 - i. Code of Conduct for Board Members
 - ii. Removal of Board Officers
 1. Ms. Uberti discussed the language in the bylaw with Shipman and Goodwin. Discussion included the types of disciplinary actions that could be taken by the Board, depending on the nature and seriousness of the conduct. Potential actions could include formal censure, removal from Board leadership or committee assignments or limitations on access to sensitive information.
 2. The Committee also discussed changing the required vote for certain actions from a simple majority to a two-thirds majority of all Board members. The Committee agreed to move the updated bylaws forward.
 - iii. Meeting Conduct
 1. The Committee reviewed attorney-recommended revisions regarding public participation at Board meetings. The proposed language establishes reasonable standards of decorum and prohibits personal attacks, vulgarity, threatening language, and abusive conduct.
 2. The revised language also states that, because the Board does not respond to comments or take action on individual personnel or student matters during open session unless required by law, comments regarding specific identifiable employees or students are not appropriate for public

comment. Individuals are encouraged to bring such concerns to the appropriate building principal or Superintendent.

3. The Committee discussed the importance of applying public participation rules consistently, regardless of whether comments are complimentary or critical. Members agreed that the revised language provides the Board Chair with appropriate discretion while remaining on firm constitutional ground.

MOTION: *Mr. Ramsey moved to send Code of Conduct for Board Members, Removal of Board Officers and Meeting Conduct bylaws to the Board for first read. Ms. Linnetz seconded. Motion passes unanimously.*

MOTION: *Mr. Ramsey moved to send Bylaws 9222, 9325, 9325.3 and 9326 to the full Board to be rescinded. Ms. Linnetz seconded. Motion passes unanimously.*

- b. Review Current Newtown Bylaws
 - i. 9140 Meetings with Town Boards and Commissions
 - ii. 9150 Board Consultants
 - iii. 9160 Board of Education Student Representation
 - iv. 9230 Orientation of Board Members
 - v. 9240 Board Member Professional Development
 - vi. 9271 Code of Ethics
 - vii. 9310 Dissemination of Policies
 - viii. 9327 Electronic Mail Communications
 - ix. 9330 Board School System Records
 - x. 9350 Hearings
 - xi. 9360 School Board Legislative Program
 - xii. 9400 Monitoring Products and Processes

The Committee continued its review of current bylaws and discussed whether several existing bylaws were necessary or whether the subjects were better addressed through statute, Board practice, administrative procedures, or other policies. The committee also noted that several of these bylaws were also outdated.

MOTION: *Mr. Ramsey moved to send Bylaws 9140, 9150, 9160, 9230, 9240, 9271, 9310, 9327, 9330, 9350, 9360, 9400 to the full Board to be rescinded. Ms. Linnetz seconded. Motion passes unanimously.*

- c. Policies Recommended for First Read
 - i. 4115.3 Evaluation of Coaches
 1. The Committee discussed replacing the current policy with the CABA model policy, which more broadly addresses evaluation standards and includes the athletic director. The policy is required and more current than the existing policy.
 - ii. 4118.12/4218.12 Social Media

1. The Committee reviewed the social media policy and discussed provisions related to crowdfunding, educational use of social media and online content, professional boundaries, and disruptive speech.
 2. The Committee confirmed that the existing policy includes provisions requiring employees to receive approval before engaging in crowdfunding activities on behalf of schools, classes, teams, or other district-related groups.
 3. Discussion also addressed the use of online platforms, including YouTube and other social media, as educational tools. Members agreed that staff should follow district procedures and obtain appropriate approval when necessary.
 4. The Committee also discussed the legal and practical considerations surrounding employees' personal social media activity, including the balance between free speech rights and the potential for substantial disruption to district operations.
- iii. 4118.21/4218.21 Principles of Teaching and Learning
1. The Committee discussed replacing the current Academic Freedom policy with a more concise Principles of Teaching and Learning policy. The proposed policy preserves core principles related to academic freedom, critical thinking, respectful inquiry, and objective standards-based instruction while removing outdated references and operational material.
- iv. 4118.231/4218.231 - Alcohol Tobacco and Drug-free Workplace
1. The Committee recommended rescinding and replacing the existing policy with the updated model policy to ensure consistency and clarity.
- v. 4118.5/4218.5 - Employees Use of District's Computer Systems and Electronic Communications
1. The Committee discussed updating the policy to reflect current technology, including artificial intelligence and newer social media platforms. The proposed policy prohibits the use of technology, including AI, in ways that disrupt district operations or create a hostile work environment.
 2. The Committee also discussed provisions in the current policy related to employee cell phone use and determined that a blanket prohibition during work hours is not practical. The model policy instead emphasizes appropriate judgment and responsible use.
 3. Discussion also included the need for an employee handbook to address operational matters such as equipment responsibility and procedures when employees leave the district.
- vi. 4200 - Code of Ethics
1. The Committee reviewed a proposed Employee Code of Ethics policy. The policy establishes ethical and professional standards expected of employees and reinforces expectations contained throughout other district policies.

d. Items of Information

i. 4300R - Bloodborne Pathogens

MOTION: Mr. Ramsey moved to send 4115.3 Evaluation of Coaches, 4118.21/4218.21 Principles of Teaching and Learning, 4118.231/4218.231 - Alcohol Tobacco and Drug-free Workplace, 4118.12/4218.12 Social Media, 4118.5/4218.5 - Employees Use of District's Computer Systems and Electronic Communications, 4200 - Code of Ethics to the full board for first read. Ms. Linnetz seconded. Motion passes unanimously.

MOTION: Mr. Ramsey moved to send 4300R - Bloodborne Pathogens to the full board as an item of information. Ms. Linnetz seconded. Motion passes unanimously.

e. Recommend to Rescind After the Adoption of New Policies

- i. 4118.21 - Academic Freedom and Responsibility
- ii. 4118.231/4218.231 - Certified Alcohol Tobacco Drug Free Workplace
- iii. 4118.5-4218.5 - Acceptable Use of Computer Systems and Electronic Communications
- iv. 4147.11/5141.24 - Students/Staff with HIV
- v. 4147.22/4247.22 - Communicable Diseases

MOTION: Mr. Ramsey moved to send 4118.21 - Academic Freedom and Responsibility, 4118.231/4218.231 - Certified Alcohol Tobacco Drug Free Workplace, 4118.5-4218.5 - Acceptable Use of Computer Systems and Electronic Communications, 4147.11/5141.24 - Students/Staff with HIV, 4147.22/4247.22 - Communicable Diseases to the full board to be rescinded after adoption of new policies. Ms. Linnetz seconded. Motion passes unanimously.

f. Recommend to Rescind Non-mandated Policies

- i. 4118.211 - Retaliation and Whistleblowing
- ii. 4121/4221 - Substitute Teachers
- iii. 4212.42 - Drug Testing for Bus Drivers
- iv. 4215.1 - Evaluation of Nurses

The Committee also reviewed the above non-mandated personnel policies and agreed that they were either operational in nature, duplicative of existing law, or more appropriately addressed through contracts or administrative procedures.

MOTION: Mr. Ramsey moved to send 4118.211 - Retaliation and Whistleblowing, 4121/4221 - Substitute Teachers, 4212.42 - Drug Testing for Bus Drivers, 4215.1 - Evaluation of Nurses to the full board to be rescinded. Ms. Linnetz seconded. Motion passes unanimously.

5. PUBLIC PARTICIPATION

a. None

6. ADJOURN

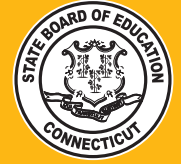
MOTION: Mr. Ramsey made a motion to adjourn the meeting. Ms. Linnetz seconded. Motion passes unanimously.

Meeting adjourned at 6:47 pm.

POSITION STATEMENT AND POLICY GUIDANCE

Personal and Purposeful Technology Use in Connecticut Schools

Impact of Cell Phones, Social Media, and Screen Time on Student Learning and Mental Health



STATE OF CONNECTICUT | CONNECTICUT STATE BOARD OF EDUCATION | AUGUST 5, 2026

The Connecticut State Board of Education (Board) believes that all students deserve an excellent education that supports growth in knowledge, maturity, wellness, and readiness for a life of success and global citizenship. The Board's Comprehensive Plan for Education 2023–2028: Every Student Prepared for Learning, Life, and Work Beyond School prioritizes creating learning spaces that are safe, compassionate, and culturally responsive, and that are designed to support the academic, physical, and social-emotional well-being of all learners. The Board recognizes that thoughtful and purposeful approaches to technology are a critical component for ensuring school environments are conducive to achieving these goals. Students who feel intellectually, physically, and emotionally safe and healthy are more likely to be successful learners. Through this position statement and policy guidance, the Board acknowledges the importance of purposeful technology policies in ensuring that all students have access to a well-rounded and developmentally appropriate education experience that prepares them for lifelong success.

Personal Technology

For the purposes of this document, “personal technology” refers to all student-owned devices, primarily cell phones, but may also include smartwatches, tablets, and other current and emerging technologies. To create a school environment that promotes health and safety with a strong focus on learning, it is important to note the impact that unrestricted access to cell phones can have on learning spaces. Youth have access to personal technology at increasingly younger ages, with nearly one in four 8-year-olds owning a personal cellphone while almost 70 percent own a tablet.¹ By the time students enter secondary schools, personal technology ownership is almost universal with 97 percent of 11-to-17-year-olds owning a cell phone. Technology can give youth access to a diverse community, expanding their awareness of others who share abilities and interests, leading to an increased sense of belonging and acceptance. However, notifications during the school day and the lure of social media platforms negatively affect students’ ability to be fully present in the classroom² resulting in lost instructional time, fewer opportunities for in-person interactions, and significant competition for dedicated and sustained student attention as reported by teachers.³

The body of research on the impact of limiting personal technology in schools⁴ continues to grow as more districts, states, and countries enact restrictions.⁵ Studies show that, after an initial adjustment period, behavioral incidents decline, students report positive improvements in mental health and social connectedness, and schools experience a decrease in chronic absenteeism. Preliminary findings released by Phones in Focus, a nonpartisan research initiative supported by the National Governors Association to provide evidence-based recommendations for school phone policies, show that stricter, schoolwide personal technology use policies are associated with better teacher-reported outcomes and increased focus on academics.⁶

Restricting personal technology use in schools will also limit students’ ability to access social media, view harmful content, and use their devices for unkind or harmful behavior. The 2025 Surgeon General’s *Warning on the Harms of Screen Use* outlines the concerning relationship between early exposure to screens and adverse social-emotional and communication outcomes, the link between excessive

screen time and poor education and health outcomes, and the real-life danger that youth can be exposed to online.⁷ This builds on the 2023 Surgeon General's *Advisory on Social Media and Youth Mental Health*, which highlighted the concerning relationship between excessive, unrestricted social media use and increased mental health challenges in youth.⁸ The Centers for Disease Control and Prevention (CDC) also reports that students with higher non-schoolwork screen use were more likely to experience a range of negative health outcomes, including lower levels of physical activity; poor sleep quality; symptoms of depression and anxiety; and reduced social, emotional, and peer support.⁹

A survey conducted by the Connecticut State Department of Education (CSDE) between October 2024 and February 2025 showed that personal technology use policies that restricted access are working. Of the 140 districts that responded, 66 percent reported that their policy was either “very effective” or “somewhat effective” in increasing student engagement and learning. Additionally, a September 2025 survey conducted by the Connecticut Education Association found that 57 percent of educators reported cell phone use during the school day as a major classroom disruption, contributing to distractions from instruction (81 percent) and lost instructional time (56 percent).

School Day Screen Time

For the purposes of this document, “screen time” refers to time students spend viewing or interacting with digital screens during the school day, including tablets, laptops, and computers, during instructional time. Technology can be employed in schools to personalize and accelerate learning when integrated thoughtfully and appropriately to support specific learning goals. Students benefit from instruction that integrates hands-on learning, digital tools, and assistive technology while modeling digital citizenship and media literacy through high-quality curricula that prepare them for responsible technology use in school and beyond. At the same time, it is important to note that longitudinal studies show educational technology has not produced the widespread gains in academic achievement that were once anticipated, and more time spent using digital devices in school has been tied to lower test scores.¹⁰ This can be attributed to multiple factors, including the opportunity for distraction that devices provide, how the brain processes and retains information, reduced opportunities for sustained attention, and the adoption of digital learning tools without strong evidence of effectiveness.¹¹

In 2024, the US Department of Education's Office of Educational Technology released *A Call to Action for Closing the Digital Access, Design, and Use Divides, 2024 National Educational Technology Plan*.¹² This document emphasizes that technology alone does not improve academic outcomes, rather its value depends on how purposefully and intentionally technology is integrated into the classroom to enrich and support effective teaching and learning.

To achieve the maximum positive impact that educational technology can provide while mitigating its potential risks, schools need a structured, schoolwide technology integration and usage protocol that provides thoughtful access to high-quality digital tools and integrates emerging technologies in ways that outline purposeful screen time, enhance instruction, foster responsible digital citizenship, and prepare students to succeed in an increasingly connected world.

Restrictions to both personal technology and screen time are also a legislatively aligned with Public Act 23-159, Section 4, which is now codified as Section 10-24f of the Connecticut General Statutes. This law requires local and regional boards of education to provide play-based learning opportunities during the instructional day for kindergarten and preschool programs offered by the board, specifically requiring that these play-based learning opportunities “be predominantly free of the use of mobile electronic devices.”¹³

Connecticut State Board of Education Recommendation

The Board recommends that local and regional boards of education, in collaboration with school leaders, educators, families, and students, enact districtwide Personal Technology Use and Purposeful Screen Time Policies. The Board strongly recommends that such policies restrict the student use of personal technology, including cell phones and other current and emerging technology, from the beginning to the end of the school day (i.e., “bell to bell”).

The Board also strongly recommends that such policies examine the district’s relationship with educational technology and limit screen time in the classroom.

Districts are encouraged to audit their current educational technology program (devices, digital tools and services) through an examination of internal data, including assessing the impact on student achievement; conducting a cost-benefit analysis; and incorporating educator, student, and family feedback, to determine the impact that individual platforms and technologies have had on their school community and, where appropriate, prioritize alternative contextualized instruction over screen-based learning.¹⁴ When analyzing existing educational technology and exploring new digital resources, districts should consider *why* and *how* the technology will be used to enhance teaching and learning and cultivate a school community that integrates screens intentionally in harmony with hands-on experiences that build interpersonal skills and deepen comprehension.

Personal technology policies should be implemented in a manner that promotes safe, focused learning environments while ensuring that students with disabilities and other students with documented needs continue to receive the individualized supports necessary to fully access instruction, participate in school activities, and experience equitable educational opportunities.

POLICY GUIDANCE

Personal Technology Use in Schools

The Connecticut State Board of Education (Board), in support of its Position Statement on Personal and Purposeful Technology Use in Connecticut Schools, offers the following guidance for districts to consider when drafting and adopting policies to restrict access to cell phones from the beginning to the end of the school day (i.e., “bell to bell”). This guidance emphasizes creating engaging spaces for learning that thoughtfully integrates educational technology and mitigates the negative impact that personal technology has on student learning.

Included in this guidance are implementation considerations for elementary, middle, and high schools based on the opportunities and potential challenges presented in each age range as well as important considerations for students with diverse learning needs. Specific recommendations are provided for appropriate roles and responsibilities for local and regional boards of education and administrators in policy development; for school leaders and educators in ensuring consistent policy implementation; for families and students in supporting and complying with the district policy; and for higher education institutions and the CSDE in preparing and supporting students, educators, school leaders, administrators, and local and regional boards of education.

To achieve consistent and comprehensive implementation, the Board offers the following considerations based on the developmental and educational readiness of students at each grade band. Individual student needs should be considered through appropriate school teams (e.g., Section 504 team, Planning and Placement Team) and in collaboration with families and providers.

Personal Technology Use

Grade Band	Bell-to-Bell Restrictions*	Rationale	Developmental Considerations
Elementary School (PreK–5)	Currently in 70 percent of schools	- Promotes academic, social, and emotional development. - Creates spaces that encourage and facilitate personal and social interaction among peers.	Elementary students are developing foundational socialization, communication, and self-regulation skills and benefit from hands-on, play-based learning.
Middle School (6–8)	Currently in 71 percent of schools	- Supports attention, learning, and healthy peer relationships while reducing distractions. - Limits potential exposure to developmentally inappropriate or harmful online content.	Middle school students are vulnerable to peer influence and social pressures, which can be amplified by social media, negatively affecting mental and emotional well-being. As independence increases, self-regulation and impulse control are still developing, increasing the risk of inappropriate technology use and online behavior.

continued ►

Grade Band	Bell-to-Bell Restrictions*	Rationale	Developmental Considerations
High School (9–12)	Currently in 31 percent of schools	- Creates a focused learning environment where students actively engage in the classroom - Discourages smartphone dependency and overreliance on technology	High school students are preparing for college, careers, and independent adulthood. Schools should foster responsible technology use by helping students view personal devices as tools for learning, organization, and time management rather than primarily for entertainment and digital socialization.

*Per CSDE Personal Technology Use Policy Landscape Scan (January 2026)

Purposeful Use of Educational Technology (“Screen Time”)

Grade Band	Responsibility	Student Skill Focus	Educational Considerations
Elementary School (PreK–5)	Adult-guided	Foundational skill development in attention, language, and self-regulation	Younger learners benefit from highly structured, adult-mediated, and co-engaged technology use. Schools should prioritize hands-on, interactive learning opportunities.
Middle School (6–8)	Shared responsibility	Self-regulation, emotional awareness, and healthy habit formation	Middle school students should develop the skills to self-regulate technology use, recognize digital distractions, and refocus attention. Classroom technology should support active learning, critical thinking, collaboration, problem-solving, and guided inquiry.
High School (9–12)	Student-managed	Increased autonomy, self-management, accountability, and real-world readiness	High school students should be allowed increased autonomy to develop digital habits aligned with college and career readiness and independent adulthood. Technology should support active learning, organization, and management of responsibilities.

Adapted from the [North Carolina Department of Public Instruction: Guidance for Purposeful Screen Use in Schools](#).

Guidance for Policy Development

Districts are encouraged to consult the US Department of Education Office of Educational Technology's [Planning Together: A Playbook for Student Personal Device Policies](#) for best-practices for co-developing policy in partnership with all members of the school community. The playbook is centered on three key principles:

1. When co-designed with diverse and representative stakeholders — including students, parents and caregivers, educators, and school leaders — device policies can result in improved stakeholder support and increased potential for successful implementation.
2. Potential for success is enhanced when there is broad awareness and a shared ownership in implementing and adhering to device policies. School leaders should effectively and consistently ensure compliance and accountability for policy implementation. Educators should advance effective classroom culture and norms for teaching and learning to accompany their school's device policy.
3. Device policies should be paired with an emphasis on digital citizenship at school and at home, including systemic, evidence-based approaches for teaching adults and children about how to keep students safe, healthy, and productive in online spaces.¹⁵

Additionally, local policies should recognize that individual students may require access to a personal technology device to support learning, communication, health, safety, or other disability-related needs. Consistent with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and other applicable laws, districts must ensure that students with disabilities continue to receive the accommodations, supports, assistive technology, and services necessary to access and participate in their educational program. Any restrictions on personal technology use should include clearly defined exceptions for students whose individualized education programs (IEP), Section 504 plans, individualized health care plans, or other documented needs require the use of a personal device or assistive technology to ensure a free appropriate public education (FAPE) or equitable access to school programs and activities.

Stakeholder Engagement

• Students:

- Student voice is essential for the development and implementation of a policy that respects their growing independence and autonomy but still prohibits use of personal technology and limits screen time during the academic day.
- As one student noted in written testimony in support of House Bill 5035, *"While most students strongly oppose the phone ban when it was first implemented, its overall effects on the social and educational atmosphere of our school have been positive, largely because of the compromises reached between students and administration regarding the technicalities of the policy."*¹⁶

• Educators:

- Educators regularly tout the benefits of bell-to-bell restrictions on personal technology devices.
- *"About eight, nine years ago, I had to police people's cellphones. And I'd have to talk to the same kid over and over again,"* Now, [during] a class exercise, *"they turn their desks, they talk to each other... and it's generally just so much more of a positive environment."*¹⁶
- As one educator noted in written testimony in support of House Bill 5035, *"In my district, we implemented a comprehensive cellphone restriction policy two years ago. The transition was not without resistance. Students were accustomed to constant access, some families initially worried about communication, and staff had to adjust routines while consistently reinforcing expectations. However, when policies are enacted clearly, consistently, and with fidelity, they work. Over the past two years, I have observed meaningful improvements in ways that are visible every single day. Students are more attentive during instruction, participate more*

readily in discussions, and demonstrate greater persistence with complex tasks. Without screens as intermediaries, they talk to one another before class, collaborate more naturally, and rebuild essential social skills that had begun to erode. Classroom disruptions related to devices such as messaging, social media conflicts, and unauthorized recording have dramatically declined, allowing teachers to teach without competing against an endless stream of notifications engineered to distract. The overall school culture feels healthier, and many students report feeling less pressure to manage social dynamics throughout the day."

- **Families:**

- As one parent noted in written testimony in support of House Bill 5149, "As a parent, I see the 'cell phone battle' every single day. My husband and I have already made the decision not to give our youngest son a smartphone, but as any parent knows, that doesn't stop the pressure. We fight the battle at the dinner table, we fight it when we go out, and we see the pull these devices have on our children's attention and spirits. It is our primary job as parents to ensure our children head to school ready to learn. But the reality is that the fight doesn't end when they step onto the school bus. When they walk into a building filled with buzzing pockets and hidden screens, they aren't entering a sanctuary of learning, they are entering an arena of distraction."
- As another parent noted in written testimony in support of House Bill 5149, "Banning cell-phones & smartwatches "bell to bell" would be very beneficial for students. Numerous studies have shown the harm posed by phones to children. Even having the phone on silent and in a backpack near you reduces your concentration. The evidence is clear and obvious that phones and smartwatches do not belong in classrooms. Currently in CT different school districts have different policies with uneven applications. For example, in my elementary school cellphones/smartwatches are not supposed to be used during school hours. However, my kindergartener tells me her classmates are sending voice memos to their parents about what they are having for dinner, and playing games on their watch while waiting in line. This corrupts children's attention spans and distracts from educational time and social skills. In older grades bullying and social media can have a huge negative impact on students."

Another important consideration is the perceived impact that restricting access to personal technology may have on student safety and security. Families may be concerned about their ability to reach their child during an emergency and whether they will receive timely and accurate communication from the school. Districts should develop and review the communications section of their All Hazards School Security and Safety Plans to ensure these concerns are addressed. School leaders should develop and communicate protocols for communicating with families during the school day and publicize how parents and caregivers can get information to students during the school day, how to communicate with students during family emergencies, and also exactly how the school will communicate with families in cases of emergencies and safety and security incidents at school. Using personal devices during an emergency can hinder the response effort and create further safety issues. Personal devices can distract students from important instructions, ringing phones and notifications can alert an intruder to the location of students, and a high volume of calls and messages can overwhelm the cellular network and affect the ability of school administrators and first responders to communicate effectively in real time. Additionally, given that students may not be aware of the emerging situation, information communicated by students may be inaccurate and hinder emergency response efforts.¹⁷

Responsibilities of Local Boards of Education and Superintendents of Schools in Developing a Personal and Purposeful Technology Use Policy

- Engage and elicit feedback from school leaders, educators, families, students and relevant stakeholders in the development and adoption of a policy that aims to mitigate the negative impact of unrestricted access to personal technology and screentime in schools.

- Consider the development of associated regulations that align with the policy and provide for professional learning of all school staff in the implementation of the policy.
- Ensure that the foundation for the policy is districtwide in its vision, scope and implementation and aligns with existing policies.
- Consider the unique vulnerabilities and opportunities of different student developmental stages in policy implementation.
- Include behavioral expectations related to technology should be included in the student Code of Conduct to address issues such as cyberbullying, accessing/sharing inappropriate content, recording or taking photographs without consent, plagiarism and the unapproved use of artificial intelligence (AI) software and applications.
- Embed the policy within a broader, intentional digital educational strategy. Consider a systemic approach toward developing digital literacy and citizenship to ensure that it is comprehensive and equips students from kindergarten through Grade 12 with the skills and tools necessary to safely navigate online spaces. The CSDE offers a comprehensive [K-12 Model Digital Literacy and Well-Being curriculum](#).¹⁸
- Assist families in understanding healthy uses of technology, setting ground rules, using parental controls on devices and ways to monitor technology use.
- Review and update the district policy regularly to address future technological devices, platforms and emerging threats.
- Consider caregiver and student concerns for communication during family emergencies or safety and security incidents at school and ensure appropriate pathways are developed and shared with families for communicating and receiving information – for routine and emergency situations.
- Consult board legal counsel during policy drafting and as needed to ensure compliance with applicable federal and state laws and alignment with best practices. Areas to consider include: school personnel access to content on student personal technology; consequences for violations of board policy or student Code of Conduct; accessing or disseminating inappropriate, harmful or illegal content; material created on personal devices that may fall under the Family Education Rights and Privacy Act (FERPA) or constitute part of an educational record; and access for students with disabilities or medical needs as outlined in IEP and Section 504 accommodations.
- In developing local policies, it is important that boards of education and superintendents ensure that procedures clearly identify individualized exceptions for students whose documented educational, medical, accessibility, or communication needs require access to personal technology. Policies should support collaboration among school administrators, educators, families, and appropriate school personnel to ensure these accommodations are implemented consistently.

Responsibilities of School Leaders and Educators in Supporting Consistent Implementation of the Policy

• School Leaders:

- Engage educators, families, and students in a mindful introduction of the Personal and Purposeful Technology Use Policy that is sensitive to the concerns of all involved.
- Support educators in learning about the policy and the consistent, uniform application of and compliance with the district policy and associated protocols.
- Provide educators with professional development on best practices for meaningful use of technology and digital tools and services in classroom lessons and activities using allowable school issued devices.

- Develop shared expectations for appropriate technology use that align with the school's broader behavioral expectations and positive school climate efforts and school climate plans, emphasizing responsible digital behavior, restorative practices, skill-building, and personal accountability.
- Create a process for exceptions to the personal technology use and purposeful screen time policy based on a student's specific needs and as appropriate according to each student's IEP, Section 504 accommodations, and individualized health care plan, learning plan, or Title IX or other student safety plan.
- Create research-based strategies and approaches to create a positive environment regarding media, technology, and screen time by incorporating digital citizenship, literacy and wellness education as part of the curricula.
- Create and ensure uniform implementation of protocols for communicating with families and for families to communicate with school leaders and educators for routine communications with their child and in cases of emergency.
- Provide multiple communication options for afterschool activities, clubs, sports, and all school events that do not rely solely on social media, such as the district website, weekly newsletters, school communication apps, or email.

- **Educators:**

- Develop age-appropriate expectations for responsible use of technology devices, digital tools and services, and screen time usage.
- Recognize that impulse control is a skill that needs to be developed and that students require support and instruction to establish a healthy and responsible relationship with technology and social media.
- Create engaging lessons that foster in-person group-work and collaboration among peers to strengthen students' interpersonal skills, peer interaction and social communication.
- Model healthy digital habits and the use of personal technology and social media in alignment with district policy.
- Participate in professional learning opportunities related to supporting positive digital habits, digital citizenship and integrating the effective use of technology in the classroom.
- Incorporate age and developmentally appropriate opportunities to teach students that personal technology can be used as a tool and resource for learning, task and assignment organization and time management.
- Understand that individual students may use personal devices or other assistive technology with permission as part of an IEP, Section 504 plan, individualized health care plan, or other documented needs.
- Partner with families and caregivers to reinforce healthy digital habits at home and during non-school days and hours.

Responsibilities of Families, Caregivers and Students to Support the Implementation of and Adherence to the Policy

- **Families and Caregivers:**

- Partner with school staff and classroom teachers to reinforce healthy digital habits at school and at home.
- Promote student engagement in learning by being mindful of trying to communicate with students via cell phone during the school day and encourage children to use pre-planning, problem-solving skills, coping strategies, and in-school supports to help foster independence.

- Support school initiatives to create a personal technology-free learning environment that allow students to fully participate in their education while encouraging in-person connections with peers and adults.
- Review and follow district policies regarding routine and emergency communication with school leaders and educators during the school day.
- Model a healthy relationship with technology, social media and devices at home and reduce the use of technology as a tool for occupying young children.
- Use age-appropriate parental controls on smartphones and other devices to help build a healthy relationship with technology.
- Establish open lines of communication with children and have regular conversations about the safe and responsible use of technology, including discussions on the purpose of applications for accessing news, gaming, and learning.
- Review recommendations from the American Academy of Pediatrics (AAP) on how parents and caregivers can help support school cell phone policies.¹⁹
- Review the Digital Literacy and Well-Being Resources for Families²⁰ from CommonSense Media, a CSDE partner for promoting healthy digital habits.
- Create a family media plan to manage use of devices and digital tools and services at home.²¹

- **Students:**

- Participate in opportunities to provide feedback in the development of the district policy and grade-band specific policies, as appropriate.
- Follow the district Personal and Purposeful Technology Use in Schools policy and the student Code of Conduct.
- Engage in lessons and classroom discussions related to social and emotional learning, digital citizenship, media literacy, and the responsible use of technology.
- Use pre-planning, problem-solving skills, coping strategies, and in-school supports to reduce the need for school day communication with family members or other entities outside school.
- Encourage peers to engage in the appropriate use of technology and social media.
- Report concerning and inappropriate cell phone use and online behavior by peers to a principal, teacher, school counselor, psychologist, social worker, or any trusted adult in the school building.

Responsibilities of State-Level Partners in Supporting Districts in Developing and Implementing District Cell Phone Policies and Preparing Educators

- **Higher Education Institutions Educator Preparation Programs:**

- Participate in initiatives related to technology and screen time use in schools, including the development of model curricula for digital citizenship, media literacy, responsible use of technology and social media.
- Prepare pre-service candidates to effectively create a positive learning environment in accordance with the Connecticut Common Core of Teaching, focusing on evidence-based approaches to incorporating 21st century technology in the classroom.
- Integrate the Connecticut comprehensive [K-12 Model Digital Literacy and Well-Being curriculum](#) in the course sequence of teacher preparation programs.
- Prepare pre-service candidates to develop student skills and dispositions to respond to real-world digital challenges in safe, effective, and thoughtful ways.
- Contribute to the field of emerging research and best practices related to personal technology use by children and adolescents.

- **Connecticut State Department of Education (CSDE):**

- Promote and provide professional learning and technical assistance on the effective integration and implementation of the [K-12 Model Digital Literacy & Well-Being curriculum](#).
- Continue to invest in resources that assist school districts in policies that address emerging technologies and screen time usage.
- Monitor future national guidance and federal resources for dissemination to districts to aid in maintaining prevailing content in district policies.
- Coordinate and partner with state agencies, policymakers, and stakeholders to support district efforts in policy development and implementation.
- Continue support of and collaboration with the research community to gather data to support district policies and elevate best practices.

Connecticut Sample Policies

The Connecticut Association of Boards of Education (CABE) has developed Sample Policy Guidance for local and regional boards of education:

[Connecticut Association of Boards of Education: Sample Policy and Guidance](#)²²

Notably, CABE has model policies on both play-based learning and screen time. Aligning with Section 10-24f of the Connecticut General Statutes, CABE's model policy on play-based learning states:

*"Play-based learning during the instructional time of each regular school day for all students in kindergarten and any preschool program offered by the board shall be provided. Such play-based learning must be incorporated and integrated into daily practice, allow for the needs of such students to be met through free play, guided play and games, and be predominantly free of the use of mobile electronics."*²³

CABE's model policy on screen time recommends daily maximum limits on screen time based on grade band to "ensure that technology serves as a purposeful complement to, rather than a replacement for, high-quality, face-to-face instruction, collaborative peer learning, and hands-on, offline experiences."²⁴

In addition, the following excerpts from sample policies and resources are meant to provide an array of content for districts to consider in developing their own policy to restrict cell phone use during the school day. Policies should consider the needs, ages, and use of social media and technology of students; the norms of the school-family relationships and expectations; and the teaching and learning needs of the school community. They are not intended to imply one strategy or policy is best or more successful than another, as the local or regional board of education must determine what best meets the needs of the district, its staff, families, and students.

Like many school policies, personal technology policies should include limited, individualized exceptions to meet students' individualized, documented educational, medical, or safety needs while maintaining the overall intent of reducing distractions and promoting student learning and social-emotional health.

[Torrington Public Schools](#)

- **Elementary school:** Students may bring cell phones and wearable technology to school but must turn their cell phones off or place them on silent mode. Cell phones and wearable technology must remain completely out of view (e.g., in the student's backpack) for the entire school day.
- **Middle School:** Students may bring cell phones and wearable technology to school but must ensure that they are turned off or on silent mode and locked in a district issued cell phone pouch throughout the entire school day. Students lock their cell phone pouches upon entry to the building and unlock them at dismissal.
- **High School:** Students may bring cell phones and wearable technology to school but must ensure that they are turned off or on silent mode and locked in a district issued cell phone pouch throughout the entire school day. Students lock their cell phone pouches upon entry into the school building and unlock them at dismissal. Cell phones will only be allowed if requested by a teacher as necessary for a specific lesson, upon approval by an administrator 24 hours in advance. If approved, the mobile kiosk will be signed out to the teacher for that period or the day. At no time will students be obligated to possess or own a personal electronic device to meet their educational needs.

Lisbon Public Schools

- **Grades PreK–Grade 4:** Cell phones/smartwatches are not permitted on school premises.
- **Grades 5–Grade 8:** Cell phones/smartwatches should be off and out of sight when students walk into the building. Cell phones/smartwatches are to be stored in lockers throughout the school day. Students are permitted to use their cell phones/smartwatches during after-school homeroom (3:00–dismissal) per the teacher’s permission (for example, practice is canceled; a parent needs to be notified).
- Parents should not expect to communicate directly with their children using their cell phone/smartwatch during the designated school time. Parents who need to communicate with their child in the case of an emergency should call the school office and communicate with school personnel the nature of their emergency who will then communicate as appropriate with the student impacted by the emergency.

Resources for Districts and Educators

Connecticut State Department of Education (accessed 7/15/2026)

[CSDE K-12 Model Digital Literacy & Well-Being Curriculum](#)

[Digital Citizenship, Internet Safety, and Media Literacy Guidelines and Recommended Actions \(2020\)](#)

[Connecticut School Climate Guidance \(2025\)](#)

[Connecticut Assistive Technology Guidelines \(2021\)](#)

Connecticut Association of Boards of Education (accessed 7/15/2026)

[Framing the Smartphone Policy Deliberations \(2024\)](#)

[Student Social Media Use \(2024\)](#)

US Department of Education Office of Education Technology (accessed 7/21/2026)

[Planning Together: A Playbook for Student Personal Device Policies \(2024\)](#)

Common Sense Media (accessed 7/15/2026)

[Common Sense Education](#)

American Academy of Pediatrics (accessed 7/15/2026)

[Center of Excellence on Social Media and Youth Mental Health](#)

Digital Promise (accessed 7/15/2026)

[EdTech Procurement Framework](#)

Resources for Families and Caregivers

Substance Abuse and Mental Health Services Administration (SAMHSA) (accessed 7/15/2026)

[Online Health and Safety for Children and Youth](#)

Common Sense Media (accessed 7/15/2026)

[Digital Literacy & Well-Being Resources for Family Engagement](#)

[Family Tech Planners](#)

[Tips for the Online World](#)

American Academy of Pediatrics (accessed 7/15/2026)

[Center of Excellence on Social Media and Youth Mental Health](#)

[School Smartphone Policies: How Parents Can Help](#)

[Family Media Plan](#)

Child Mind Institute (accessed 7/15/2026)

[Screen Time & Technology Resources for Parents](#)

Center for Disease Control (CDC) (accessed 7/21/2026)

[Keeping Children Safe Away from Home](#)

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Students

Conduct

Video Surveillance

The Newtown Board of Education (the “Board”) authorizes the use of video surveillance in and around the school buildings and property of the Newtown Public Schools (the “District”) for purposes of safety and security and in accordance with applicable law. District video surveillance cameras will only be utilized in public areas where there is no “reasonable expectation of privacy.” Audio recordings shall not be utilized by District employees in conjunction with video surveillance without the express permission of the Superintendent or designee.

To further the Board’s objective, the District Security and Safety Committee (DSSC) shall meet as appropriate and/or deemed necessary to develop, implement and review District and building level security and safety practices, emergency operations plans, and emergency response procedures. The DSSC shall also make recommendations to the Superintendent regarding the implementation and use of video surveillance cameras as authorized by the Board. The Superintendent shall retain final decision-making authority regarding the recommendations of the DSSC concerning video surveillance and shall notify the Board as to the procedures to be implemented with regard to the use of video surveillance by the District.

In determining the most appropriate use and implementation of video surveillance in the schools, on school buses, and/or on school grounds, the DSSC’s recommendation will be guided by, at a minimum, the following considerations:

- Demonstrated need for the device at designated locations;
- Appropriateness and effectiveness of proposed protocol;
- The use of additional, less intrusive, means to further address the issue of school safety (e.g. restricted access to buildings, use of pass cards or identification badges, increased lighting, alarms);
- Expense involved installing and maintaining the use of surveillance cameras at designated locations, including school buses and/or on school grounds.
- The possibility of linking “live” the video surveillance system with local law enforcement monitoring.

Any video recording used for surveillance purposes in school buildings, on school buses, and/or on school property, shall be the sole property of the District. The Superintendent or designee will be the custodian of such recordings (“Custodian of Recordings”); the Superintendent may designate a different Custodian of Recordings for individual school buildings. All recordings will be maintained for a minimum of 30 calendar days; recordings will be recycled after the minimum retention period has concluded.

If it is necessary maintain a video surveillance recording for longer than the retention period identified in this policy, the Custodian of Recordings shall ensure that said recording is securely and accurately downloaded and maintained, in accordance with applicable law and Board policies and procedures.

Requests for viewing a video surveillance recording must be made in writing to the Custodian of Recordings and, if the request is granted, such viewing must occur in the presence of the Custodian of Recordings. Any viewing or copying of video surveillance recordings shall be in accordance with applicable federal and state law and guidance, including but not limited to the Family Educational Rights and Privacy Act (“FERPA”), and Board policies and administrative regulations.

Notification to students, Board employees and members of the public concerning video surveillance shall be in accordance with applicable law.

Video Cameras on School Transportation

1. Video surveillance cameras may be installed on school buses operated by the Board or its transportation contractor. The operation of the cameras must be the type initiated by the ignition switch and not controlled in any way by the vehicle driver. All video surveillance recordings are the property of the Board but will remain in the custody of the transportation provider, unless otherwise determined by the Custodian of Recordings.
2. The maintenance, retention and viewing of school bus video surveillance shall be the same as for other video surveillance within the District and consistent with this policy and administrative regulations.

The Board authorizes the Superintendent or designee to develop administrative regulations to implement this policy.

(cf. 4112.6/4212.6 – Personnel
Records)

(cf. 4118.5/4218.5 – Acceptable Use of
Computer Systems and Electronic
Communications)

(cf. 5125 – Student Records)

(cf. 5131.1 – Bus

Conduct) (cf. 5131.5 –
Vandalism)

(cf. 5145.12 – Search and Seizure)

Legal Reference: Family Educational Rights and Privacy Act, 20 U.S.C. §

1232g.

Connecticut General Statutes

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

10-220 Duties of boards of education.

Policy adopted: November 1, 2016
Revised: September __, 2026

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Students

Conduct

Video Surveillance in School Buildings, Campuses, and Buses Video Surveillance System Operation

1. The Newtown Public Schools (the “District”) may use video surveillance: (i) to monitor and protect District property; (ii) for purposes of safety and security of students, staff, and visitors, including but not limited to as relating to student and staff conduct; and (iii) in response to specific inquiries and proceedings relating to law enforcement.
2. Video surveillance cameras will be used in school buildings, on school grounds, and on school buses as recommended by the District Security and Safety Committee (DSSC) and approved by the Superintendent. The District will notify students, staff, and the public that video surveillance is in operation, as may be required by applicable law.
3. Video recording equipment will be installed prominently. Equipment shall not be installed in a manner that allows monitoring of areas where students, employees and public have a reasonable expectation of privacy, such as locker rooms, and adult and student restrooms. Video recording equipment may be in operation 24 hours per day, and monitored “live” by local law enforcement personnel, in accordance with an agreement between the District and local law enforcement.
4. The Superintendent designates the District’s Director of Security as the districtwide Custodian of Recordings; the Superintendent may designate a Custodian of Recordings for individual school buildings within the District, if appropriate. The District Custodian of Recordings will retain administrative oversight of the District’s surveillance camera program and work collaboratively with (i) building principals with respect to the use of video surveillance at individual school buildings; and (ii) the Transportation Supervisor with respect to the use of video surveillance on school buses.
5. Video recordings should only be reviewed where there is a need to do so, either because an incident has been reported or is suspected to have occurred. Examples of such include, but are not limited to: incidents of vandalism and/or property damage, theft, trespassing, assault, illicit drugs, personal injury, or student conduct that may violate a school rule or Newtown Board of Education (“Board”) policy, etc.
6. Building Administrators, School Security Personnel, and School Resource Officers assigned to the video surveillance system will be required to review and apply these administrative regulations in performing their duties and functions related to operation of the system. All staff and students shall be made aware of the Board’s

video surveillance policy. The administrative regulations shall be incorporated into training and orientation programs for staff. It shall be the responsibility of the Superintendent or designee to review and update these administrative regulations periodically.

7. Staff and students are prohibited from unauthorized use, tampering with or otherwise interfering with video recordings and/or video camera equipment and will be subject to appropriate disciplinary action and/or police involvement for such conduct. Disciplinary action shall be consistent with Board policies.
8. The District shall provide reasonable safeguards including, but not limited to, password protection, well-managed firewalls and controlled physical access to protect the surveillance system from unauthorized access.
9. Video surveillance monitors shall be located in administrative offices and/or at security work stations within the schools. Local law enforcement personnel shall also have the ability to monitor the system “live.”
10. Video surveillance equipment will be used in accordance with all Board policies, including but not limited to the Board’s nondiscrimination policies.

Storage/Security

1. The Custodian of Recordings may, in their discretion and in collaboration with school administrators, maintain video surveillance recordings beyond the minimum retention period for reasons related to safety or security of persons or property, for purposes of student or staff discipline, or as may be required by law.
2. The Custodian of Recordings shall determine the most appropriate manner in which to maintain such recordings while a matter is being resolved, taking into account data security, confidentiality, applicable laws and Board policies, and other matters in their professional discretion.
3. Once maintained beyond the minimum retention period, such recordings must be kept, and may only be destroyed, in accordance with the laws and Board policies applicable to the recording’s particular category of record.

Requests to View Video Surveillance

Requests to review video surveillance shall comply with all applicable state and federal laws and with Board policies. All requests for review of video surveillance that are considered education records, as defined by the Family Educational Rights and Privacy Act (“FERPA”) and Board policy, will be as follows:

1. All requests to review video surveillance must be submitted to the building principal

in writing. Requestors are reminded that video surveillance is maintained for a period of 30 days and is then recycled. Any request to view a video surveillance that has been recycled and not otherwise maintained will be denied, as the video surveillance will no longer exist.

2. The Custodian of Recordings and the building principal shall determine if the requested video surveillance constitutes an education record, in accordance with FERPA and applicable guidance. If a video surveillance recording does not constitute an education record, the Custodian of Recordings shall submit the request for review to the Superintendent who shall determine the appropriate next steps.
3. In accordance with FERPA, a parent (or eligible student) shall have access to the education records of their own child. District staff may be permitted to access education records if they have a legitimate educational interest in such records.
4. The Custodian of Recordings and building principal will make best efforts to inform a requesting party of the approval/denial of a request for viewing within seven (7) school days of receipt of the request.
5. Video surveillance recordings will be made available for inspection and view in accordance with Section V of Board Policy 5125, Confidentiality and Access of Education Records.
6. Actual viewing will be permitted only at District buildings and in the presence of the Custodian of Recordings, the building principal, or designee of the Superintendent.
7. A written log will be maintained at the District Office or at each school building of those viewing video surveillance recordings that are education records, in accordance with Section VI of Board Policy 5125, Confidentiality and Access of Education Records.
8. Video surveillance recordings will remain the property of the District and may be copied only if required by law.
9. Timelines may be altered for requests for viewing that arise at the end of a school year or prior to vacation periods.

Regulation revised: September __, 2026

Appendix

Video Surveillance Notification to Post on District and School Websites and Literature

The Newtown Board of Education has authorized the use of electronic surveillance systems on school property and on school buses transporting students. The system will be used to promote and maintain a safe and secure environment for all. Please see Board Policy and Administrative Regulations 5131 for additional details concerning video surveillance in the schools.

RESIDENCY POLICY

The Newtown Board of Education (“Board”) shall furnish, by transportation or otherwise, school accommodations in accordance with federal and state law.

If the Newtown Public Schools (“District”) denies school accommodations, including a denial based on an issue of residency, it shall inform the parent or guardian of such child or the child, in the case of an emancipated minor, a student eighteen years of age or older or an unaccompanied youth, of the right to request a hearing by the Board in accordance with Connecticut General Statutes Section 10-186.

To facilitate compliance with Board policy and applicable law, the Board directs the Administration to develop administrative regulations regarding procedures for establishing and verifying residency for purposes of enrollment and school accommodations.

Legal References:

Federal Law:

The McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. §§ 11431 et seq., as amended by Every Student Succeeds Act, Pub. L. 114-95.

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U.S. Department of Justice and U.S. Department of Education, Dear Colleague Letter, May 8, 2014

State Law:

Connecticut General Statutes

- | | |
|--------|--|
| 10-15f | Interstate Compact on Educational Opportunity for Military Children |
| 10-253 | School privileges for children in certain placements, nonresident children, children in temporary shelters, homeless children and children in juvenile residential centers. Liaison to facilitate transitions between school districts and juvenile and criminal justice systems |

10-186

Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers

State Department of Education, Enrollment Guidance for Parents or Guardians Enrolling Children in a Connecticut Public School, available at <https://portal.ct.gov/-/media/SDE/Digest/2022-23/Model-Enrollment-Guidance.pdf>.

State Department of Education, Memorandum regarding Guidance for Connecticut School Districts: Enrollment Process and Practice (Aug. 22, 2017), available at <https://portal.ct.gov/-/media/SDE/Legal/Enrollment/Enrollment-GuidanceMemo8-22-17.pdf>

State Department of Education, Guidance for Connecticut School Districts: Enrollment Process and Practice, available at <https://portal.ct.gov/-/media/SDE/Legal/Enrollment/Enrollment-GuidanceAugust-2017Updates.pdf>

State Department of Education, Guidance for Connecticut School Districts: Enrollment Process and Practice At-a-Glance Overview, available at portal.ct.gov/-/media/SDE/Legal/Enrollment/EnrollmentAtAGlanceCSDE.pdf

ADOPTED:

ADMINISTRATIVE REGULATIONS REGARDING RESIDENCY

The Newtown Board of Education (“Board”) shall furnish, by transportation or otherwise, school accommodations in accordance with federal and state law. The Board shall provide school accommodations to any child (or eligible individual over the age of eighteen) who, in accordance with Connecticut law, resides in Newtown, Connecticut, meets the state’s age requirements, and has not graduated from high school. The Board’s commitment to providing school accommodations to all children (and eligible adults) who reside in Newtown includes those who are not citizens and/or whose parents are not citizens. In addition, the Board shall provide school accommodations to children who are homeless and unaccompanied youth in accordance with state and federal law and the Board’s policy regarding Homeless Students, and in any other circumstances required by law.

The Administration has approved the following procedures to facilitate compliance with Board policy and applicable law, as they relate to establishing and verifying residency for purposes of enrollment and school accommodations. The procedures described in these administrative regulations, including the requirements for the completion of forms, shall be used for all students enrolled in, or seeking to enroll in, the Newtown Public Schools (the “District”), unless a student is entitled to attend District schools in accordance with the Board’s Non-Resident Admission/Tuition Students policy. Notwithstanding the foregoing, if any procedure or form described in these administrative regulations conflicts with the procedures described in the Board’s Policy regarding Homeless Students, the provisions of that policy shall control.

In addition, prior to attending school, in accordance with state law and Board policy, the District will require proof of age and adequate proof of health assessments and immunizations.

I. PROOF OF RESIDENCY

A. Prior to Enrollment

In order for a student to enroll in the District, the student’s parent or legal guardian, or the student if the student is eighteen years or older or an emancipated minor (an “adult student”), must show proof of residency.

For children who live in Newtown with their parents, or for adult students, the District shall require completion of the Verification of Residence, Certification of Residence, and/or additional documentation that may be necessary to establish residency.

For children or adult students whose parents do not reside in Newtown, parents, guardians, and/or adult students must demonstrate that the student has established residency in Newtown with “another person” under the following conditions:

1. Residency with another person is intended to be permanent.

2. Residency is provided without pay from the student or the student's family.
3. Residency is not for the sole purpose of obtaining school accommodations in Newtown Public Schools.

In such circumstances, the parent or adult student shall submit a notarized Residency Affidavit and Parent's or Adult Student's Statement, and the other person shall sign a notarized affidavit, the Host's Statement, indicating that the student is residing with them.

The District shall carefully review affidavits, documentation, and other available evidence and inform the parent, guardian, or adult student of the results of such review.

B. When There Is Reason to Believe an Enrolled Student Is No Longer Entitled to School Accommodations in the District

The District recognizes that there may be circumstances in which there is reason to believe that a student attending school in the District is not entitled to school accommodations based on residency. In such instances, the District shall seek additional information and documentation from the student's parent or legal guardian, the individual with whom the student lives, and/or the adult student. Depending on the particular facts and circumstances, the District may direct the parent, guardian, other responsible adult and/or adult student to submit and/or complete relevant documentation, including but not limited to documents described in Section I.A of these regulations.

The District shall carefully review affidavits, documentation, and other available evidence and inform the parent, guardian, or adult student of the results of such review.

II. DECISIONS REGARDING RESIDENCY AND ENROLLMENT

The decision regarding the residency status of any student shall be made by the Superintendent or designee. The Superintendent or designee's decision and approval of the enrollment of a non-resident student in any school year shall not be binding in any subsequent school year. At the end of each school year, the Superintendent or designee will review the status of each non-resident student enrolled pursuant to this policy and the Board's policy on Non-Resident Admission/Tuition for approval or denial for the ensuing school year. The Superintendent's decision regarding the acceptance for enrollment or continued enrollment of a non-resident student under the Board's policy on Non-Resident Admission/Tuition is final and not appealable to the Board of Education.

III. DENIAL OF SCHOOL ACCOMMODATIONS ON THE BASIS OF RESIDENCY

If a student is denied school accommodations for residency reasons, the District shall inform the parent, guardian, or adult student of the right to request a hearing before the Board in writing within ten (10) school days of receiving notice of denial of school

accommodations. A copy of the Board's Residency policy and these regulations shall also be provided.

The Board shall provide a hearing within ten (10) days after receipt of such request. The Board may (A) conduct the hearing, (B) designate a subcommittee of the board composed of three board members to conduct the hearing, or (C) establish a local impartial hearing board of one or more persons not members of the Board to conduct the hearing. After such hearing is held, the Board shall (1) make a stenographic record or tape recording of the hearing; (2) make a decision on student eligibility to attend District schools within ten (10) days after the hearing; and (3) notify the parent, guardian, or adult student of its findings. Hearings shall be conducted in accordance with the provisions of Section 10-186 of the Connecticut General Statutes.

Any parent, guardian, or adult student aggrieved by the Board's finding shall, upon request, be provided with a transcript of the hearing within thirty (30) days of such request and may take an appeal from the finding to the State Board of Education ("State Board"). If an appeal is not taken to the State Board of Education within twenty (20) days of the mailing of the finding to the aggrieved party, the decision of the Board, subcommittee or local impartial hearing board shall be final.

If a State Board hearing is requested in writing, the student has the right to attend District schools pending a hearing before the State Board. In addition, the Board shall, within ten (10) days after receipt of notice of an appeal, forward the hearing record to the State Board.

If the State Board determines that the student was not a resident of the District and therefore not entitled to school accommodations in the District, a per diem tuition (equal to the District expenditure per student divided by 180) will be assessed for each day the student attended District schools when not eligible to attend.

Legal References:

Federal Law:

The McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. §§ 11431 et seq., as amended by Every Student Succeeds Act, Pub. L. 114-95.

Martinez v. Bynum, 461 U.S. 321, 328 (1983)

Plyler v. Doe, 457 U.S. 202 (1982)

U.S. Department of Justice and U.S. Department of Education, Dear Colleague Letter, May 8, 2014

State Law:

Connecticut General Statutes

- | | |
|--------|--|
| 10-15f | Interstate Compact on Educational Opportunity for Military Children |
| 10-253 | School privileges for children in certain placements, nonresident children, children in temporary shelters, homeless children and children in juvenile residential centers. Liaison to facilitate transitions between school districts and juvenile and criminal justice systems |
| 10-186 | Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers |

State Department of Education, Enrollment Guidance for Parents or Guardians Enrolling Children in a Connecticut Public School, available at <https://portal.ct.gov/-/media/SDE/Digest/2022-23/Model-Enrollment-Guidance.pdf>.

State Department of Education, Memorandum regarding Guidance for Connecticut School Districts: Enrollment Process and Practice (Aug. 22, 2017), available at <https://portal.ct.gov/-/media/SDE/Legal/Enrollment/Enrollment-GuidanceMemo8-22-17.pdf>

State Department of Education, Guidance for Connecticut School Districts: Enrollment Process and Practice, available at <https://portal.ct.gov/-/media/SDE/Legal/Enrollment/Enrollment-GuidanceAugust-2017Updates.pdf>

State Department of Education, Guidance for Connecticut School Districts: Enrollment Process and Practice At-a-Glance Overview, available at portal.ct.gov/-/media/SDE/Legal/Enrollment/EnrollmentAtAGlanceCSDE.pdf

ADOPTED:

NEWTOWN PUBLIC SCHOOLS

VERIFICATION OF RESIDENCE

(For New Enrollee/Student Transfer/Change of Address)

Parent/Legal Guardian Statement

I (print name) _____ the parent or legal guardian of (student name) _____
_____ (address) _____

certify that the above named student actually lives full time (typically 7 days per week) at the above address. The telephone number at the same address is _____ and the telephone number in an emergency is _____.

Student Aged 18 or Older or Emancipated Minor ("Adult Student") Statement

I (print name) _____ am eighteen years of age or older or an emancipated minor, and reside at _____ (address). The telephone number at the same address is _____ and the telephone number in an emergency is _____.

This information and the documents provided are accurate. I authorize representatives of the Newtown Public Schools to verify this information, and I understand falsification of any information or documents required for this verification will result in revocation of registration for the student, and may lead to liability for tuition and to civil penalties for fraud.

Parent/Guardian Signature: _____ Date: _____

AND/OR

Adult Student Signature: _____ Date: _____

For Transfers only

Current School (*send records*) _____ **New School** _____

FOR OFFICE USE ONLY

In order to verify district residence, the parents, guardians, or adult student must sign above and provide documents from any category of the items listed below.

__ 1. Copy of one of the following at address within the district in the parent's, guardian's or adult student's name:

- __ a. Deed to home or current rental agreement
- __ b. Escrow papers or signed mortgage commitment
- __ c. Mortgage document, property tax record, or homeowner's insurance policy

- ___ d. Current utility, cable or telephone bills
 - ___ e. Correspondence related to government benefits (e.g., Medicaid, Medicare, SNAP)
 - ___ f. Driver's license, automobile registration, or automobile insurance
 - ___ g. Notarized letter from landlord or owner acknowledging parent/guardian's and student's residence
-
- ___ 2. Certification of Residence and affidavits to be filled out by person with whom family and/or student reside. Verification visit by Residency Confirmation staff may follow; **student may attend school.**
 - ___ 3. Verification visit by Residency Confirmation staff (for situations not covered by 1 and 2); **student may not attend school until complete.**

Documents seen by: _____ on _____

NEWTOWN PUBLIC SCHOOLS
CERTIFICATION OF RESIDENCE
(For student living in a leased dwelling)

DATE: _____

RE: _____

As part of our residency process, we are requesting that you as the landlord/owner of or the family residing at the following residence providing this notarized statement verify that:

Name of Student(s)

Name of Parent(s)

Reside at the following address: _____.

I, _____ certify that the named student(s) and parents (local resident/relative/guardian, etc.) (cross out what does not apply)

() live/rent, or () reside with me at the above-listed address, in a home owned or occupied by me in Newtown.

I realize that if I make a false statement as to residency, I may be held liable for a share of the cost for the education of said student(s) if they, in fact, do not reside in Newtown.

I understand that my failure to respond to this request, or that a perjured or fraudulent statement may lead to the disenrollment of the above-named student(s). I also understand that this document may be used as evidence in a court of law.

I agree to immediately notify the Newtown Public Schools if the above-described student(s) cease(s) to reside at this address.

Signed:

Date: _____

Signed and sworn to before me this ____ day of ____, 20__

Notary Public

If you have any questions regarding this form, please contact _____, Newtown Public Schools.

NEWTOWN PUBLIC SCHOOLS

CONFIDENTIAL RESIDENCY AFFIDAVIT

(For student residing with someone other than the student's parent/guardian)

The Newtown Public Schools, in compliance with statute 10-253(d) of the State of Connecticut, requires this form to be completed for any student who claims residence in Newtown and is not residing with their parent(s) and whose parents are not residing in Newtown. This form is required when there is a question about the student's actual residence. The student, parent and person with whom the student is living must fill out this form together.

Date _____

1. Student's Name _____ DOB: _____
(Last) (First) (Middle)

2. Student's Newtown Address _____
(No. and Street)
Telephone # _____

3. Name of Person With Whom Student Lives _____
Relationship _____
Address _____
(No. and Street)
Telephone #) _____

4. Date Student Moved to Newtown _____
(Month) (Day) (Year)

5. Student's Former Address _____
(No. and Street) (Town) (State)

6. Former School _____ Grade _____

7. Name of Student's Parent _____

Parent's Address _____
(No. and Street) (Town) (State)
(Telephone #) _____

8. Name of Student's Parent _____

Parent's Address _____
(No. and Street) (Town) (State)
(Telephone #) _____

9. Name, Address and Telephone Number of Student's Court Appointed Legal Guardian,
if Applicable _____

PARENT'S/ADULT STUDENT'S STATEMENT

I hereby certify that _____ is my _____
(Student's Name) (Relationship)

and the student reside(s) with _____ who is _____
(Name of Person) (Relationship)

at _____
(No. Street) (Telephone #)

I further certify that this is intended to be a bona fide permanent address at which the student will be living for _____ days and _____ nights per week and that I am not providing payment for having the student reside with _____.

For Parents:

I further certify that my child is not living with me because _____

For Adult students:

I certify that I am not living with my parents because: _____

As a parent of the student and/or the adult student named on this form, and as a nonresident of the Town of Newtown, I attest to the accuracy of the information contained in this form. Further, I certify that, while a permanent resident of the Town of Newtown, the student is eligible for free school privileges. I agree to notify school officials immediately regarding the termination of the student's permanent residency in the Town of Newtown, in which event the student will no longer be eligible for free school privileges. Finally, I understand that, should the student be found to be attending Newtown Public Schools illegally, the Newtown Public Schools reserves the right to recover the costs for such education from me, the undersigned.

I also understand that this document may be used in a court of law as evidence against me.

Parent's Signature

Date

Adult Student's Signature

Date

OPTIONAL: I hereby certify that the said _____ has
(Person's Name)

the full right to act in my child's behalf concerning any and all school disciplinary, administrative, and medical matters.

Parent's Signature

Date

Witnessed By:

Witness (Notary Public)

Date

HOST'S STATEMENT

I hereby certify that _____ is my _____
(Student's Name) (Relationship)

and that the student resides with me at _____
(No. and Street)

. I further certify that this is intended as a bona fide permanent address, that this student will be living with me ____ days and ____ nights per week, and that I am not receiving payment for having this student reside with me.

I certify that this student is residing with me because _____

As the host of the student named on this form, and as a resident of the Town of Newtown, I attest to the accuracy of the information contained in this form. Further, I certify that, as a permanent resident of the Town of Newtown, the student is eligible for free school privileges. I agree to notify school officials immediately regarding the termination of the student's permanent residency in the Town of Newtown in which event the student will no longer be eligible for free school privileges. Finally, I understand that, should the student be found to be attending Newtown Public Schools illegally, the Newtown Public School reserves the right to recover the costs of such education from me, the undersigned.

I also understand that this document may be used in a court of law as evidence against me.

* * If you are the guardian of the student, please indicate the date and source of your authority:

Date Authority _____

OPTIONAL: I, _____, understand

(Name of Person)

that I have full responsibility for this student concerning any and all school disciplinary, administrative, and medical matters.

Host's Signature

Date

Witnessed By:

Witness (Notary Public)

Date

NEWTOWN PUBLIC SCHOOLS
(Notification of Need to Establish Residency Prior to Enrollment)

DATE:

RE:

DOB:

Dear [Name of Parent(s) or Adult Student]:

In order for a student to attend public school in Newtown, the student's parent or legal guardian or the adult student must live in Newtown or the parent or adult student must officially establish that residency in Newtown with "another person" under the following conditions:

1. Residency with another person is intended to be permanent.
2. Residency is provided without pay from the student or the student's family.
3. Residency is not for the sole purpose of obtaining school accommodations in Newtown Public Schools.
4. The parent or adult student submits a notarized Residency Affidavit and Parent's or Adult Student's Statement.
5. The other person signs a notarized affidavit (Host's Statement) that the student is residing with them.

Enclosed is a three page form titled "Residency Affidavit" which contains the parent's/adult student's and host's statement. Complete the residency affidavit personally and ensure the Parent's/Adult Student's and the Host's statements are completed. Please fill them out completely, having the parent's/adult student's and host's statements notarized. Please schedule an appointment with the residency coordinator within ten days to review this information.

Unless we receive these documents which prove the student does have a permanent address in Newtown, we will begin disenrollment proceedings.

Sincerely,

CC: Principal
Newtown Resident
Special Education Director

**NEWTOWN PUBLIC SCHOOLS
(Notification of Need to Establish Residency
or District will Initiate Disenrollment Proceedings)**

DATE:

RE:

DOB:

Dear [Name of Parent(s) or Adult Student]:

In order for a student to attend public school in Newtown, the student's parent or legal guardian must live in Newtown or the parent, or an adult student, must officially establish residency in Newtown with "another person" under the following conditions:

1. Residency with another person is intended to be permanent.
2. Residency is provided without pay from the student or the student's family.
3. Residency is not for the sole purpose of obtaining school accommodations in Newtown Public Schools.
4. The parent or adult student submits a notarized Residency Affidavit and Parent's or Adult Student's Statement.
5. The other person signs a notarized affidavit (Host's Statement) that the student is residing with them.

Enclosed is a three page form titled "Residency Affidavit" which contains the parent's/adult student's and host's statement. Please fill them out completely, having the parent's/adult student's and host's statements notarized. Please schedule an appointment with the principal within ten days to review this information.

Unless we receive these documents which prove the student does have a permanent address in Newtown, we will deny school accommodations to the above named student.

Sincerely,

CC: Principal
Newtown Resident
Special Education Director

NEWTOWN PUBLIC SCHOOLS
RESIDENCY AFFIDAVIT RENEWAL

DATE: _____

TO WHOM IT MAY CONCERN:

I _____
(NAME OF LOCAL RESIDENT)

CERTIFY THAT THE RESIDENCY

AFFIDAVIT FILED ON _____
(DATE)

ON BEHALF OF MY

_____,
(RELATIONSHIP)

_____, REMAINS TRUE. THE ABOVE NAMED STUDENT
(STUDENT'S NAME)

RESIDES WITH ME AT

(ADDRESS)

CONNECTICUT AND THE TELEPHONE NUMBER IS _____.

(SIGNATURE OF LOCAL RESIDENT)

WITNESSED BY:

(NOTARY PUBLIC)

NEWTOWN PUBLIC SCHOOLS
(Notice of Need to Renew Residency Affidavit)

DATE:

RE:

DOB:

Dear

Enclosed is a copy of the Residency Affidavit on file for the above named student as well as a Residency Affidavit Renewal Form.

Please review the information on the original Affidavit, complete the Renewal form, and return both documents to me.

This information must be returned by _____ in order to assure
_____ continued enrollment in the Newtown Public Schools.

If you have any questions regarding this request, please feel free to call me at
_____.

Sincerely,

NEWTOWN PUBLIC SCHOOLS
(Notice of Denial of Child's Enrollment)

DATE:

RE:

DOB:

Dear [Name of Parent/Guardian]

An investigation has been conducted to determine whether your child is a "permanent resident" of Newtown. Our investigation leads us to conclude that your child is not a "permanent resident" of Newtown and is, therefore, denied enrollment in Newtown Public Schools for the following reasons:

1. We have established your permanent residence to be: _____.
2. We cannot find any permanent residence in Newtown for your child.
3. We have been informed by _____ that your child, _____ has been with _____ on a temporary basis and will be leaving this residence by _____.
4. We were informed on _____ by _____ that your child, _____, no longer resides in Newtown.

You, as legal guardian of your child, have a right to a hearing on denial of school accommodations based on residency by the Newtown Public Schools, at which time you may present evidence contrary to our investigation.

Within ten (10) school days of your receiving this letter, you must notify me in writing that you want a hearing by the Board of Education because of the denial of school accommodations.

If no such request is received in ten (10) school days, your child will not be allowed to enroll in the Newtown Public Schools.

If you choose a hearing, you have the right to counsel at your own expense, and the hearing will be conducted in accordance with Conn. Gen. Stat. 10-186.

Sincerely,

Enc: Board Policy and Administrative Regulations Regarding Residency

CC: Superintendent

Special Education Director

Principal of Nexus Town

Newtown Principal

Newtown Resident

NEWTOWN PUBLIC SCHOOLS
(Notice of Denial of Adult Student's Enrollment)

DATE:

RE:

DOB:

Dear [Name of Adult Student]:

An investigation has been conducted to determine whether you are a "permanent resident" of Newtown. Our investigation leads us to conclude that you are not a "permanent resident" of Newtown and therefore, you are denied enrollment in Newtown Public Schools for the following reasons:

1. We have established your permanent residence to be: _____.
2. We cannot find any permanent residence in Newtown for you.
3. We have been informed by _____ that you have been with _____ on a temporary basis and will be leaving this residence by _____.
4. We were informed on _____ by _____ that you no longer reside in Newtown.

You have a right to a hearing on denial of school accommodations based on residency by the Newtown Public Schools, at which time you may present evidence contrary to our investigation.

Within ten (10) school days of your receiving this letter, you must notify me in writing that you want a hearing by the Board of Education because of the denial of school accommodations.

If no such request is received in ten (10) school days, you will not be allowed to enroll in the Newtown Public Schools.

If you choose a hearing, you have the right to counsel at your own expense, and the hearing will be conducted in accordance with Conn. Gen. Stat. 10-186.

Sincerely,

Enc: Board Policy and Administrative Regulations Regarding Residency

PC: Superintendent

Special Education Director

Principal of Nexus Town

Newtown Principal

Newtown Resident

NEWTOWN PUBLIC SCHOOLS
(Notice of Child's Disenrollment)

DATE:

RE:

DOB:

Dear [Name of Parent/Guardian]:

An investigation has been conducted to determine whether your child is a "permanent resident" of Newtown. Our investigation leads us to conclude that your child is not a "permanent resident" of Newtown and is, therefore, denied enrollment in Newtown Public Schools for the following reasons:

1. We have established your permanent residence to be: _____.
2. We cannot find any permanent residence in Newtown for your child.
3. We have been informed by _____ that your child, _____ has been with _____ on a temporary basis and will be leaving this residence by _____.
4. We were informed on _____ by _____ that your child, _____, no longer resides in Newtown.

You, as legal guardian of your child, have a right to a hearing on disenrollment by the Newtown Public Schools, at which time you may present evidence contrary to our investigation.

Within ten (10) school days of your receiving this letter, you must notify me in writing that you want a hearing by the Board of Education because of the denial of school accommodations and disenrollment of your child. You have the right to request, within ten (10) school days, that your child remain in Newtown Public Schools while the hearing is in progress. Should it be determined through the hearing process that your child was not entitled to attend Newtown Public Schools, you will be responsible for tuition during such period in accordance with Conn. Gen. Stat. 10-186(b)(4).

If no such request is received in ten (10) school days, your child will no longer be allowed to attend school in Newtown Public Schools.

If you choose a hearing, you have the right to counsel at your own expense, and the hearing will be conducted in accordance with Conn. Gen. Stat. 10-186.

Sincerely,

Enc: Board Policy and Administrative Regulations Regarding Residency

PC: Superintendent

Special Education Director

Principal of Nexus Town

Newtown Principal

Newtown Resident

NEWTOWN PUBLIC SCHOOLS
(Notice of Adult Student's Disenrollment)

DATE:
RE:
DOB:

Dear [Name of Adult Student]:

An investigation has been conducted to determine whether you are a "permanent resident" of Newtown. Our investigation leads us to conclude that you are not a "permanent resident" of Newtown and therefore, you are denied enrollment in Newtown Public Schools for the following reasons:

1. We have established your permanent residence to be: _____.
2. We cannot find any permanent residence in Newtown for you.
3. We have been informed by _____ that you, _____, have been with _____ on a temporary basis and will be leaving this residence by _____.
4. We were informed on _____ by _____ that you, _____, no longer resides in Newtown.

You have a right to a hearing on disenrollment by the Newtown Public Schools, at which time you may present evidence contrary to our investigation.

Within ten (10) school days of your receiving this letter, you must notify me in writing that you want a hearing by the Board of Education because of the denial of school accommodations and your disenrollment. You have the right to request, within ten (10) school days, that you remain in Newtown Public Schools while the hearing is in progress. Should it be determined through the hearing process that you were not entitled to attend Newtown Public Schools, you will be responsible for tuition during such period in accordance with Conn. Gen. Stat. 10-186(b)(4).

If no such request is received in ten (10) school days, you will no longer be allowed to attend school in Newtown Public Schools.

If you choose a hearing, you have the right to counsel at your own expense, and the hearing will be conducted in accordance with Conn. Gen. Stat. 10-186.

Sincerely,

Enc: Board Policy and Administrative Regulations Regarding Residency

PC: Superintendent

Special Education Director
Principal of Nexus Town
Newtown Principal
Newtown Resident

**NEWTOWN PUBLIC SCHOOLS
(Final Notice of Child's Disenrollment)**

DATE:

RE:

DOB:

Dear [Name of Parent(s)/Guardian(s)]:

On _____ we sent you a registered letter outlining our investigation, which concluded that your child does not have a permanent residence in Newtown. Further, we afforded you an opportunity to request a hearing by the Newtown Board of Education regarding eligibility for school accommodation in Newtown.

As of this date, you have not responded to our correspondence. Based on our investigation, we are denying school accommodation to and disenrolling _____ as of this date. If your child has any personal items in the school building where your child has been attending school, please call _____ to arrange an appointment to pick them up.

We encourage you to contact the _____ Public Schools in order to enroll your child so that your child's education is not interrupted.

If you have any questions regarding this matter, do not hesitate to call me.

Sincerely,

PC: Superintendent
Special Education Director
Newtown Principal
Newtown Resident

NEWTOWN PUBLIC SCHOOLS
(Final Notice of Adult Student's Disenrollment)

DATE:

RE:

DOB:

Dear [Name of Adult Student]:

On _____ we sent you a registered letter outlining our investigation, which concluded that you do not have a permanent residence in Newtown. Further, we afforded you an opportunity to request a hearing by the Newtown Board of Education regarding eligibility for school accommodation in Newtown.

As of this date, you have not responded to our correspondence. Based on our investigation, we are denying you school accommodation and disenrolling you as of this date. If you have any personal items in the school building where you have been attending school, please call _____ to arrange an appointment to pick them up.

We encourage you to contact the _____ Public Schools in order to enroll so that your education is not interrupted.

If you have any questions regarding this matter, do not hesitate to call me.

Sincerely,

PC: Superintendent
Special Education Director
Newtown Principal
Newtown Resident

NEWTOWN PUBLIC SCHOOLS
(Final Notice of Child's Denial of Enrollment)

DATE:

RE:

DOB:

Dear [Name of Parent(s)/Guardian(s)]:

On _____ we sent you a registered letter outlining our investigation, which concluded that your child does not have a permanent residence in Newtown. Further, we afforded you an opportunity to request a hearing by the Newtown Board of Education regarding eligibility for school accommodations in Newtown.

As of this date, you have not responded to our correspondence. Based on our investigation we are denying school accommodation to _____. Your child will not be permitted to enroll in the Newtown Public Schools.

We encourage you to contact the _____ Public Schools in order to enroll your child so that your child's education is not interrupted.

If you have any questions regarding this matter, do not hesitate to call me.

Sincerely,

PC: Superintendent
Special Education Director
Newtown Principal
Newtown Resident

NEWTOWN PUBLIC SCHOOLS
(Final Notice of Adult Student's Denial of Enrollment)

DATE:

RE:

DOB:

Dear [Name of Adult Student]:

On _____ we sent you a registered letter outlining our investigation, which concluded that you do not have a permanent residence in Newtown. Further, we afforded you an opportunity to request a hearing by the Newtown Board of Education regarding eligibility for school accommodations in Newtown.

As of this date, you have not responded to our correspondence. Based on our investigation we are denying school accommodation to you. You will not be permitted to enroll in the Newtown Public Schools.

We encourage you to contact the _____ Public Schools in order to enroll so that your education is not interrupted.

If you have any questions regarding this matter, do not hesitate to call me.

Sincerely,

PC: Superintendent
Special Education Director
Newtown Principal
Newtown Resident

POLICY REGARDING NON-RESIDENT ADMISSION/TUITION STUDENTS

The Newtown Board of Education (the “Board”) recognizes the potential benefits to the student body and community of permitting non-resident students to participate in the educational programs offered in the Newtown Public Schools (the “District”). The attendance of non-resident students may require the payment of tuition or may, under specific circumstances, be provided tuition-free.

For purposes of this policy, a nonresident student is a student who:

1. resides outside of the school district; or
2. resides within the school district on a temporary basis; or
3. resides within the school district on a permanent basis but with pay to the person(s) with whom the student is living; or
4. resides within the school district for the sole purpose of obtaining school accommodations.

Tuition Rate Determination

For purposes of this policy, “tuition rate” means the annual tuition rate for nonresident students established by the Board of Education, ordinarily at its July or August business meeting.

The tuition rate shall be based on the Net Per Pupil Expenditure (NPPE) from the prior fiscal year, as reported by the Connecticut State Department of Education, and may be adjusted as deemed appropriate by the Board.

The Superintendent shall administer the application of this rate, including prorations and waivers, in accordance with Board policy and implementing regulations.

Interdistrict Agreements

The Board of Education recognizes that, on occasion, it may be appropriate to admit or place students through cooperative arrangements with other school districts.

The Superintendent of Schools is authorized to collaborate with other Boards of Education to develop and administer mutually beneficial interdistrict agreements for the temporary or tuition-based enrollment of students. Such agreements may be made:

- To assist another district in extraordinary circumstances (e.g., facilities emergencies, specialized program needs, or student hardship);

- To provide for the education of a student whose needs can be better met in another district's program; or
- As a reciprocal courtesy when the impact on enrollment and resources is minimal.

The Superintendent shall ensure that all such arrangements:

1. Are consistent with state statutes;
2. Do not result in additional cost to the district unless approved by the Board; and
3. Are reported to the Board of Education with FERPA compliance for informational purposes.

Special Education Programs and Services

This policy does not obligate the Board to provide special education programs or services or create unique programs for students who are not entitled to free school accommodations from the District. If a non-resident student is approved to enrolled or continued in enrollment in the District and such student is eligible for services under the Individuals with Disabilities Education Act ("IDEA"), the Board shall not act as the local education agency for such child. In instances where special or additional services are provided for a non-resident student, a supplemental tuition or fee may be charged based upon the actual costs associated with providing the special or additional services, provided such fees are justified by a substantial increase in costs to the District, and in accordance with applicable law.

Administration of Policy

The Board authorizes the Superintendent to accept non-resident students in the District and to develop and enforce regulations to carry out the provisions of this policy.

Legal Reference: Connecticut General Statutes

4-176e through 4-185 Uniform Administrative Procedure Act.

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

10-253 School privileges for students in certain placements and temporary shelters.

10-76d Duties and powers of boards of education to provide special education programs and services. . . . Public agency placements; apportionment of costs. . . .

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NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

**Series 5000
Students**

**ADMINISTRATIVE REGULATIONS REGARDING NON-RESIDENT ADMISSION/
TUITION STUDENTS**

The Newtown Public Schools (the “District”) recognizes the potential benefit of permitting non-resident students to participate in the educational programs offered by the District. The attendance of non-resident students may require the payment of tuition or may, under specific circumstances, be provided tuition-free. In accordance with Newtown Board of Education (the “Board”) policy, the following provisions shall apply to the admittance of non-resident students.

I. General Provisions:

The following terms and conditions are to be used as guidelines when determining eligibility of non-resident students enrolling or continuing in the District:

- A. The Superintendent or designee may approve the enrollment or continuation of a non-resident student in attendance if class size and the availability of resources permit. Decisions regarding class size and/or the availability of resources shall be made by the Superintendent or designee.
- B. The Superintendent or designee shall not hire additional staff to permit enrollment or continuation of non-resident students under this policy. If staffing is insufficient to permit enrollment or continuation of a non-resident student, then the non-resident student may not be enrolled or permitted to continue.
- C. Non-resident students shall be assigned to whichever class the Superintendent or designee deems appropriate.
- D. Non-resident student attendance shall be for one school year or less, unless such attendance is extended at the discretion of the Superintendent or his/her designee.
- E. If a non-resident student approved to enrolled or continue in enrollment in the District and requires specialized programming the cost of which exceeds per pupil expenditures (i.e. the base tuition rate) or the discounted tuition rate, a supplemental tuition or fee may be charged based upon the actual costs associated with providing the special or additional services, provided such costs are justified by a substantial increase in cost to the District, and in accordance with applicable law.
- F. Application for enrollment shall be made in writing annually on a form supplied by the Superintendent or his/her designee. Enrollment, if approved, will be conditioned upon annual execution of a formal contract between the Board and the parent or legal guardian.

- G. No student applying for initial or continued enrollment shall be enrolled in the District until the Board has received tuition payment on behalf of such student in accordance with Section III, below.
- H. The non-resident student's immediate past principal or responsible administrator must make a recommendation on behalf of the child, attesting to the student's good citizenship, in order to be eligible for initial or continued enrollment. This provision does not apply for students who have never before attended a public or private elementary or secondary school.
- I. A non-resident student's enrollment and/or continuation in the District is contingent upon compliance with the contractual agreement between the Board and the parent or legal guardian (or the district of residence, as applicable).
- J. A non-resident student's continuation in the District will be contingent upon the student's compliance with all applicable rules and regulations of the Board and the individual school, satisfactory attendance and academic progress, and the availability of staff and school resources. The Superintendent or designee may terminate the non-resident student's enrollment at any time if, in the Superintendent's opinion, continuation is not in the best interest of the school system or the student.

Only non-resident students who meet the criteria set forth in the Board's policy and these administrative regulations may enroll or continue in enrollment within the District.

II. Tuition Exceptions for Certain Students

A. Enrollment Without Tuition

- 1. For a family who will become residents of Newtown and are in transition, the tuition may be waived by the Superintendent for the first month of school attendance.
- 2. For a family who has a signed bona fide construction contract for a new home in Newtown, the Superintendent may grant an initial tuition waiver for 60 calendar days and can extend this waiver, not to exceed an additional 60 calendar days.
- 3. For a family who moves from Newtown after May 1, the Superintendent will grant a tuition waiver for May and June of the same school year in which the family moved from Newtown.
- 4. For a family who moves from Newtown after their child's junior year, the Superintendent will grant a tuition waiver for the child's senior year.
- 5. For a family who experiences divorce and where one parent maintains a Newtown residence and shares joint legal custody, with the student residing with the resident parent at least 50% of the time, the Superintendent may grant a tuition waiver.

6. Requests for special extensions or exemptions of tuition waivers will be considered on an individual basis by the Board of Education.

B. Enrollment With Pro-Rated Tuition

1. For a family who has a child attending the District and then establishes residency in another community, the Superintendent shall establish a pro rata tuition rate to be payable from the date of the new community residency to the date when the children are withdrawn or transferred to the new community
2. For a family who moves from Newtown prior to July 1 of their child's junior year, the Superintendent will establish a pro-rata tuition rate for the remainder of the school year.
 - A. III. Enrollment With Tuition Requests to enroll as a tuition student when the student does not meet one or more of the criteria under Section II of this policy, may be granted upon written approval of the Superintendent of Schools and with payment of the tuition rate.
 - B. An annual tuition rate shall be set by the Board of Education, in accordance with the associated Board policy. Additional educational and/or support programming or costs shall be determined on an individualized basis for students in accordance with the contract between the Board and the parent or guardian. Any additional charges shall be justified by a substantial increase in cost to the District.
 - C. Tuition and additional fees, if applicable, for the entire school year must be paid at least fifteen (15) days prior to the beginning of the school year. Students who fail to make payment for the entire school year by such date shall not be eligible to enroll in the District for that school year, but may reapply the following year. In the event a student withdraws from District schools or otherwise no longer attends school within the District in the middle of the school year, pro-rata fees will be refunded. Tuition may be paid by the school district of residence or by the parent(s)/guardian(s) of the non-resident student.

Transportation

This policy does not obligate the Board to provide transportation to non-resident students. When a non-resident student is granted permission to attend the Newtown Public Schools either on a tuition or tuition exemption basis, the family assumes responsibility for transportation.

Foreign Exchange Students

- A. Students holding a valid J-1 visa residing with a host family in Newtown may attend the District schools at the discretion of the Board. Students who apply must not have the equivalent of a high school diploma from a foreign school system. Students who are accepted and placed in grade 12 will only receive an honorary diploma. Only foreign exchange students sponsored by organizations screened by the administration will be accepted.

B. J-1 visa students must meet the following criteria established by the administration:

1. The application for admission must be reviewed by the appropriate school administrator before July 1 of the school year for which the student wishes to enroll.
2. The school must have room for the student and be able to accommodate his/her attendance without incurring additional costs or burdens.
3. The student may not be enrolled more than one year.
4. In the event that a foreign exchange student attends the District, the District will comply the reporting requirements of the Immigration and Naturalization Services as required by law.
5. The student is not eligible to receive a diploma but can receive an honorary diploma.
6. The student may be eligible to play sports if he/she meets the CIAC criteria.
7. If the student is not participating in and attending the school program or is disruptive to the smooth and efficient operation of the school, the student may be disenrolled.

C. The District is not currently accepting students on F-1 or M-1 visas.

Children of Staff Employed by the Board Not Living in Newtown

Full-time staff employed by the Board who reside outside of Newtown and who wish for their child(ren) to attend the District schools may apply to the Superintendent of Schools in writing for assignment to an elementary school, the intermediate school, the middle school, or the high school and may be allowed to attend District schools as a tuition student upon written approval by the Superintendent or designee. The guidelines in Sections I and III apply to such requests, except for the tuition rates, as described below. Notwithstanding the foregoing, continuation of a non-resident staff member's child as a tuition student will not be contingent on class size constraints as long as the parent remains a member of the Board's full-time staff.

Tuition for children of full-time non-resident staff members will be at an annual rate of 25% of the regular yearly tuition rate established by the Board of Education. Staff enrolling more than one child in the District in a school year will pay a reduced rate of 15% of the regular yearly tuition rate for each additional child.

If specialized programming or services are required for the non-resident student, the non-resident employee may be charged additional fees in accordance with the tuition contract between the

Board and the non-resident employee and applicable law. Any additional charges shall be justified by a substantial increase in cost to the District.

Newtown Public Schools
Request for Enrollment of Out-of-District Student

Request form must be completed and submitted by the student's parent or guardian. The student's transcripts or report cards for the last two years must be attached to the initial enrollment request. Completed forms should be submitted to the Superintendent of Schools at [insert information].

Name of Student: _____

Grade at Time of Request: _____

Name of Requesting Parent or Guardian: _____

Phone Number: _____

Address: _____

Is this an initial enrollment request or request for continued enrollment? _____

For initial enrollment, please give reason for request: _____

I have read the policy and administrative regulations regarding Non-Resident Attendance and Tuition (Policy [redacted]) and understand that enrollment, if approved, is subject to the terms and conditions stated therein and the terms and conditions of a contract between me and the Board of Education. I further understand that tuition payment will be payable fifteen (15) days prior to the beginning of the school year. I understand that that my child will not be allowed to enroll or continue as a student in the Newtown Public Schools if payment is not made at the times identified in the policy, administrative regulation and contract.

Parent/Guardian Signature

Date