

Policy Subcommittee

Wednesday, October 27, 2021 7:00 PM

Policy Subcommittee (10/27/21 at 7 p.m.) Web: <https://zoom.us/j/93566093097>

Dial In: (929) 205-6099 Meeting ID: 935 6609 3097, 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. APPROVAL OF THE MINUTES

A. September 22, 2021 - Regular

III. ACTION ITEMS

A. Policy C-19-1250 - Visitors, Volunteers and Observations
in Schools

B. Policy 1250 - Visits to the Schools

C. Policy 1250.1 - Classroom Observations

D. Policy 3517.3 - Site Access/Closed Campus

E. Policy 6162.4 - School Volunteers

F. Policy 1110.1 - Parent Involvement

G. Policy 1110 - Communications with the Public

H. Policy 4131 - Staff Development

I. Policy 5112 - Ages of Attendance

J. Policy 5141 - Student Health Services

K. Policy 6171.2 - Preschool Special Education

L. Bylaw 9350 - Hearings

IV. INFORMATION ITEMS

V. ADJOURNMENT

BOARD OF EDUCATION, NEW FAIRFIELD, CT
Policy Subcommittee Meeting

Name of Subcommittee: Policy Meeting type: Regular
Date of Meeting: 9/22/21 Place of Meeting: Zoom
Members present: Kathy Baker, Samantha Mannion, Rick Regan, Stephanie Strazza
Members absent: (none)
Other attendees: Dr. Pat Cosentino, Peggy Katkocin
Minutes submitted by: Rick Regan

The meeting was called to order by Samantha Mannion at 7:00 p.m.

II. APPROVAL OF MINUTES

- A. May 26, 2021 – Regular
- B. July 27, 2021 – Special
- C. September 1, 2021 - Special

Motion: To approve the minutes of May 26, 2021, July 27, 2021, and September 1, 2021, as presented

Made by: Samantha Mannion Seconded by: Kathy Baker

Recording of Vote: All in favor

III. ACTION ITEMS

- A. Policy 1120 – Public Participation at Board of Education Meetings

Samantha recapped the proposed policy and the reason for its proposal (see minutes from 9/1/21 special meeting). Rick reiterated his disagreement with the 15 minute time limit because it could limit discussion to five speakers. After a long discussion, the committee agreed to make two changes to the proposed policy: 1) Increase the time limit to 30 minutes from 15, effectively allocating 15 minutes to each public comment section, and 2) Remove the sentence “The Board may modify these limitations at the beginning of the meeting if the number of persons wishing to speak makes it advisable to do so.”

The committee discussed ways to make the public more aware of board subcommittees so that we can essentially move some public comment out of regular meetings into subcommittee meetings. Ideas included posting information to our website, including subcommittee member contacts and the stated purpose of each committee. (Kathy volunteered to write this up.). Rick suggested that during subcommittee reports at regular meetings we announce the date and time of the next subcommittee meeting, along with potential agenda topics, if known.

Cayden Walker (resident) agreed that a concise description of the subcommittees would be useful. Amy Johnson (resident) expressed concern about restricting public comment to items on the agenda, as some members of the public view board meetings on demand and may want to comment at the next meeting. AnnMarie Valerioti (resident) agreed that 30 minutes of public comment was better than 15, so that more people could speak. She further expressed concern about the chair's discretion to control who speaks, and concern about the board's responsiveness to email and how a lack of response could warrant an off-agenda public comment. Samantha and Stephanie suggested that we need a policy on how to respond to public contact emails, as there is currently no set protocol defining who responds and by when. (Samantha volunteered to draft a policy for next meeting.) Tim Blair (resident) also expressed concern about the chair's discretion to limit public comment, and asked about the timing of this proposed policy.

Motion: To move policy 1120, as amended, to the full Board for approval.

Made by: Samantha Mannion

Seconded by: Kathy Baker

Recording of Vote: All in favor.

- B. Policy 0200 – Goals for the Public Schools
Bullet 2: Remove “and view”; Bullet 10: Hyphenate “grade-level”
- C. Policy 3542.43 – Charging Policy
Consistent use of “parent/guardian” vs “parent” in this policy (and all others); Minor grammatical changes
- D. Policy 4118.11/4218.11 – Nondiscrimination
- E. Policy 5113 – Attendance/Excuses/Dismissal
Discussion on mental health days (no changes)
- F. Policy 5113.2 – Truancy
- G. Policy 5131.911 – Hazing – Bullying
- H. Policy 5141.3 – Health Assessments and Immunizations
Stephanie brought up the inconsistency of the deadline in the bill (April 27th, 2021, at midnight) vs. the deadline in this policy (April 28th). No changes.
- I. Policy 6159 – Individualized Education Program/Special Education Program
Bullet 10, p. 8: Remove “(for all other disability categories)”

Motion: To move policies 0200, 3542.43, 4118.11/4218.11, 5113, 5113.2, 5131.911, 5141.3, and 6159, as amended, to the full Board for approval.

Made by: Samantha Mannion

Seconded by: Kathy Baker

Recording of Vote: All in favor

IV. INFORMATION ITEMS - none

V. ADJOURNMENT

Motion to adjourn: Made by: Kathy Baker

Seconded by: Samantha Mannion

Recording of vote: All in favor

Meeting adjourned at: 8:15 p.m.

Temporary policy in effect until November 5, 2021.

Community Relations

Visitors, Volunteers and Access to Campus

The Board of Education has a responsibility to ensure the safety of staff and students. Due to the ongoing COVID-19 pandemic, pending construction and the need to ensure that our instructional programs are uninterrupted, the New Fairfield Public Schools will limit visitors to their school buildings until November 5, 2021.

- Visitors will not be permitted to visit classrooms or lunchrooms.
- All business will be conducted in the main offices.
- Parents/Guardians requesting an exception to this policy must contact the school principal or appropriate administrator to request a meeting.
- Parents invited to a New Fairfield school for a meeting will be escorted by a staff member to and from the meeting. All visitors must wear masks while in the school buildings.
- Any visitors allowed on the premises will be required to present a valid state-issued ID (driver's license, identification card, work VISA or green card) upon their arrival at the school and to wear a visitor's badge.
- Handlers for service animals and therapy animals must contact the appropriate administrator to arrange access or visitation.
- Spectators for indoor extracurricular activities will be allowed at the discretion of the School Administrator and/or Athletic Director.
- All visitors must adhere to all health and safety requirements, including masks.

The Board of Education and the New Fairfield Public Schools will allow visitors, as required by applicable law. For example, the Board will follow the policy and procedures that will allow for visitors for PPTs, independent educational evaluations and/or assessments, required parent-teacher conferences, etc.

The Board of Education recognizes that volunteers can make many valuable contributions to our schools. School volunteers will be permitted to attend off-campus field trips and outdoor activities. Volunteers must obtain the necessary security clearances and complete the necessary paperwork, as required by the Board of Education.

Restricted Access to Track & Fields during Scheduled Events

For safety reasons, to prevent injury to spectators, and/or to inhibit interference from non-participants, the administration reserves the right to deny access to the track, courts and athletic fields during scheduled events.

(cf. 1110.1 – Parent Involvement)

(cf. 1212 – School Volunteers)

(cf. 3517 – Security of Building and Grounds)

(cf. 4118.237/4218.237, 5141.8 – Face Masks/Coverings)

(cf. 6159 – Special Education Programs)

(cf. 6163.32 – Service Animals)

Community Relations

Visitors and Observations in Schools

Legal Reference: Connecticut General Statutes

10-4g Parent and community involvement in schools.

10-220 Duties of boards of education.

10-235 Indemnification of teachers, board members, and employees in damage suits; expenses of litigation.

54-250-et. seq. Definitions.

Policy adopted: August 19, 2021

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Temporary policy in effect until November 5, 2021.

This policy has been temporarily suspended, effective August 19, 2021, until such time as Policy C-19-1250 is no longer in effect.

Community Relations

Visits to the Schools

Board of Education members are encouraged to visit schools to become acquainted with school personnel and programs; however, Board members have authority only in scheduled meetings of the Board, as members of Board committees or when delegated specific tasks by specific Board action.

Members of the public and individual Board members interested in visiting schools or classrooms will make arrangements 48 hours in advance for visitations through the administrators of the various schools.

Subject to the direction and approval of the Board, the Superintendent is authorized to establish such reasonable regulations as will:

1. Ensure student safety.
2. Provide for appropriate hospitality for visitors.
3. Require all visitors to present a valid state-issued ID (driver's license, identification card, work VISA or green card) upon their arrival at the school and to wear a visitor's badge.
4. Ensure that the orderly process of school activities is not disrupted.
5. Channel expressions of approval as well as constructive criticism to the staff and to the Board of Education.

Visits to individual classrooms during instructional time shall be permitted only with the Principal's and teacher's approval. Such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. When a visit involves a conference with a teacher or the Principal, an appointment should be scheduled during non-instructional time.

Since continuity in classrooms is often difficult to achieve and maintain, while visiting in a classroom, a visitor must not interrupt the class in any way, nor speak to (unless invited to do so) or disturb the students or teacher.

The Principal or her/his designee shall have complete authority to exclude from the school premises any persons whom s/he has reason to believe are disrupting the educational programs in the classroom or in the school, are disturbing the teachers or students on the premises, or whom the Principal believes are on the premises for the purpose of committing an illegal act.

Community Relations

Visits to the Schools (continued)

Visitor Registration

Non-school people may not initiate, direct, conduct, control or regularly attend the meetings of student groups.

School volunteers are required to follow procedures outlined in Policy 1212 – School Volunteers, and to sign in when they are visiting or volunteering in the schools.

(cf. 1212 - School Volunteers)

(cf. 9010 - Responsibilities and Limits of Authority)

Legal Reference: Connecticut General Statutes

10-151b Evaluation by superintendents of certain educational personnel

53a-185 Loitering in or about school grounds: Class misdemeanor.

Policy adopted: October 19, 2000
Policy revised: June 5, 2014
Policy revised: May 21, 2015
Policy revised: August 19, 2021

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

*Suspension of Policy until such time as
Policy C-19-1250 is no longer in effect.*

This regulation has been temporarily suspended, effective August 19, 2021, until such time as Policy C-19-1250 is no longer in effect.

Community Relations

Visits to the Schools

Student Visitors

Under normal conditions, students are urged not to bring visitors to school. Their presence can create problems and interruptions that are unnecessary.

There are occasions, however, when visitors are permissible and welcome. Students who wish to have a visitor, must contact the main school office at least one week in advance of the anticipated visit and obtain the appropriate visitor's form. The completed form must be on file prior to the visit.

As a general rule, visitors should be of approximately the same school age as the students in attendance at the school.

Decisions are to be made at the administrator's discretion.

The visitor must accompany the district student throughout the day and is responsible for obeying all school rules.

Regulation approved: October 19, 2000
Regulation revised: June 5, 2014
Regulation reviewed: May 21, 2015
Regulation revised: August 19, 2021

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

*Suspension of Regulation until such time as
Policy C-19-1250 is no longer in effect.*

This policy has been temporarily suspended, effective August 19, 2021, until such time as Policy C-19-1250 is no longer in effect.

Community Relations

Visits to the Schools

Classroom Observations

The Board of Education (Board) values and supports collaboration and partnerships between families and schools. The Board, teachers and administrators strongly believe that education is a shared responsibility between parents/guardians and school personnel. It is desired by the Board that families and District schools establish and maintain productive relationships which utilize effective methods of communication and shared decision-making. Strong, trusting relationships between families, schools and the District serve as a foundation for positive and productive educational experiences for all students.

Parents/guardians have an important role to play in the identification, evaluation, and educational placement of their children, and in the development, review, and revisions of the IEPs for their children if their child is being considered for or is currently involved in special education services. This policy and its administrative regulations/procedures for in-school observations have been developed with this principle in mind.

At times, parents/guardians or other connected outside providers may wish to formally observe a specific student in a classroom. As assigned by the Superintendent of Schools, each principal shall be responsible for and have authority over the actions of students, professional and support staff, visitors, and other persons hired to perform specific tasks. To ensure a successful observation, a set of regulations that permit formal observations shall be developed by the Superintendent of Schools or his/her designee.

Guiding Principles

The Board expects that:

1. A process be developed to receive and respond to observation requests in a timely manner. Such process shall include the method of response and person responsible for responding.
2. Requests be reviewed with parents/guardians, and independent evaluators to determine purpose, questions to be addressed, location and length of observation, date and time.
3. After reviewing the request the administration shall determine a reasonable amount of time for an in-school observation. Some observations may require more time than others depending upon the purpose and the complexity of the student's programming. These issues should be addressed and resolved in discussions with the parents/guardians.
4. The District will not arbitrarily limit in-school observations to only one type of setting (e.g., academic classroom). In some cases, it may be appropriate for the observation of the student to occur in a variety of settings (e.g., classroom, lunchroom, recess, etc.). Conversely, it may not be appropriate for the observations to occur in certain settings, such as during individual or group counseling sessions.

Community Relations

Visits to the Schools

Classroom Observations

Guiding Principles (continued)

The Board expects that:

5. The District must balance its obligation to operate and maintain a safe school environment that fosters learning, with the importance of meaningful parental participation. Therefore, the District may place appropriate conditions on observations, such as the examples provided below. These decisions should be made carefully and on an individual basis.
 - a. Schools are responsible for maintaining a safe school environment for students, staff, and visitors. A school building administrator may determine it is necessary to restrict an observation due to safety concerns. If it is decided to restrict an observation, the decision is to be clearly communicated to the parents/guardians with a detailed explanation regarding the reasoning behind the decision. The school staff should work with parents to develop possible solutions to address any issues of concern.
 - i. The District must protect the privacy of student education records and protecting the confidentiality of personally identifiable information collected, maintained, or used pursuant to the IDEA. A school building administrator may determine it is necessary to condition or restrict an observation to protect disclosure by the parents/guardians of confidential or personally identifiable information about other students they may obtain while observing a classroom or program. (School staff can limit exposure to other student's education records by removing such records from view.)
 - ii. It is reasonable to ask parents/guardians to sign a statement that they will not disclose personally identifiable or confidential information about other students who are not the subject of the observation.
 - iii. It is not reasonable for school staff to deny an observation because other students would be present during the observation, or to require a parent/guardian to obtain permission from the parents/guardians of other students in the classroom or program prior to conducting the observation.
 - b. The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records. However, it is inappropriate for school staff to cite FERPA as the sole reason for denying an otherwise reasonable observation request.

Community Relations

Visits to the Schools

Classroom Observations

Guiding Principles (continued)

The Board expects that:

6. The learning environment have limited distractions and disruptions. Any visitor can change the dynamics within a school or classroom whether it be another teacher, the principal, or a parent. The school administrator may determine that it is necessary to condition or restrict an observation based upon a variety of factors including but not limited to: classroom schedules; assessment schedules; and teacher/staff/administrator availability.
7. School administrators work with the classroom teacher(s) and the parents/guardians on how to avoid or minimize disruptions to instructional time and the students' routines. Additionally, school administrators should make parents aware of any additional policies that might apply to the observation as well, such as visitor policies and/or protocols.
8. This observation policy and its administrative regulations/procedures be consistently implemented across all schools within the District.
9. This policy and its administrative regulations/procedures be applied in the same way for students with disabilities, as well as for students without disabilities.
10. When observations requests are declined or restricted, school administrators should provide a detailed explanation to the parents/guardians explaining the reason for the decision and work to develop alternative ways for the parents to obtain the information they are seeking.

(cf. 1110.1 – Parental Involvement)

(cf. 1250 – Visits to the Schools)

(cf. 6159 – Individualized Education Program/Special Education Program)

(cf. 6171 – Special Education)

Legal Reference: Connecticut General Statutes

10-76a Definitions (as amended by PA 06-18)

10-76b State supervision of special education programs and services. Regulations. (as amended by PA 12-173)

10-76d Duties and powers of Boards of Education to provide special education programs and services.

10-76ff Procedures for determining if a child requires special education

Community Relations

Visits to the Schools

Classroom Observations

Legal Reference (continued)

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.502 Independent educational evaluation

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

“Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations” issued by the Connecticut State Department of Education, March 27, 2018.

Policy adopted: March 7, 2019
Policy revised: August 19, 2021

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut
*Suspension of Policy until such time as
Policy C-19-1250 is no longer in effect.*

This regulation has been temporarily suspended, effective August 19, 2021, until such time as Policy C-19-1250 is no longer in effect.

Community Relations

Visits to the Schools

Classroom Observations

These regulations apply to observation access requested by the parent/guardian of a student receiving special education services or being evaluated for eligibility of such services, an independent educational evaluator, a qualified professional retained by or on behalf of a parent/guardian or child or from parents/guardians of a child presently not receiving any special education services.

1. Parents/guardian's request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the building Principal or designee or Special Education Director or designee, as applicable.
2. Reasonable access will be provided to a parent/guardian for the purpose of observing his/her child in the child's current educational placement, services or program; or to visit an educational placement or program proposed by the PPT/IEP Team.
3. If the observer is an independent educational evaluator or a professional retained by or on behalf of a parent/guardian or child, he or she must be afforded reasonable access of sufficient duration and scope for the purpose of conducting an evaluation of the child, the child's performance, the child's current educational program, placement, services, or environment, or any educational program, placement, services, or environment proposed for the child.
4. The building Principal or designee or the Special Education Director or designee, as applicable, shall contact the parent/guardian(s) for an initial scheduling conversation within five (5) days of receipt of the parents'/guardians' request.
5. The building Principal or designee and/or the Special Education Director or designee, as applicable, will work with the classroom teacher and the observer to establish the specifics of the observation, including, but not limited to, scheduling and placement of the observer in the classroom.
6. The number, frequency, and duration of observation periods will be determined on an individual basis in accordance with federal and state law and regulation. The start and end time of observation periods and a schedule of observation periods will be determined in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.
7. If the observer is not the parent/guardian, the parent/guardian must sign a release for the individual to observe.
8. If the visitor/observer is a professional retained by the parent/guardian, such individual must provide identification and credentials to a school administrator before the scheduled observation visit.

Community Relations

Visits to the Schools

Classroom Observations (continued)

9. Parent/guardians or outside providers that disagree with the decision of the building Principal or designee pertaining to the requested observation have the right to challenge the decision with the Superintendent of Schools. The decision of the Superintendent shall be final, subject only to raise an issue in open meeting at a regular session of the Board of Education.
10. The number of observers at any one time may be limited by the building Principal or designee or the Director of Special Education or designee.
11. Observers, as visitors, must comply with:
 - a. School safety, security, and school visitation policies at all times.
 - b. Applicable privacy laws, including those laws protecting the confidentiality of education records such as the federal Family Educational Rights and Privacy Act (FERPA).
 - c. Board Policy #1250, Visits to the Schools.
12. The observer is to be informed that he/she is not to interfere with the educational environment of the classroom. If his/her presence presents a problem, he/she will/may be asked to leave. This notice is particularly important, since the presence of parents/guardians can influence both the performance of their child(ren) and others.
13. The observer, in a special education situation, will be asked to submit his/her report of the observation in advance of any follow-up PPT or related meeting.
14. The observer will be informed that he/she is there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. He/she is not there to evaluate a teacher's ability to perform his/her contractual job duties.
15. The observer is to be instructed regarding the disclosure of confidential or personally identifiable information related to other children. The observer must acknowledge, before the visit, that he/she is obligated to honor students' confidentiality rights and refrain from any disclosure of such records. Staff must be mindful of removing materials which may be part of students' records from plain view. In the event that removal is not possible, the observer may be asked to sign a non-disclosure agreement.
16. A school administrator, or his/her designee, is to also observe at the same time and take notes as to what is observed, paying particular attention to anything that is non-typical concerning the observation period. This observation summary will be placed in the student's file and provided to the parent/guardian(s) prior to any follow up PPT or related meeting.
17. Formal observation does not include times when parents/guardians are invited to a classroom for a special event or presentation, serve as a volunteer with a teacher, or to have lunch with their student.

Community Relations

Visits to the Schools

Classroom Observations (continued)

18. The school Principal or designee reserves the right to decline any request for a classroom observation if it is determined that such an observation would cause undue disruption of the educational process.
19. Out of respect for the teaching environment, parents/guardians shall not bring younger siblings or children while observing in the classroom or utilize any electronic equipment such as cell phones while in the classroom. (See #20 below)
20. Observers should not disrupt the learning environment by engaging students or the teacher in conversation. A follow-up meeting may be scheduled to answer questions or concerns. Recordings of the observation shall not be permitted absent specific approval by the building Principal or designee.
21. During the observation the building Principal or designee and/or the Director of Special Education or designee may/will be present in the observed setting in order to accommodate follow-up discussion or clarify questions that may arise.
22. A building Principal or designee may deny visitation/observation privileges to any parent/guardian who had previously disrupted class activities or cannot justify a useful purpose of repeated classroom observations.

In-School Observations Conducted by an Independent Evaluator

Note: This section applies only to in-school observations conducted by an independent evaluator as part of a parent/guardian request for an independent educational evaluation (IEE) at public expense.

1. For most evaluations, it is important for the independent evaluator to understand the student within the context of his or her classroom, and the student's general presentation in school. Some observations conducted by independent evaluators may require more time than others depending upon the purpose and the complexity of the student's programming.
2. When determining the scope of the observation, all parties should be clear about the specific questions that the independent evaluation is attempting to address.
3. The District will not arbitrarily limit in-school observations to only one type of setting (e.g., academic classroom). In some cases, it may be reasonable for an independent evaluator to observe a student in a variety of settings (e.g., classroom, lunchroom, recess, etc.), given his or her IEP goals and objectives. These parameters should be addressed and resolved in discussions with the parents/guardians and the independent evaluator.
4. The District acknowledges that the Office of Special Education Programs (OSEP) has provided guidance stating that any policy limiting the length of observations conducted by independent evaluators would also have to apply to district personnel and independent evaluators hired by the school district in order for it to be consistent with the IDEA.

Community Relations

Visits to the Schools

Classroom Observations (continued)

Note: *The IDEA and its implementing regulations do not provide a general entitlement for parents, or third parties, including attorneys or educational advocates, to observe students in their current classrooms or observe proposed educational placements in a public school district. However, the Bureau of Special Education encourages school districts to adopt policies and procedures that allow parents of observe their children in school and proposed placement options.*

Regulation approved:
Regulation revised:

March 7, 2019
August 19, 2021

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut
*Suspension of Regulation until such time as
Policy C-19-1250 is no longer in effect.*

Parent/Provider Request for Classroom Observation

The New Fairfield School District welcomes visits to our schools and classrooms by parents/guardians, community members, and other interested educators. In addition, we encourage volunteers in our classrooms when opportunities are presented. However, to minimize disruptions to our students' experience in our schools, we have established procedures governing classroom observations.

Parents/guardians or providers will make a written request to the Principal at least **five days** in advance of a requested observation. An administrator or other school staff member (e.g., special educator, team leader, etc.) may accompany the observer for the duration of the observation. Unless there are special circumstances, observations will be limited to one person, one observation per child per month for a period of up to 60 minutes.

Date: _____

Person Making Request: _____

Student: _____ School: _____ Grade: _____

Requested Location and Date of Observation: _____

Reason for Observation (*What specifically would you like to observe?*)

For Outside Agency Providers Only:

Name of Agency: _____

Purpose of the Observation: _____

(Must provide proof of release of information signed by parent within past 12 months)

For School District Personnel:

Date of Pre-Conference: _____

Conference Facilitator: _____

Date of Scheduled Observation: _____

Observer Assigned: _____

Date of Post-Conference: _____

Conference Facilitator: _____

Concerns and/or Main Points Discussed? _____

If disapproved, please state reason(s): _____

**Request to Access Classroom(s) or Personnel for Special Education
Evaluation and/or Observation Purposes**

Student Name: _____ DOB: _____

School Attending: _____ Grade: _____

The following information must be completed by individuals requesting to access a school building, facility, and/or educational programs or to interview District personnel or the student named above for the purpose of assessing the student's special education needs. Please complete this form and return it to the Building Principal or Program Director where the student is enrolled. He or she will contact you to coordinate your visit:

Parent/Guardian *(Complete this section if the person making the request is the parent/guardian.)*

Name: _____ Title: _____ Phone: _____

Address: _____

I am the parent/guardian of the above-named student and wish to observe my child in the following classroom/settings: _____
for the purpose of: _____

I am the parent/guardian of the above-named student and wish to observe the following classroom/settings which have been recommended for my child: _____

for the purpose of: _____

Parent's Independent Evaluator or Other Qualified Professional *(Complete this section if the person making the request is not the parent/guardian.)*

Name: _____ Agency/Company: _____

Phone: _____ Email Address: _____

Address: _____

My professional training and/or licensure or certification, if applicable, is (check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Teacher, certified in the areas of: _____ | Connecticut certified? <input type="checkbox"/> Y <input type="checkbox"/> N |
| <input type="checkbox"/> Clinical Psychologist | <input type="checkbox"/> School Psychologist |
| <input type="checkbox"/> Licensed Clinical Social Worker | <input type="checkbox"/> Licensed Social Worker |
| <input type="checkbox"/> School Social Worker | <input type="checkbox"/> Occupational Therapist |
| <input type="checkbox"/> Physical Therapist | <input type="checkbox"/> Speech/Language Pathologist |
| <input type="checkbox"/> Audiologist | <input type="checkbox"/> Psychiatrist |
| <input type="checkbox"/> Registered Nurse | <input type="checkbox"/> Certified School Nurse |
| <input type="checkbox"/> Other qualified Professional (list credentials): _____ | |

I have been requested by the above named student's parent/guardian to conduct an evaluation of the student for the purpose of: _____

1250.1
Form B
(continued)

As part of this evaluation, I am requesting the following for the length of time noted (check all that apply):

- Observation of student in the following classroom(s)/setting(s): _____
_____ Duration: _____
- Opportunity to interview the following personnel believed to work with the student: _____
_____ Duration: _____
- Opportunity to interview the student.
- Student records, as noted in the attached, signed Authorization to Release Student Record Information.

Acknowledgement *(To be completed by the person making the access request.)*

I understand that the School District will allow me reasonable access to the school, school facilities, or educational programs or individual(s) I have requested as related to the purpose of my visit. I have been provided with a copy of Policy #1250.1 and its accompanying Administrative Regulation, and agree to comply with its terms and conditions. I further understand that during my visit, I must honor all students' confidentiality rights and refrain from any re-disclosure of such records.

Individual Requesting Access Signature

Date

Parent/Guardian Verification *(Must be completed whenever an independent evaluator or other qualified professional requests access.)*

I, _____, am the parent/guardian of the above-named student, and I confirm that I have requested an evaluation of my child by the individual named herein, for the stated purpose(s). If requested above, I consent to my child being interviewed by the named evaluator as part of this visit understanding that the District has not conducted a background check on the evaluator. I have no reason to believe the evaluator poses a safety risk to my child or others. I further understand and agree that it is my responsibility to notify the School District in writing if I end my working relationship with the named evaluator prior to the completion of the tasks outlined herein and that the School District otherwise will work with the evaluator to provide reasonable access to the school, school building, school facility, personnel, or my child at mutually agreed upon times and in a manner that is least disruptive to the school setting or my child's academic program.

Parent/Guardian Signature

Date

This policy has been temporarily suspended, effective August 19, 2021, until such time as Policy C-19-1250 is no longer in effect.

Business/Non-Instructional Operations

Site Access/Closed Campus

While school is in session, access to the buildings and grounds of the campuses of the New Fairfield Public Schools must be limited to protect the students and staff. Therefore, signs will be posted on all campuses indicating that access to the schools and grounds is restricted during the school day to students, staff, vendors conducting business authorized by the New Fairfield Public Schools, and approved parent/guardian visitors (as defined below). To ensure student and staff safety, all parents and individuals conducting business (including drop off and pick up) are required to leave school property once business is complete. All others on campus will be asked to leave.

The only exceptions to this policy are open access to: the dog park, the adjacent children's playground/basketball courts/bocce courts, Komlo Field, Cashman Field, and the immediately adjacent parking spaces located in the lower lot on the middle school/high school campus.

Signs will be posted on all school campuses indicating the following:

- School hours for each campus.
- Access to school buildings and grounds is restricted during the school day to students, school staff, those conducting business authorized by the New Fairfield Public Schools and approved visitors.
- Unauthorized people in school buildings or on school grounds will be asked to leave.

Approved Visitors

All visitors must sign in and receive a **VISITOR BADGE** from the main office of the campus they are visiting.

- Some examples of Approved Visitors are classroom volunteers, a parent/guardian who wants to have lunch with their child or drop off a lunch, and/or those meeting with a staff member.

Restricted Access to Track & Fields during Scheduled Events

For safety reasons, to prevent injury to spectators, and/or to inhibit interference from non-participants, the administration reserves the right to deny access to the track, courts and athletic fields during scheduled events.

Policy adopted: June 5, 2014
Policy revised: September 6, 2018
Policy revised: August 19, 2021

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut
*Suspension of Policy until such time as
Policy C-19-1250 is no longer in effect.*

This policy has been temporarily suspended, effective August 19, 2021, until such time as Policy C-19-1250 is no longer in effect.

Instruction

School Volunteers

Volunteers will work under the supervision of staff, assisting with tasks which may include the following: chaperoning field trips, coaching, clerical support, mentoring and other appropriate assignments.

In our continued effort to maintain a safe learning environment, all school visitors, including volunteers, must register upon entering any school. A sign-in/sign-out log will be maintained in each school office. Volunteers must present a valid state-issued ID (driver’s license, identification card, work VISA or green card), record both arrival and departure times, and indicate the purpose of their visit. Additionally, volunteers will be provided with identification badges, which must be displayed during each visit.

All volunteers are expected to exhibit standards of conduct equal to those of the school staff and to observe all Board of Education policies. This includes, but is not limited to use of appropriate language, maintaining confidentiality, wearing appropriate attire, and exercising good judgment.

The school volunteer is a non-paid person who helps in the school under the direction of the school Principal or his/her designee.

The building Principal or his/her designee is responsible for conveying the contents of this policy to all school volunteers.

(cf. 1212 – School Volunteers)

Policy adopted: January 5, 2006
Policy revised: June 4, 2015
Policy revised: August 19, 2021

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut
*Suspension of Policy until such time as
Policy C-19-1250 is no longer in effect.*

Sample to consider. (State statute requires boards of education to adopt and implement policies and procedures to encourage parent-teacher communication.)

Community Relations

Communications with the Public

Parent Involvement

Considerable experience and related evidence indicates that meaningful involvement of parents, guardians, and other care-givers in the schooling of children improves the quality of education significantly. The Board of Education believes that closer connections of parents and others responsible for the home care of the children with our schools can result in enhanced academic performance, improved behavior, and reduced absenteeism.

Therefore, all parents, guardians, and caregivers of students enrolled in our school district are encouraged to take an active role in the education of their children.

Further, the Board of Education believes that the professional staff must take whatever steps are necessary to facilitate a broad variety of opportunities for parents to connect frequently with the schools in which their children are enrolled, and with the overall system. These steps should include the following:

- Parenting skills should be promoted and supported.
- Communication between home and school should be regular, two-way and meaningful. (Such communication may include monthly newsletters, electronic communications, required regular contact with all parents, two required flexible parent-teacher conferences for each school year and drop-in hours for parents, home visits and use of technology, including but not limited to, homework hotlines.
- Parents should play an integral role in assisting student learning.
- Parents should be welcome in every school and their support and assistance sought.
- Parent input should be sought regarding decisions that affect children and families.
- Community resources should be made available to strengthen school programs, family practices and student learning.
- The two required parent-teacher conferences per year, beginning July 1, 2021, and each school year thereafter, can be fulfilled by the District offering parents the option of attending any parent-teacher conference by the use of telephonic, video, or other conferencing platforms.
- An additional parent-teacher conference, in addition to the two required conferences shall be conducted during periods when the District provides remote learning for more than three consecutive weeks and one additional parent-teacher conference every six months thereafter for the duration of such period of remote learning.

Community Relations

Communications with the Public

Parent Involvement (continued)

The District will request from the parent/guardian of each student the name and contact information of an emergency contact person who may be contacted if the student's parent/guardian cannot be reached to schedule a parent-teacher conference required when the District is providing remote learning for a period of three consecutive weeks or more.

In situations in which the teacher is unable to contact a student's parent/guardian after three attempts to schedule the required parent-teacher conference during a period of remote learning provided by the District for three consecutive weeks or more, such teacher is directed to report such inability to the principal, school counselor, or other school administrator designated by the Board of Education. Such principal, counselor, or administrator is to contact the student's emergency contact to determine the student and family's health and safety.

The Board shall utilize the document developed by the State Department of Education (by 12/1/21) that provides information concerning educational, safety, mental health and food insecurity resources and programs available to students and their families.

The Superintendent will report annually to the Board of Education on parent involvement activities.

Legal Reference: Connecticut General Statutes

10-221(f) Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-290, P.A. 10-111, and P.A. 21-46, An Act Concerning Social Equity and the Health, Safety, and Education of Children.

Policy adopted:

rev 7/10

rev 7/21

Community Relations

Communications with the Public

General

The Board of Education believes it is important to inform the public about school curriculum, programs, and activities so citizens can participate in these programs. Concurrently, the school staff, administration, and Board of Education should be aware of the community's goals and concerns for its children so they may be given consideration in curriculum, program, and activity revisions.

To this end, the Board supports and encourages various means such as publications, press releases, open houses, and other public events to disseminate school district information and to hear from the community.

Administration of the Community Relations Program

The School and Community Relations Program shall be a concurrent responsibility of the Board of Education and the Superintendent of Schools. The Superintendent of Schools shall work with members of the Board of Education, school staff, parents, and community volunteers to conduct an active and comprehensive informational program throughout the school district.

Staff members shall be kept informed of community relations efforts, and their support and participation in such efforts shall be sought.

News of Board of Education Meetings and Activities

The Board of Education believes in the widest possible dissemination of news concerning the school and shall cooperate fully with the press, radio, and television to assure that news coverage is complete, balanced, and accurate.

Board minutes shall be available in unapproved form, within seven days of a Board meeting, excluding Saturdays, Sundays, and legal holidays; a written record of Board votes shall be available for public inspection in the Superintendent's office within 48 hours of a Board meeting excluding Saturdays, Sundays, and legal holidays. (In determining the time herein, any day on which the Board office is closed shall also be excluded.)

It should be made clear to anyone wishing to review the minutes that they are unofficial until approved by the Board of Education.

Community Relations

Communications with the Public (continued)

Parent Involvement

~~The Board of Education believes that the education of children is a cooperative effort among the parents, school and community.~~

~~The Board believes as research demonstrates, that increased parent involvement improves student achievement. Parent involvement initiatives in the school system will accommodate diversity, be flexible and creative, promote effective two way communication, and offer opportunities for all parents to participate. The implementation of this policy is the responsibility of all district staff.~~

~~Each school will develop an annual plan for parent involvement activities. The plan of each school shall contain, but not be limited to, the fulfillment of the statutory requirement, of two flexible parent teacher conferences for each school year. It is expected that this will create opportunities for collaboration between and among schools. The Superintendent will report annually to the Board of Education on district and school parent involvement activities.~~

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education.

10-221(f) Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-290 and by P.A. 10-111, An Act Concerning Education Reform in Connecticut.

Policy adopted: May 2, 2002
 Policy readopted: June 21, 2007
 Policy revised: November 4, 2010

NEW FAIRFIELD PUBLIC SCHOOLS
 New Fairfield, Connecticut

Existing policy with modification based on P.A. 21-46.

Personnel -- Certified

Staff Development

Staff development is viewed by the Board of Education as a continuous, systematic effort to improve education in this school district. In our rapidly changing society, teachers must review on an ongoing basis curricular content, teaching methods and materials, educational philosophy and goals, social change, and other topics relating to education.

Each certified employee shall annually participate in a program of professional development, of not fewer than eighteen hours in length, of which a preponderance is in a small group or individual group settings. The professional development program shall:

1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
2. focus on refining and improving various effective teaching methods that are shared between and among educators;
3. foster collective responsibility for improved student performance;
4. be comprised of professional learning that is aligned with rigorous state student academic achievement standards, conducted at the school among educators and facilitated by principals, coaches, mentors and distinguished educators or other appropriate teachers, occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement, and includes a repository or best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating; and
5. include training in culturally responsive pedagogy and practice.

The principles and practices of social-emotional learning shall be integrated throughout the components of such program of professional development described in items 1 through 5 above.

Staff development experiences, made available by the Board directly, through a RESC, with another Board of Education or through a provider approved by the Commissioner, shall be consistent with any goals identified by the certified employees and the Board.

The Board believes that staff development experience should be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance, and foster collective responsibility for improved student performance.

Personnel -- Certified

Staff Development (continued)

In order to ensure the continued development and improvement of staff performance and attitudes, the Board of Education requires that there shall be an organized staff development program for all certified personnel. The Board shall establish a Professional Development and Evaluation Committee, consisting of certified employees and including their union representatives, and other school personnel the Board deems appropriate. The duties of the committee shall include, but not be limited to, the development, evaluation and annual updating of a comprehensive local professional development plan for certified employees of the District. Such plan shall (1) be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), (2) be developed with full consideration of the priorities and needs related to **student social-emotional learning pursuant to C.G.S. 10-148a, as amended, and** student outcomes as determined by the State Board of Education, and (3) provide for the ongoing and systematic assessment and improvement of both teacher evaluation and professional development of the professional staff members of the Board, including personnel management and evaluation training or experience for administrators, **and (4) be related to regular and special student needs and may include provisions concerning career incentives and parent involvement.**

The members chosen by the Board to be on the Professional Development and Evaluation Committee shall serve at the pleasure of the Board.

Any such advisory committee assisting in or responsible for the planning of staff development activities shall take into consideration, at least the following:

- a. An assessment of immediate and long-term needs at these levels: district, building, and individual
- b. The identification of programs and activities suitable to meet these assessed needs

Furthermore, training opportunities for certified staff should be rich and varied. Special emphasis should be placed on preparing teachers and other school personnel to meet the needs of students with a wide range of academic, social, and emotional requirements and from diverse cultural and ethnic backgrounds. Staff development activities should also respond directly to the educational requisites of the student body.

Such in-service training program for certified staff shall provide information on (1) the nature and the relationship of drugs and alcohol to health and personality development and procedures for discouraging their abuse, (2) health and mental health risk reduction education that includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating violence, domestic violence and child abuse, (3) school violence prevention, conflict resolution, the prevention of a response to youth suicide and the identification, prevention of and response to bullying, (4) cardiopulmonary resuscitation and other emergency life-saving procedures, (5) the requirements and obligations of a mandated reporter, and (6) the detection and recognition of evidence-based structured literacy interventions for students with dyslexia, as defined in CGS 10-3d.

Personnel -- Certified

Staff Development (continued)

Professional Development Pertaining to Human Trafficking

The Board, in compliance with PA 17-32, shall provide training pertaining to human trafficking to those staff members who have contact with students. These individuals must complete the initial educational training by July 1, 2018 and refresher training annually thereafter. New hires must complete the initial training within six months after their start date, or by July 1, 2018, whichever is later. This training shall use the training program, which includes a video presentation developed by the Department of Children and Families (DCF) pertaining to the awareness of human trafficking issues and how to accurately and promptly identify and report suspected human trafficking.

To encourage and support the Board's goal of promoting staff development:

1. The Board will establish an object of expenditure in the budget entitled Staff Development and will annually request justification for proposed expenditures in this account and will also, once a year, cause to have such staff development activities evaluated.
2. The Superintendent may provide the staff with opportunities in areas such as the following:
 - a. Released time and leaves of absence for travel and study
 - b. Visits to other classrooms and other schools
 - c. Conferences involving other personnel from the district, county, state, region or nation
 - d. Membership in committees
 - e. Training classes and workshops offered within the district
 - f. Further training in, or in cooperation with, institutions of higher learning, as provided by law
 - g. Professional library resources
 - h. Professional educational conferences
3. The Board encourages all certified personnel to participate in these activities.
4. The Board will allow any paraprofessional or noncertified employee of the District to participate, on a voluntary basis, in any in-service training program provided to certified staff on those topics mandated per C.G.S. 10-220a, subsection (a).

(cf. 4115 - Evaluation)

Personnel -- Certified

Staff Development (continued)

Legal Reference: Connecticut General Statutes

10-27 Exchange of professional personnel and students.

10-220a In-service training. (amended by PA 04-227, PA 08-160, June 19 Special Session, Public Act 09-1 and PA 10-91 and PA 12-116, An Act Concerning Educational Reform and PA 13-145, An Act Concerning Revision to the Education Reform Act of 2012, PA 17-37, PA 19-100 and PA 21-46).

10-153b Selection of teachers' representatives.

10-226f Coordinator of intergroup relations.

10-145b Teaching certificates.

10-148a Professional development (as amended by PA 17-37).

PA 17-32 An Act Concerning Human Trafficking.

PA 17-37 An Act Implementing the Recommendations of the Task Force on Professional Development and Inservice Training Requirements for Educators.

Policy adopted: June 1, 2006
Policy revised: September 16, 2010
Policy revised: November 17, 2011
Policy revised: November 21, 2013
Policy revised: March 1, 2018
Policy revised: December 5, 2019
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

No change necessary.

Personnel -- Certified

Staff Development

The implementation of Board of Education policy 4131 necessitates, per Connecticut General Statute 10-220a, subsection (b), as amended, the development and implementation of professional development activities, for a minimum of eighteen hours annually. To meet this requirement, the administration will take the following steps:

- a. Establish a professional development committee, consisting of certified employees, including their union representatives, and other school personnel deemed appropriate. The required union representation on the committee must include at least one representative from the teachers' and administrators' unions. The committee will be responsible for, the development, evaluation and annual updating of a comprehensive local professional development plan, for certified staff.
- b. Professional development shall be consistent with any goals identified by the certified employees and the Board of Education. The plan will be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), and be developed in full consideration of the priorities and needs related to student outcomes.
- c. The members chosen by the Board to be on the Professional Development Committee shall serve at the pleasure of the Board.
- d. The preponderance of the planned professional development activities will be in a small group setting which must:
 1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
 2. focus on refining and improving various effective teaching methods that are shared between and among educators;
 3. foster collective responsibility for improved student performance, and
 4. be comprised of professional learning that meets the following criteria:
 - is aligned with rigorous state student academic achievement standards;
 - conducted among educators and facilitated by principals, coaches, mentors, distinguished educators or other appropriate teachers;
 - occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement;
 - includes a repository or best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating; and
 - includes training in culturally responsive pedagogy and practice.

Personnel -- Certified

Staff Development (continued)

- e. The staff development experiences may be made available by the Board directly, or through a RESC, a cooperative arrangement with another Board of Education, or through a provider approved by the Commissioner.
- f. It is the responsibility of each teacher, in collaboration with his/her administrator, to identify and participate in appropriate professional development activities to address the needs identified in his/her annual evaluation. A log or other tracking method shall be created for the professional development that has been completed, subject to review and audit by the Connecticut State Department of Education.
- g. The time and location of professional development activities will be in accordance with an agreement between the Board of Education and the exclusive bargaining unit, or in the absence of such agreement or language pertaining to time and location, by a determination of the Board of Education.
- h. The professional development activities must be designed to:
 - 1. be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance, and
 - 2. foster collective responsibility for improved student performance.
- i. The capabilities of certified staff to improve student learning will involve teacher review of curricular content, teaching methods and materials, educational philosophy and goals, social change and related topics.
- j. Professional development activities will include preparation to meet the needs of students of diverse cultural and ethnic backgrounds.
- k. Professional development activities should respond directly to the educational needs of the student body.
- l. The administration will prepare an annual professional development program budget for Board approval.
- m. The effectiveness of the professional development program will be assessed on an annual basis. Such assessment must indicate that the professional development activities:
 - 1. Were planned in response to identified needs;
 - 2. Were provided by qualified instructional personnel, as appropriate;
 - 3. Met the requirements for participation in the activity shared with participants before the commencement of the activity;
 - 4. Are evaluated in terms of effectiveness and contribution to the attainment of school and/or District goals.

Personnel -- Certified

Staff Development (continued)

- n. School administrators will communicate to individual educators their responsibility to participate in professional development activities agreed upon in the annual evaluation process.

NOTE: *The thrust of professional development focuses more on individual or small group job-embedded processes. School districts will need to evaluate the manner in which the data pertaining to the professional development program is managed and tracked. Previous methods used to track CEUs may be inadequate. Discussion is recommended with teachers to determine how best to document and track professional development activities in an efficient and accurate manner. Software programs should be investigated.*

Regulation approved:
Regulation revised:
Regulation revised:
Regulation reviewed

May 2, 2013
March 1, 2018
December 5, 2019

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Connecticut General Statutes 10-220a - In-service Training

A. Required In-service Topics for Certified Personnel

1. Nature and the relationships of drugs and alcohol to health and personality development and procedures for discouraging their abuse.
2. Health and mental health risk reduction education including, but not limited to the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating violence, domestic violence and child abuse.
3. School violence prevention and conflict resolution and the prevention of and response to youth suicide and the identification and prevention of bullying and response to bullying, as defined in 10-222d, subsection (a) as amended. (Boards that implement an evidence-based model approach approved by the SDE are not required to provide in-service training on the identification and prevention of and response to prevention of bullying.)
4. Cardiopulmonary resuscitation and other emergency life-saving procedures.
5. Requirements and obligations of a mandated reporter regarding reporting of child abuse and neglect.
6. Training in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia.
7. Training in the awareness of human trafficking issues.
8. Culturally responsive pedagogy and practice.

B. Optional In-Service Topics for Certified Personnel

The State Department of Education, within available appropriates and utilizing available materials, shall make the following subject matter available to boards of education:

- Holocaust and genocide education and awareness
- African-American and black studies (required commencing July 1, 2021)
- Puerto-Rican and Latino studies (required commencing July 1, 2021)
- Native American History
- Personal Financial Management
- The historical events surrounding the Great Famine in Ireland
- Domestic violence and teen dating violence (optional materials for required training)
- Mental health first aid training (optional materials for required training)
- Trauma-informed practices for the school setting to enable teachers, administrators and pupil personnel to more adequately respond to students with mental, emotional or behavioral health needs
- Second language acquisition, including, but not limited to, language development and cultural responsive pedagogy
- Topics approved by the State Board of Education upon the request of local or regional boards of education as part of in-service training programs pursuant to CGS 10-220a, section 3.

NOTE: The Board may include any of the items listed above (Section B) in its in-service training program, pursuant to CGS 10-220a.

Existing policy with modification base on P.A. 21-86.

Students

Ages of Attendance

In accordance with Connecticut General Statute 10-186, the Board of Education shall provide education for all persons, residing in the District, five years of age and older, having attained age five on or before the first day of January of any school year, and under twenty-one years of age who is not a graduate of a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-233d. **For purposes of establishing the residency of a child of a member of the armed forces, as defined in C.G.S. 27-103, and who is seeking enrollment in a district school, in which such child is not yet a resident, the Board shall accept the military orders directing such member to Connecticut or any other documents from the armed forces indicating the transfer of such member to Connecticut as proof of residency in the District.**

Additionally, according to Connecticut General Statute 10-76d (b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education.

Parents and those who have the control of children five years of age and over and under eighteen years of age, are obligated by Connecticut law to require their children to attend public day school or its equivalent in the district in which such child resides, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. The parent or person having control of a child seventeen years of age must consent to such child's withdrawal from school. The parent or person shall exercise this option by personally appearing at the school district office to sign a withdrawal form. Such form shall include an attestation from a guidance counselor, school counselor or school administrator that this district has provided the parent or person with information on the educational opportunities available in the school system and in the community.

The enrollment process shall be focused on obtaining only the information deemed necessary to establish residency and age. The District shall not request other information as a condition of enrollment or state in its policies or on its websites or otherwise, that other information is required to enroll children. The District shall immediately enroll a homeless child and allow such student to attend school even if the student is unable to produce records normally required for enrollment. Additional data collection may occur, but it must be completed in such a manner that does not interfere with the enrollment of a child in school.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age.

Students

Ages of Attendance (continued)

The parent or person having control shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.

The District, when determining residency, shall not request documentation of citizenship or immigration status of a child or the child's parents/guardians. The Board believes such documentation is not relevant to establishing residency.

In the establishment of residency, the Board will accept such documentation as, but not limited to, a lease agreement, mortgage document, property tax record, rent receipt, home owners insurance, current utility bill, current proof of government benefits, CT driver's license, automobile registration or insurance. An Affidavit of Residence, properly executed, shall also be acceptable.

The above requirements are not to serve as barriers to immediate enrollment of students, designated as homeless or foster children as required by the Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by the ESSA. The District shall work with the local child welfare agency, the school last attended, or other relevant agencies to obtain necessary enrollment documentation. The District shall immediately enroll a homeless student and allow such student to attend school even if the student is unable to produce records normally required for enrollment.

The parent/guardian of any child who is denied admission to school, or an emancipated minor, a student eighteen years of age or older, a homeless child or youth, or an unaccompanied youth who is denied schooling, or an agent or officer charged with the enforcement of attendance laws may request, in writing, a hearing by the Board of Education. Such hearing may be conducted by the entire Board of Education, or by a subcommittee of three Board members, or by a local impartial hearing Board of one or more persons not members of the Board of Education.

A child who has attained the age of seventeen and who has voluntarily terminated enrollment with parental consent in the district's schools and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination unless such child seeks readmission to the District not later than ten (10) school days after such termination in which case the Board shall provide school accommodations to such child not later than three school days after such child seeks readmission.

A child who has attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if he/she cannot acquire a sufficient number of credits for graduation by age twenty-one.

(cf. 5111 - Admission/Placement)

(cf. 5112 - Ages of Attendance)

(cf. 6146 - Graduation Requirements)

Students

Ages of Attendance (continued)

Legal Reference: Connecticut General Statutes
4-176e to 4-180a Agency hearings.
4-181a Contested cases. Reconsideration. Modifications.
10-15 Towns to maintain schools
10-15c Discrimination in public schools prohibited. School attendance by five-year-olds
10-76a - 10-76g re special education
10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) as amended by PA-98-243, and PA 00-157
10-186 Duties of local and regional boards of education re school attendance. Hearings. (as amended by P.A. 19-179)
P.A. 19-179 An Act Concerning Homeless Students' Access to Education.
P.A. 21-86 An Act Concerning the Enrollment of Children of Members of the Armed Forces in Public Schools and the Establishment of a Purple Star School Program.
Appeals to State Board. Establishment of hearing board.
“Guidance for Connecticut School Districts: Enrollment Process and Practice,” State Department of Education, December 2019.
10-233a - 10-233f Inclusive; re: suspend, expel, removal of pupils
10-233c Suspension of pupils
10-233d Expulsion of pupils
State Board of Education Regulations
10-76a-1 General definitions (c) (d) (q) (t)

Policy adopted: March 21, 2002
Policy readopted: June 16, 2005
Policy revised: March 5, 2020
Policy revised: November 4, 2020
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Existing policy with modification based on P.A. 21-6.

Students

Student Health Services

School District Medical Advisor

The Board of Education shall appoint a school district medical advisor and appropriate medical support service personnel including nurses.

School health efforts shall be directed toward detection and prevention of health problems and to emergency treatment, including the following student health services:

1. Appraising the health status of student and school personnel;
2. Counseling students, parents, and others concerning the findings of health examination;
3. Encouraging correction of defects;
4. Helping prevent and control disease;
5. Providing emergency care for student injury and sudden illness;
6. Maintaining school health records.

Health Records

There shall be a health record for each student enrolled in the school district which will be maintained in the school nurse's room. For the purposes of confidentiality, records will be treated in the same manner as the student's cumulative academic record.

Student health records are covered by the Family Educational Rights and Privacy Act (FERPA) and are exempt from the Health Insurance Portability Accountability Act (HIPAA) privacy rule. However, it is recognized that obtaining medical information from health care providers will require schools to have proper authorization and to inform parents that such information once released by health care providers is no longer protected under HIPAA but is covered under FERPA.

Regular Health Assessments

Prior to enrollment in kindergarten, each child shall have a health assessment by one of the following medical personnel of the parents or guardians choosing to ascertain whether the student has any physical disability or other health problem tending to prevent him or her from receiving the full benefit of school work and to ascertain whether such school work should be modified in order to prevent injury to the student or to secure for the student a suitable program of education:

1. a legally qualified physician;
2. a physician's assistant licensed in Connecticut;
3. a school medical advisor;
4. a legally qualified practitioner of medicine, an advanced practice registered nurse or a physician assistant stationed at any military base.

Students

Student Health Services (continued)

Regular Health Assessments (continued)

Such health assessment shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure, and a chronic disease assessment which shall include, but not be limited to, asthma;
2. Updating of immunizations required under C.G.S. 10-204a as periodically amended;
3. Vision, hearing, postural, and gross dental screening;
4. Testing for tuberculosis and sickle cell anemia or Cooley's Anemia, (if required by the school district medical advisor);
5. Any other information including a health history as the physician believes to be necessary and appropriate.

Health assessments shall also be required in grades 6 and in grade 10 by a legally qualified physician of each student's parents or guardians own choosing, or by the school medical advisor, or the advisor's designee, to ascertain whether a student has any physical disability or other health problem. Such health assessments shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure, and a chronic disease assessment which shall include, but not be limited to, asthma;
2. Updating of immunizations required under C.G.S. 10-204a and the Department of Public Health, Public Health Code, 10-204a-2a, 10-204-3a and 10-204a-4;
3. Vision, hearing, postural, and gross dental screening;
4. Testing for tuberculosis and sickle cell anemia or Cooley's Anemia, (if required by the school district medical advisor);
5. Any other information including a health history as the physician believes to be necessary and appropriate.

Students

Student Health Services (continued)

Regular Health Assessments (continued)

A child will not be allowed, as the case may be, to begin or continue in district schools unless health assessments are performed as required. Students transferring into the district must provide evidence of required Connecticut vaccinations, immunizations, and health assessments at enrollment and prior to school attendance.

Health assessments will be provided by the school medical advisor or the advisor's designee without charge to all students whose parents or guardians meet the eligibility requirement of free and reduced priced meals under the National School Lunch Program or for free milk under the special milk program.

Health assessment results and recommendations signed by the examining physician or authorized medical personnel shall be recorded on forms provided by the Connecticut State Board of Education and kept on file in the school the student attends. Upon written authorization from the student's parent or guardian, original cumulative health records shall be sent to the chief administrative officer of the school district to which such student moves and a true copy of the student's cumulative health records maintained with the student's academic records. If the student moves outside of Connecticut, a true copy will be sent to that school, and the original will be kept in our district. The Superintendent of Schools, or designee, shall notify parents of any health-related problems detected in health assessments and shall make reasonable efforts to assure that further testing and treatment is provided, including advice on obtaining such required testing or treatment.

Students who are in violation of Board requirements for health assessments and immunizations will be excluded from school after appropriate parental notice and warning.

Vision Screening

All students in grades K, 1, 3, 4 and 5 will be screened using a Snellen chart, or equivalent screening, by the school nurse or school health aide. **An equivalent screening device or an automated vision screening device may be used for such vision screening.** Additional vision screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student in question. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of vision or disease of the eyes, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with disabling conditions.

Students

Student Health Services (continued)

Hearing Screening

All students will be screened for possible hearing impairments in grades K, 1, 3, 4, 5 and grade 8. Additional audiometric screening will be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of vision or disease of the eyes, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with disabling conditions.

Postural Screening

School nurses will screen all female students in grades 5 and 7 and male students in grades 8 or 9 for scoliosis or other postural problems. Additional postural screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any postural defect of problem, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with disabling conditions.

Student Medical Care at School

Student medical problems and emergencies are outlined in Categories I through IV in administrative regulation #5143. Schools personnel are responsible for the immediate care necessary for a student whose sickness or injury occurs on the school premises during school hours or in school-sponsored and supervised activities. Depending upon specific circumstances, Category V issues may also be considered emergencies by attending school personnel.

Schools shall maintain files of emergency information cards for each student. If a child's injury requires immediate care, the parent or guardian will be called by telephone by the nurse, the building principal, or other personnel designated by the principal, and will be advised of the student's condition. When immediate medical or dental attention is indicated, and when parents or guardians cannot be reached, the student will be transported to the nearest hospital unless otherwise indicated on the student's Emergency Information card. In this event, the family physician/dentist and school district medical advisor will be notified of school district actions.

Students

Student Health Services (continued)

Oral Health Assessments

Parents are encouraged to have oral health assessments for their child(ren) prior to public school enrollment, in grade 6 or 7, and in grade 9 or 10. Such assessment may be conducted by a dentist, dental hygienist, physician, physician assistant (PA), or an advanced practice registered nurse (APRN), if he or she is trained in conducting such assessments as part of a DPH-approved training program. When conducted by a dentist the oral assessment must include a dental examination. If another such provider conducts the assessment, it must include a visual screening and risk assessment.

Parent/guardian consent is required prior to the oral health assessment. The assessment is to be made in the presence of the parent/guardian or another school employee. The parent/guardian must receive prior written notice and have a reasonable opportunity to opt his/her child out of the assessment, be present at the assessment, or provide for the assessment himself or herself.

A child's public school enrollment continued attendance shall not be denied for his/her failure to receive the oral health assessment.

The District may host a free oral health assessment event at which a qualified provider performs such oral health assessments. Parents/guardians will be given prior notice of such a free screening event providing the parents/guardians the opportunity to opt their children out of the assessment event. If the parent/guardian does not do so, the child must receive an assessment free of charge. The child is prohibited by the legislation from receiving any dental treatment as part of the assessment event without the parent's/guardian's informed consent.

The results of an oral health assessment shall be recorded on forms supplied by the State Board of Education. The provider performing the assessment must completely fill out and sign the form. Recommendations by the provider shall be in writing. For any child who receives an oral health assessment, the results must be included in the child's cumulative health record.

Appropriate school health personnel shall review the assessment results. If it is determined that a child needs further testing or treatment, the Superintendent shall give written notice to the child's parent/guardian and make reasonable efforts to ensure that further testing or treatment is provided. Such efforts include determining whether the parent/guardian obtained the necessary testing or treatment for the child and, if not, advising the parent or guardian on how to do so. The results of the further testing or treatment must be recorded on the assessment forms and reviewed by school health personnel.

As with other school health assessments no records of oral health assessments may be open to public inspection; and each provider who conducts an assessment for a child seeking to enroll in a public school must provide the assessment results to the school district's designated representative and a representative of the child.

Students

Student Health Services

(cf. 5142 - Student Safety)
(cf. 5141.4 - Child Abuse and Neglect)
(cf. 5141.5 - Suicide Prevention)
(cf. 6142.1 - Family Life and Sex Education)
(cf. 6145.2 - Interscholastic/Intramural Athletics)
(cf. 6171 - Special Education)

Legal Reference: Connecticut General Statutes

10-203 Sanitation.

10-204a Required immunizations, as amended by PA 15-174, PA 15-242 and PA 21-6.

10-204c Immunity from liability.

10-205 Appointment of school medical advisors.

10-206 Health assessments, as amended by PA 07-58, PA 11-179 and PA 18-168.

10-206a Free health assessments.

10-207 Duties of medical advisers.

10-208 Exemption from examination or treatment.

10-208a Physical activity of student restricted; boards to honor notice.

10-209 Records not to be public.

10-210 Notice of disease to be given parent or guardian.

10-212 School nurses and nurse practitioners.

10-212a Administration of medicines by school personnel.

10-213 Dental hygienists.

10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of results. (As amended by PA 96-229 An Act Concerning Scoliosis Screening)

Students

Student Health Services

Legal Reference: Connecticut General Statutes (continued)

10-214a Eye protective devices.

10-214b Compliance report by local or regional board of education.

10-217a Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools.

Department of Public Health, Public Health Code – 10-204a-2a, 10-204a-3a and 10-204a-4.

PA 18-168 An Act Concerning the Department of Public Health's Recommendations Regarding Various Revisions to the Public Health Statutes, Sections 7-9, 539 & 540.

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g).

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy adopted: August 7, 2003
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Policy revised: December 17, 2015
Policy revised: December 6, 2018
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Existing policy with modification base on P.A. 21-46, Section 27.

Instruction

Special Education

Preschool Special Education

The Board of Education (Board) recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. The Board shall maintain an early intervention program for preschool-aged children identified through the “Birth to Age Three” screening process under regulations imposed by the Individuals with Disabilities Act (IDEA) which identifies children with special education needs or developmental delays.

The District’s program shall be based upon the “reverse mainstreaming model” which maintains a significant number of non-disabled (regular education) students who serve as role models for the students with identified special needs. The Director/Supervisor of Special Education is responsible to coordinate and evaluate the program annually to make recommendation to the Superintendent of Schools or his/her designee.

The Board authorizes the Superintendent of Schools to establish administrative practices and procedures to carry out this responsibility. Such administrative practices and procedures shall include:

1. Locating and identifying all preschool children, between the ages of three and five, with disabilities pursuant to the relevant provisions of the Individuals with Disabilities Act (IDEA). The register of children eligible to receive preschool special education services is to be maintained and revised annually by the Director/Supervisor of Special Education;
2. Ensuring that the parents of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;
3. Developing an individualized education program (IEP) for each preschool age child with a disability requiring services;
4. Appointing and training appropriately qualified personnel;
5. Providing transportation to special education students enrolled in the program;
6. Maintaining lists as required by the State Education Department pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served; and
7. Reporting as required to the State Education Department; and
8. Ensuring the smooth transition from infant to preschool programs.

Instruction

Special Education

Preschool Special Education (continued)

The Planning and Placement Team's responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability. Children recommended for an educational program may enter at various points throughout the school year.

It is ultimately the responsibility of the Board to provide the appropriate approved preschool program and services for the District children. Should the PPT's determination and recommendations differ from parent or guardian preference, placement may be appealed by a parent or guardian through the procedures outlined in IDEA.

If the PPT determines that a child is ineligible for participation in a preschool special education program, a screening for developmental and social-emotional delays using validated assessment tools, such as the Ages and Stages Questionnaire and the Ages and Stages Social-Emotional Questionnaire, or their equivalents, shall take place for such child. The Board directs the Superintendent or his/her designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

Tuition

Non-disabled (regular education) students enrolled in the "reverse mainstreaming" preschool program will be required to pay tuition for the program. Identified students or students who qualify for free or reduced lunch will not be charged for tuition. The Board will annually establish the tuition rate for the following school year. The Board, through the Superintendent or his/her designee, will establish a monthly payment plan. Failure to make such tuition payment may result in discontinuation of enrollment in the program.

Legal Reference: Connecticut General Statutes

- 10-76a Definitions.
- 10-76b State supervision of special education programs and services.
- 10-76c Receipt and use of money and personal property.
- 10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114)
- 10-76e School construction grant for cooperative regional special education facilities.
- 10-76f Definition of terms used in formula for state aid for special education.
- 10-76g State aid for special education.

Instruction

Special Education

Preschool Special Education

Legal Reference: Connecticut General Statutes (continued)

- 10-76h Special education hearing and review procedure. Mediation of disputes.
- 10-76i Advisory council for special education.
- 10-76j Five-year plan for special education.
- 10-76k Development of experimental educational programs.
- State Board of Education Regulations.
- 10-76m Auditing claims for special education assistance.
- 10-76a-1 et seq. Definitions.
- 10-76b-1 through 10-76b-4 Supervision and administration.
- 10-76d-1 through 10-76d-19 Conditions of instruction.
- 10-76h-1 through 10-76h-2 Due process.
- 10-76l-1 Program Evaluation.
- 10-145a-24 through 10-145a-31 Special Education (re teacher certification).
- 17a-248e Individualized family service plans. Duties of lead agencies (as amended by PA 21-46, Section 27)**
- 34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.
- American with Disabilities Act, 42 U.S.C. §12101 et seq.
- Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.
- Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.

Policy adopted: June 18, 2015
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Existing bylaw with modification based on P.A. 21-95, Section 1.

Bylaws of the Board

Hearings

These rules shall apply to all formal hearings before the Board of Education in contested cases. Said rules shall not apply to conferences or other informal investigations or proceedings at or upon which no formal ruling or decision is made, or to any proceeding in a non-contested case.

The Board of Education (Board) upon written petition signed by one percent of the electors of the municipality or fifty such electors, whichever is greater, the signatures thereon to be verified by the Town/City Clerk, shall hold a public hearing on any question relating to the provision of education offered by the Board-specified in the petition.

Such hearing shall be held at a time and place designated by the Board, not later than three weeks after the Board receives the petition.

Hearings or Appeals

All requests for a hearing or appeal authorized under law, and regulations of the State of Connecticut or as otherwise provided for by resolutions of the Board of Education shall be in writing to the Board Chairperson or the Superintendent. Appeals from the decision of the Superintendent shall include the appellant's statement of the issues to be presented in said appeal. The decision as to whether or not the hearing will be in open or executive session will be made on a case by case basis with assistance from legal counsel as necessary.

Notice of Hearing

Appropriate notice of hearings will be communicated from the Superintendent's office as required by Statute.

Parties-Representation

1. "Party" includes any person or agency named or admitted as a party. Any person or agency may be admitted as a party for limited purposes upon the satisfactory demonstration of the nature and extent of its interest to the Board.
2. All parties appearing at formal hearings shall have the right to appear in proper person or with counsel. All such parties shall have the right to be accompanied, represented, and advised by counsel if requested.

Presiding Officer - Duties & Authority

Each hearing shall be held before not less than three members of the Board. The Board Chairperson, or his/her designee shall have charge of the hearing, with authority to permit the examination of witnesses testifying in the proceedings.

Bylaws of the Board

Hearings (continued)

Records - Transcripts

The Board will prepare a record of the hearing proceedings as required by appropriate Statute.

Order of Procedure

The order in which the parties shall present their case shall be determined by the presiding officer except in cases of appeals as follows:

1. In an appeal on a dismissal or suspension, the Superintendent shall proceed first.
2. In all other appeals, the appellant shall proceed first.

Examination of Witnesses and Introduction of Evidence

1. The strict judicial rules of evidence shall not be applicable to hearings conducted hereunder, and, in each case, the test of admissibility shall be whether the evidence is reasonably relevant to a material issue and whether it has substantial probative value with respect to such material issue. The presiding officer may limit or refuse to allow cumulative or repetitive evidence, and may curtail redundant questioning. The presiding officer may encourage (but shall in no event coerce) the parties, where possible, to make proffers and stipulations in place of cumulative evidence. All testimony shall be given under oath.
2. Counsel for any party may submit evidence, examine and cross-examine witnesses, and file objections, exceptions, and motions; provided, however, that where a party is not represented by counsel, all such submission of evidence, examination of witnesses, and filing of objections, exceptions, and motions shall be done and presented by the party.
3. The presiding officer, or any person designated by him/her for the purpose, may examine all witnesses called by any party. The presiding officer may call as a witness any person whose testimony may be relevant. Any Board member may examine any witness.

Briefs

Any party may submit briefs of the issues of fact and law involved in the hearing in such form as the presiding officer may designate.

Counsel

The presiding officer of the Board may request the Board attorney to participate in any hearing as counsel for the Board and to also serve as presiding officer, if so designated.

Bylaws of the Board

Hearings

Decision and Order

Each decision and order of the Board shall be delivered in writing, unless it shall immediately follow the hearing, in which case it shall be delivered orally and thereafter in writing, with copies to all parties. Each decision and order shall be accompanied by findings of fact, conclusions of law, and specific disposition of the case and shall be provided to the individual.

Legal References: Connecticut General Statutes

4-177 - re Contested Cases.

10-288 Petition for hearing by board of education (as amended by PA 21-95 Section 1)

Bylaw adopted by the Board: June 23, 1999
Bylaw readopted: May 3, 2007
Bylaw revised: May 6, 2021
Bylaw revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut