

Policy Subcommittee

Wednesday, November 17, 2021 7:00 PM

Meeting Access: Policy Subcommittee (11/17/21 at 7 p.m.) Web:

<https://zoom.us/j/99671586320> Dial In: (929) 205-6099 Meeting ID: 996 7158 6320, 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. APPROVAL OF THE MINUTES

A. October 27, 2021 - Regular

III. ACTION ITEMS

A. Policy 6146 - Graduation Requirements

B. Policy 6171.2 - Preschool Special Education

C. Bylaw 9320 - Board of Education Meetings

D. Bylaw 9350 - Hearings

IV. INFORMATION ITEMS

V. **OTHER**

VI. ADJOURNMENT

BOARD OF EDUCATION, NEW FAIRFIELD, CT
Policy Subcommittee Meeting

Name of Subcommittee: Policy Meeting type: Regular
Date of Meeting: 10/27/21 Place of Meeting: Zoom
Members present: Kathy Baker, Samantha Mannion, Rick Regan, Stephanie Strazza
Members absent: none
Other attendees: Ed Sbordone, Dr. Pat Cosentino
Minutes submitted by: Rick Regan
Meeting Access: 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

The meeting was called to order by Samantha Mannion at 7:04 p.m.

II. APPROVAL OF MINUTES

A. September 22, 2021 - Regular

Motion: To approve the minutes of September 22, 2021, as presented

Made by: Samantha Mannion

Seconded by: Kathy Baker

Recording of Vote: All in favor

III. ACTION ITEMS

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

The committee discussed when to revisit the end date of this temporary policy, which depends on COVID and construction conditions. January was proposed, but after input from Kristine Frederick (resident), the committee decided to revisit it at the Policy subcommittee meeting scheduled for Dec 15, 2021. This will allow the full board to look at it sooner, at its last scheduled regular meeting of 2021 (Dec 16).

Motion: To recommend to the full board to keep Policy C-19-1250 in effect until further review in December.

Made by: Samantha Mannion

Seconded by: Stephanie Strazza

Recording of Vote: All in favor.

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

Motion: To recommend to the full board that Policies 1250, 1250.1, 3517.3, and 6162.4 remain suspended until further review of Policy C-19-1250.

Made by: Samantha Mannion

Seconded by: Rick Regan

Recording of Vote: All in favor.

F. Policy 1110.1 - Parent Involvement

G. Policy 1110 - Communications with the Public

Motion: To recommend to the full board approval of Policies 1110.1 and 1110, as presented.

Made by: Samantha Mannion

Seconded by: Kathy Baker

Recording of Vote: All in favor

- H. Policy 4131 - Staff Development
- I. Policy 5112 - Ages of Attendance
- J. Policy 5141 - Student Health Services

Motion: To recommend to the full board approval of Policies 4131, 5112, and 5141, as presented.

Made by: Samantha Mannion

Seconded by: Kathy Baker

Recording of Vote: All in favor

- K. Policy 6171.2 - Preschool Special Education
- L. Bylaw 9350 – Hearings

Motion: To table Policy 6171.2 and Bylaw 9350 pending further information clarifying the changes.

Made by: Samantha Mannion

Seconded by: Stephanie Strazza

Recording of Vote: All in favor

IV. INFORMATION ITEMS - none

Samantha Mannion thanked outgoing board member Rick Regan for his contributions to the Policy Subcommittee.

V. ADJOURNMENT

Motion to adjourn: Made by: Samantha Mannion

Seconded by: Kathy Baker

Recording of vote: All in favor

Meeting adjourned at: 7:37 p.m.

Existing policy with modification based on P.A. 21-199, Section 4.

Instruction

Graduation Requirements

Introduction

In order to graduate from New Fairfield High School a student must earn a minimum of 26 credits in grades 9 through 12 (unless exceptions have been made by a duly convened planning and placement team, or otherwise in accordance with C.G.S. section 10-221a) and must have met the credit distribution requirements. When students participate in the Senior Enrichment Experience (SEE) program, they will earn graduation credits for all courses in which they have earned a passing grade at the start of their involvement in the program. Students who earn a passing grade for college coursework at accredited universities may submit official transcripts to the high school principal for consideration for credit approval. Students must also meet three performance standards: English Language Arts, Mathematics, and Science. These standards define the areas of literacy that the New Fairfield Public School District feels all students should know and be able to do.

Credit Distribution Requirement for the Classes of 2019 - 2022:

- English 4 credits
- Mathematics 3 credits
- Social Studies 3 credits
(including at least ½ credit in
Civics or American Government)
- Science 3 credits
- Health/Physical Education 2 credits
- World Language 1 credit
- School and Community Service .5 credit
- Personal Finance .5 credit
- Fine/Applied Arts 2 credits*
- Capstone (including SEE Project) 1 credit
- Electives 6 credits

* One credit may be earned if a student takes two world languages for four (4) years.

Instruction

Graduation Requirements (continued)

Credit Distribution Requirement for the Class of 2023 and beyond:

• Humanities	9 credits
<i>English</i>	<i>4 credits</i>
<i>Social Studies</i>	<i>3 credits</i>
<i>*including 1 credit of United States History</i>	
<i>American Government</i>	<i>.5 credit</i>
<i>Fine & Performing Arts (FAPA)</i>	<i>1 credit</i>
<i>English, Social Studies, or FAPA*</i>	<i>.5 credit</i>
• STEM	9 credits
<i>Mathematics</i>	<i>3 credits</i>
<i>Science</i>	<i>3 credits</i>
<i>Career & Technical Education (CTE)</i>	<i>1 credit</i>
<i>Mathematics, Science, or CTE*</i>	<i>2 credits</i>
• Physical Education & Health	2 credits
<i>Physical Education & Wellness</i>	<i>1 credit</i>
<i>Health & Safety Education</i>	<i>1 credit</i>
• World Language	1 credit
• Personal Finance	.5 credit
• School & Community Service	.5 credit
• Senior Enrichment Experience /	1 credit
<i>Attributes of the Graduate</i>	
• Open Credits	3 credits

* If a student takes two world languages for four (4) years, one open credit in Humanities (English, Social Studies, or FAPA) or STEM (Mathematics, Science, or CTE) may be earned.

Per statute (C.G.S. 221a(f)) the determination of eligible credits is at the discretion of the Board of Education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The Board may permit a student to graduate during a period of expulsion if the Board determines the student has satisfactorily completed the necessary credits. The graduation requirements shall apply to any student requiring special education except when the Planning and Placement Team (PPT) determines the requirement not to be appropriate.

A credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, (2) through online coursework or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

Instruction

Graduation Requirements (continued)

Academic Advancement Program

The Board of Education permits students in grades eleven and twelve to substitute (1) achievement of a passing score on an existing nationally recognized examination, approved by the State Department of Education, or series of examinations approved by the State Board of Education, (2) a cumulative grade point average determined by the State Board of Education and (3) at least three letters of recommendation from school professionals (defined in 10-66dd), for the required high school graduation requirement. The State Board of Education will issue an Academic Advancement Program Certificate to any student successfully completing such program. The Academic Advancement Program Certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a Connecticut public institution of higher education.

All students must carry seven classes each semester. Seniors may carry six classes and petition for early release if they have 20 credits, are in good academic standing and have the approval of their parents.

Diplomas of Distinction

The Board of Education recognizes students who exceed the credit requirements for graduation by rewarding a Diploma of Distinction based on the requirements set forth below.

Beginning with the Class of 2023, Diplomas of Distinction may also be earned by students who complete the requirements of College and Career Pathways, as defined in the New Fairfield High School Program of Studies.

Credit Distribution Requirement for Diploma of Distinction for the Classes of 2019 - 2022:

- English 4 credits
- Math 4 credits
- Science 4 credits
- Social Studies 3 credits
- World Languages 3 credits (in the same language at high school)
- Health & P.E. 2 credits
- Fine/Applied Arts 2 credits*
- School & Community Service .5 credit
- Personal Finance .5 credit
- Capstone (including SEE Project) 1 credit
- Additional 3, 4, or 5 weight elective .5 credit (during the senior year)
- Must earn a total of 26 credits

* One credit may be earned if a student takes two world languages for four (4) years.

Instruction

Graduation Requirements (continued)

Credit Distribution Requirement for Diploma of Academic Distinction for the Class of 2023 and beyond:

- | | |
|---|---|
| • Humanities | 9 credits |
| <i>English</i> | <i>4 credits</i> |
| <i>Social Studies</i> | <i>3 credits</i> |
| <i>*including 1 credit of United States History</i> | |
| <i>American Government</i> | <i>0.5 credit</i> |
| <i>Fine & Performing Arts (FAPA)</i> | <i>1 credit</i> |
| <i>English, Social Studies, or FAPA*</i> | <i>.5 credit</i> |
| • STEM | 9 credits |
| <i>Mathematics</i> | <i>4 credits</i> |
| <i>Science</i> | <i>4 credits</i> |
| <i>Career & Technical Education (CTE)*</i> | <i>1 credit</i> |
| • Physical Education & Health | 2 credits |
| <i>Physical Education & Wellness</i> | <i>1 credit</i> |
| <i>Health & Safety Education</i> | <i>1 credit</i> |
| • World Language | 3 credits (in the same language) |
| • Personal Finance | .5 credit |
| • School & Community Service | .5 credit |
| • Senior Enrichment Experience / | 1 credit |
| <i>Attributes of the Graduate</i> | |
| • Open Credits | 1 credit |

* If a student takes two world languages for four (4) years, one open credit in Humanities (English, Social Studies, or FAPA) or CTE may be earned.

To receive a Diploma with Highest Distinction a student in addition to all of the above, must complete the following:

For the Class of 2021 and 2022:

Earn a score in the top band of the Next Generation Science Assessment; and earn a 1280* on the SAT or a 26 Composite Score on the ACT.

*Equivalent to scoring in the top band of the SAT EBRW and Math sections as defined by Connecticut State Department of Education.

The Diploma of Highest Distinction will not be available beyond the Class of 2022.

Instruction

Graduation Requirements (continued)

Diplomas of Distinction in a College and Career Pathway for the Class of 2023 and beyond:

Students may earn a Diploma of Distinction in the following areas, to be designated as such on their official transcript:

Diploma of Allied Health Distinction
Diploma of Arts & Design Distinction

The requirements of College and Career Pathways shall be:

- Meeting the credit distribution requirements for graduation from New Fairfield High School
- Meeting the pathway-specific course requirements set forth in the New Fairfield High School Program of Studies, including a minimum of one course in which post-secondary credit may be earned
- Completion of 30 hours of work immersion in the college and career pathway area
- Participation in co-curricular activities as approved by the New Fairfield High School administration and school counseling office

District's Performance Standards

English Language Arts (ELA)

Definition:

Students should be able to communicate effectively in a variety of ways, both verbally and in writing. As part of this goal, students must demonstrate proficiency at reading a variety of materials and responding appropriately. This may include making connections between a variety of sources, using problem-solving strategies, and interpreting and evaluating information.

Objectives: The student will be able to:

- read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- produce effective and well-grounded writing for a range of purpose and audiences.
- employ effective speaking and listening skills for a range of purposes and audiences.
- engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Assessment:

Students will take the Connecticut SAT School Day in Evidence-based Reading and Writing. If a student does not take the SAT, s/he must create a piece of writing that follows the Writing Process Model and produce a publishable, superior product. This writing sample will then be evaluated using a locally created assessment rubric.

Instruction

Graduation Requirements

District's Performance Standards

English Language Arts (ELA) (continued)

Implementation:

Students will have numerous opportunities in all English/Language Arts and Social Studies classes to produce writing samples using the Writing Process Model.

Assistance:

For assistance, students may go to the Learning Center, National Honor Society Tutorial Service, and/or receive one-on-one consultation with a classroom teacher.

Mathematics

Definition:

Students should become mathematical problem solvers, learn to communicate mathematically, learn to reason mathematically, learn to value mathematics, and become confident in their ability to do mathematics. While it is still important for students to be able to calculate and manipulate mathematical symbols, the focus is on technology and application of knowledge and skills.

Objectives: The student will be able to:

- explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- solve a range of well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
- clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
- analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Assessment:

Students will take the Connecticut SAT School Day. If a student does not take the SAT, s/he must meet one of the following criteria for the standard:

- Achieve a C+ or better in three math courses required for graduation, or
- Complete a performance based learning assessment demonstrating the above skills.

Instruction

Graduation Requirements

District's Performance Standards

Mathematics (continued)

Implementation:

Students will have numerous opportunities in all mathematics classes to complete performance-based learning assessment activities.

Assistance:

For assistance, students may go to the Learning Center, National Honor Society Tutorial Service, and/or receive one-on-one consultation with a classroom teacher.

Science

Definition:

To meet graduation requirements in science, the student will be able to master scientific methodology as a basis of inquiry for all problem solving and decision making challenges.

Objectives: The student will be able to:

- define a problem and identify dependent and independent variables.
- form a hypothesis after gathering information about the problem.
- design an experiment.
- collect data through quantitative and qualitative observation.
- use the data to support or disprove the hypothesis.
- use technology to present the data in accordance with meeting the district technology standard.

For the Class of 2020 and beyond:

Students will take the Next Generation Science Assessment. If a student does not take the Science State Mastery Assessment, s/he must meet one of the following criteria for the standard:

Assessment:

- Achieve a C+ or better in three science courses required for graduation, or
- Conduct a field-based research project, or
- Complete a science research project and presentation.

Instruction

Graduation Requirements

Science (continued)

Implementation:

Students will have numerous opportunities in all science activities to complete projects using the scientific method.

Assistance:

It is strongly recommended that students who are working on a field-based research project or science research project take a fourth year of science in order to work with a science teacher for help with his/her project. Students producing a field-based research project or science research project will use the Learning Center for mentoring in the implementation of their project.

Special Circumstances

- Transfer students – Consideration will be given to a student who transfers into New Fairfield after the first three years of high school.
- Special Education students – The IEP will outline the expected performance standards for a student in special education.
- 504 students – Considerations will be given to modifications provided by the appropriate 504 plan.
- The Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes.
- The Board of Education shall award a high school diploma to any person who (1) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941 to December 31, 1946, inclusive, (2) did not receive a diploma as a consequence of such work, and (3) has been a resident of the state for at least fifty (50) consecutive years.

Notification:

Of teachers:

In September of each school year, or as soon as the scores are available, the School Counseling Department will provide a list of juniors and seniors who have not met performance standards for graduation. This list will be sent to Department Heads of each specific subject area.

Instruction

Graduation Requirements (continued)

Notification:

Of students:

At the end of the year, the School Counseling Department will notify all juniors who have not met a performance standard for graduation. At the beginning of each school year, the School Counseling Department will notify seniors as to their status relative to the performance standard requirements for graduation. They will include the options available for the student. Successful completion of a performance standard will be included on the final report period of the junior year or on the first report period it is met in the senior year.

Of parent/guardian(s):

At the beginning of each school year, the School Counseling Department will notify, in writing, the parent(s)/guardian(s) of any senior who has not yet met one or more of the performance standards for graduation. Successful completion of a performance standard will be included on the final report period of the junior year or the first report period it is met in the senior year.

Appeals

- Students should submit their appeal to the Principal within 20 days of receiving their score. The appeal should include the rubric along with a statement explaining why the student feels the score is incorrect. An independent assessor will score the performance standard.
- The Chief Academic Officer or his/her designee will name the independent assessor.
- The outcome of this assessment will be sent to the Principal who will share this information with the student and parent(s)/guardian(s).

Connecticut Seal of Biliteracy

Commencing with the graduating class of 2018, and for each graduating class thereafter, the Board of Education, utilizing criteria established by the State Board of Education, may/shall affix the “Connecticut State Seal of Biliteracy” to a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. “Foreign language” means a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe. The Board of Education shall include on such student’s transcript a designation that the student received the “Connecticut Seal of Biliteracy.”

Instruction

Graduation Requirements (continued)

Student Success Plans

The Board shall create a student success plan for each enrolled student, beginning in grade six. Such plan shall include a students' career and academic choices in grades six to twelve, inclusive. Beginning in grade six, such student success plan shall provide evidence of career exploration in each grade including, but not limited to, careers in manufacturing. The Board shall utilize the Department of Education's issued and revised guidance regarding changes to such student's success plans. In creating such student success plans, consideration shall be given to career and academic choices in computer science, science, technology, engineering and mathematics.

On or after July 1, 2021 the student success plans shall be created, if possible, in collaboration with each student and the student's parent/guardian. On or after July 1, 2022 the student success plans shall, to the extent it does not conflict with the career choices of the student or his/her parent/guardian, include an academic plan that is in compliance with the Board's challenging curriculum policy. (*Note: such policy is to be adopted by July 1, 2022*)

Legal Reference: Connecticut General Statutes

10-5 State high school diploma; "honors diploma." Payment of fees; exceptions. (as amended by PA 17-29)

10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247 and P.A. 14-230).

10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results.

10-16(1) Graduation exercises. (As amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Appeals Establishment of Graduation Dates).

10-221a High school graduation requirements as amended by P.A. 08-138, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes and P.A. 13-247, Budget Implementer Bill, P.A. 15-237, An Act Concerning High School Graduation and P.A. 16-4(SS), section 310, P.A. 17-42, An Act Concerning Revisions to the High School Graduation Requirements, P.A. 17-29, An Act Concerning Connecticut's Seal of Biliteracy, P.A. 19-58 An Act Promoting Careers in Manufacturing to Public School Students and P.A. 21-199 Section 4, An Act Concerning Various Revisions to the Education Statutes.

P.A. 13-108, An Act Unleashing Innovation in Connecticut Schools.

P.A. 13-247, An Act Implementing Provisions of the State Budget.

Instruction

Graduation Requirements (continued)

Policy adopted: December 2, 2004
Policy revised: December 7, 2006
Policy revised: April 3, 2008
Policy revised: November 6, 2008
Policy revised: November 17, 2011
Policy revised: March 6, 2014
Policy revised: October 30, 2014
Policy revised: April 21, 2015
Policy revised: March 3, 2016
Policy revised: November 2, 2016
Policy revised: March 2, 2017
Policy revised: June 15, 2017
Policy revised: March 1, 2018
Policy revised: March 7, 2019
Policy revised: May 6, 2021
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

MISSION STATEMENT

New Fairfield High School strives to provide a safe educational environment in which students *respect* the right for all to become *engaged* learners and responsible citizens who *belong, excel* and *lead* within a diverse society and changing world.

CORE VALUES & BELIEFS STATEMENT

New Fairfield High School is committed to all students achieving high academic standards and personal wellness, enabling continuous growth through authentic, flexible pathways. By prioritizing connectedness and compassion, we empower all members of our learning community to take ownership of our individual and collective development as we foster the *Attributes of the Graduate*.

ATTRIBUTES of the GRADUATE

(21st Century Learning Expectations)

<u>Critical Thinker</u>	<u>Problem Solver</u>	<u>Effective Communicator</u>	<u>Productive Citizen</u>
<i>Improves the quality of understanding by skillfully analyzing, assessing, and constructing new knowledge within different contexts.</i>	<i>Engages in the process and act of finding the best solution(s) to a difficult or complex issue.</i>	<i>Uses a variety of methods to communicate persuasively and effectively, including written, spoken, visual, or audio discourse, appropriate to task, purpose, and audience.</i>	<i>Actively participates, demonstrates, and contributes in the responsibilities related to classroom, community, state, national and global issues.</i>
A. Synthesize and make connections through analysis, interpretation, and evaluation of collected information, including prior knowledge from multiple disciplines.	A. Observe and evaluate situations in order to define problems and specify successful outcomes.	A. Organize and express thoughts and ideas in a concise and purposeful manner, supported by spoken and textual evidence and logic.	A. Demonstrate a commitment to personal and community health and wellness.
B. Construct, justify, and refute arguments using sound reasoning and evidence to draw conclusions.	B. Conduct background research to collect artifacts/information related to problem.	B. Use appropriate language and mode(s) of communication for the given audience, context and purpose.	B. Listen to, interact with and respect the varying perspectives of others.
C. Engage in the process of analyzing, reconsidering, and questioning understandings by considering different perspectives, biases, and opinions within a broad context of issues.	C. Generate possible solutions and use evidence to choose a solution(s).	C. Integrate and synthesize information gathered from multiple sources including active speaking and listening.	C. Recognize and demonstrate ethical values and behavior in both the academic environment and the greater communities.
	D. Develop and carry out a plan to implement the chosen solution(s).	D. Use the conventions of standard English language, including grammar, syntax, punctuation, and vocabulary.	D. Demonstrate digital responsibility appropriate to task.
	E. Evaluate the best solution and persevere in attempting to solve challenging problems.		E. Volunteer to enhance community life.

It is the goal of New Fairfield High School to develop multiple valid and reliable assessments along with the flexible pathways necessary for students to demonstrate the *Attributes of the Graduate*. At this time, attaining the *Attributes of the Graduate* is not a graduation requirement. However, it is the intention of the Board of Education to require attaining the *Attributes of the Graduate* prior to graduation in the future.

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

Bylaws of the Board

Board of Education Meetings

The Board of Education recognizes the need to conduct its regular monthly meeting in an efficient and timely manner to accomplish the purpose of the meeting and yet avoid late night sessions. The Board appreciates that avoiding late sessions is necessary to allow the public and press good access to, and understanding of, the Board's activities.

For the above reasons, meetings of the Board of Education shall end 3½ hours after the start time. A meeting may be extended only under extreme circumstances by a two-thirds vote. A majority vote may postpone unfinished agenda items to be handled at an additional special meeting, or at the next regular meeting.

The Board encourages public participation during the public comment portions of the meeting. The Chairperson reserves the right to limit public comment. Furthermore, the public is encouraged to attend the Board of Education subcommittee meetings where public discussion of issues is welcomed.

It is important that Board members and the public cooperate with the following guidelines:

1. Board meetings will start promptly at the stated time, or as soon as a quorum is present.
2. School program presentations will be limited to 15 minutes.
3. Speakers, Board of Education members and the public should observe rules of common etiquette. There will be no personal attacks on Board members and employees.
4. Each speaker, Board of Education and public, should try to speak directly to the point in as concise a manner as possible and should not repeat a previous comment. The Board welcomes public participation. Pursuant to our Board Policy, public participation is limited to no more than three (3) minutes per speaker and a total of no more than ~~fifteen (15)~~ **thirty (30)** minutes. Individuals who wish to speak longer are encouraged to attend any and all related subcommittee meetings where most of the board's groundwork is done. The board values public input, but due to these time limitations, asks individuals to be concise and to observe the rules of common courtesy. [9320(a) of Board By-laws]

Bylaws of the Board

Board of Education Meetings (continued)

5. Public comments are for the Board's information and do not necessarily require a reply at that time. If the Chairperson deems an immediate reply is in order, the Chairperson will select an appropriate Board person (i.e., Board member, school personnel) to reply.
6. When at all possible, public questions about personal school matters should be communicated directly to the involved teacher, principal, etc., before addressing them to the Board.

Bylaw adopted by the Board: June 23, 1999
Bylaw revised: May 3, 2007
Bylaw revised: April 1, 2021

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