

## **Policy Subcommittee**

Wednesday, September 28, 2022 7:00 PM

Meeting Access: Policy Subcommittee (9/28/22 at 7 p.m.) Web:

<https://zoom.us/j/91302463724> Dial In: (929) 205-6099 Meeting ID: 913 0246 3724, 3 Brush Hill Road, New Fairfield, CT 06812

### **I. CALL TO ORDER**

### **II. APPROVAL OF THE MINUTES**

II.A. August 24, 2022 - Regular

### **III. ACTION ITEMS**

III.A. Policy 1312 – Public Complaints

III.B. Policy 5145.511 – Exploitation; Sexual  
Harassment

III.C. Policy 6140 - Curriculum

III.D. Policy 6172.6 - Distance Education

III.E. Policy 7230.2 - Extensions/Renovations or  
Replacements

### **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: 8/24/22 Place of Meeting: Zoom  
Members present: Kathy Baker, Samantha Mannion, Amy Johnson, Stephanie Strazza  
Members absent:  
Other attendees: Ken Crow, Ed Sbordone  
Minutes submitted by: Kathy Baker  
**Meeting Access: Policy Subcommittee (8/24/22 at 7 p.m.)**  
**Web: <https://zoom.us/j/97437688170> Dial In: (929) 205-6099 Meeting ID: 974 3768 8170**

The meeting was called to order at 7:01 p.m.

**II. APPROVAL OF MINUTES**

A. June 8, 2022 - Special

**Motion:** To approve the minutes of June 8, 2022, as presented

Made by: Samantha Mannion

Seconded by: Stephanie Strazza

**Recording of Vote:** All in favor

**III. ACTION ITEMS**

**A. Policy 1312 – Public Complaints**

**B. Policy 4113.12 – Minimum Duty-Free Lunch Periods for Teachers** - No changes – Ken Crow will check since this is already included in our teacher contract.

**C. Policy 5113.2 – Truancy** – The committee suggested the following changes:  
7. Change to “Require appropriate school staff...”; 8. Change to “Evaluated the truant student when a...”; 10. Change to “Refer a child...”

**D. Policy 5141.4 – Reporting Child Abuse/Neglect or Sexual Assault** – Clarified that the electronic requirement of information is a state requirement.

**E. Policy 5144.4 – Discipline** – Is there a conduct related policy that should apply to sports/coaches?

**F. Policy 5145.511 – Exploitation; Sexual Harassment** – The subcommittee would like a better definition of sexual violence from CABA. This policy should be tabled until we understand what we are really training at this time.

**Motion:** To table Policy 1312 and 5145.511 pending further CABA and legal clarification

Made by: Samantha Mannion

Seconded by: Stephanie Strazza

**Recording of Vote:** All in favor

**Motion:** To move the following policies to the full Board for consideration: Policy 5113.2, policy 5141.4, and 5144.4

Made by: Samantha Mannion

Seconded by: Kathy Baker

**Recording of Vote:** All in favor

**Motion:** To table Policy 4113.12 indefinitely because it is already present in the contract

Made by: Samantha Mannion

Seconded by: Stephanie Strazza

**Recording of Vote:** All in favor

**IV. INFORMATION ITEMS** - none

**V. OTHER** – Stephanie will do the subcommittee report at the September 1<sup>st</sup> meeting. Eileen Hacaj asked about clarification on the other policies for the coaches.

**VI. ADJOURNMENT**

**Motion to adjourn:** Made by: Kathy Baker

**Recording of vote:** All in favor

**Seconded by:** Samantha Mannion

**Meeting adjourned at:** 8:16 p.m.

## **Community Relations**

### **Public Complaints**

The Board of Education welcomes comments and suggestions for improvement from the citizens whom it serves. Constructive criticism of the schools is welcome whenever it is motivated by a sincere desire to improve the quality of the educational program or to allow the schools to do their tasks more effectively. However, the Board has confidence in its professional staff and desires to support their actions in order that they be free from unnecessary, spiteful or negative criticism and complaint. Therefore, whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it will promptly be referred to the school administration for study and possible solution.

Since individual Board members have no authority to resolve complaints, other than by formal Board action, Board members shall refer persons making complaints about the schools to the most immediate level at which the problems can be resolved and, as may be necessary, through lines of organization to the Superintendent of Schools. The Board expects that the administration will develop a procedure for receiving complaints courteously and that it will take steps to make a proper reply to the complainant. Follow-up shall be in the form of a written memorandum to the Board members.

Anonymous complaints provide no avenue for response or redress of the complaint. Therefore, it is the policy of the Board that such complaints need not be pursued. An unsigned complaint need not be read or acted upon at any meeting of the Board and anonymous telephone complaints need not be brought to the Board by any individual Board member, administrator or other District employee. The administration need not act on any anonymous complaint.

Parents should be made aware of the proper channels of communication and appeal. Complaints for which specific resolution procedures are provided shall be directed through those channels. The decision of the Principal regarding a student must include notice to the parents of the next step of appeal. Any appeal from the decision of the Superintendent to the Board shall be in writing and signed.

Complaints should be resolved at the lowest possible level of authority. If the complaint cannot be resolved at the building level, either party is encouraged to bring the matter to the attention of the Superintendent of Schools.

If all other remedies have been exhausted and a complaint cannot be satisfactorily resolved, the complaint may be appealed to the Board of Education. No appeal will be heard by the Board and no charges or accusations against an employee will be investigated unless the accusations are reduced to writing, signed by the party making the complaint, and presented to the Board through the Superintendent.

## Community Relations

### Public Complaints

The Board will not consider or act upon complaints that have not been explored at the appropriate level or complaints for which specific resolution procedures have been established that do not include Board review. If the Board decides to hear the complaint, the Board shall make a decision which shall be sent to all interested parties. The Board's decision is final.

Upon receipt of a written petition signed by one percent of the voters or fifty voters, whichever is greater, the Board of Education shall hold a public hearing on any question specified in the petition within three weeks of receipt of the petition.

### Challenged Material

A procedure for processing and responding to criticism of approved materials shall be established and followed. This procedure shall include a formal, signed complaint of standard format and an appointed committee to re-evaluate the material in question.

In all cases, the decision to retain or reject shall be made on the basis of whether the material represents life in its true proportions, whether circumstances are realistically dealt with, and whether the material has literary or social value. Factual material shall be included in all instructional material collections.

(cf. 1220 – Citizens' Advisory Committees)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6144 - Controversial Issues)

(cf. 6161 - Equipment, Books, Materials: Provision/Selection)

Legal Reference:        *Keyishian v. Board of Regents* 385 U.S. 589, 603 (1967)  
                               *President's Council, District 25 v. Community School Board No. 25* 457 F.2d  
                               289 (1972), cert. denied 409 U.S. 998 (1976)  
                               *Minarcini v. Strongsville City School District*, 541 F. 2d 577 (6th Cir. 1976).  
                               *Board of Education, Island Trees Union Free School District No. 26 v.*  
                               *Pico*, 457 U.S. 853 (1982).  
                               Academic Freedom Policy (adopted by Connecticut State Board of  
                               Education, 9/9/81).  
                               Connecticut General Statutes  
                               10-238 Petition for hearing by board of education.

Policy adopted:        June 21, 2007

NEW FAIRFIELD PUBLIC SCHOOLS  
 New Fairfield, Connecticut

## **Community Relations**

### **Public Complaints**

The Superintendent and all building or unit administrators shall maintain a log of all written and signed public complaints received, the results of any study or investigation undertaken, and the particular action or disposition rendered. These records shall be deemed personal working files and not subject to public disclosure except that the Superintendent may review all such files at any time.

The Superintendent's own records shall be reviewable by the Board chair. Heresay and rumor shall not be considered a complaint unless directed by an identifiable complainant.

Administrators shall use understanding in dealing with the public, but nothing contained herein shall imply that any staff member is compelled to subject him/herself to inappropriate or unrestrained forms of insult, upbraiding, or other like abuse. Complainants are to be advised of their right to appeal decisions and actions to the Superintendent whose determinations may in turn be reviewed by the Board.

The Board may request a disinterested third party to act as a moderator to help it reach a mutually satisfactory solution. After the Board's decision, the usual appeal route pertains.

Any parent, guardian, or other person who insults or abuses any teacher or other employee on school property or in the presence of students may be prosecuted by the district under the provisions of law.

### **Request for Re-Evaluation of Instructional Materials**

The following procedure shall be followed whenever there is a request for the evaluation of instructional material other than textbooks:

1. The Superintendent shall establish an ad hoc review committee broadly representative of:
  - A. Teachers competent in the area of the content covered by the material.
  - B. Administrators, directors, and supervisors appropriate to the level and/or subject for which material is used.
  - C. A media specialist who shall serve on the review committee.
  - D. Parents when appropriate, as determined by the Superintendent.
2. Objections to materials and requests for re-evaluation must be presented in writing on the proper form. Request for Re-Evaluation of Materials forms are available in the office of the Superintendent.
3. Initial action on a written request on the proper form shall be taken no later than fifteen school days after receipt of the request.

## Community Relations

### Public Complaints

#### Request for Re-Evaluation of Instructional Materials (continued)

4. A written report from the review committee shall be submitted to the Superintendent. The Superintendent shall then communicate his or her decision to the person requesting the re-evaluation.
5. Should the decision of the Superintendent not satisfy the person requesting the re-evaluation, the Board of Education may hold a special hearing to review the Superintendent's decision.
6. Once instructional material has been re-evaluated the material cannot be subject to further review without special approval by the Board of Education. Challenged instructional materials shall remain in use in the schools pending a final decision by the Board of Education, or unless suspended by the Board of Education prior to a final decision.

(cf. 1220 - Citizens, Advisory Committees)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6144 - Controversial Issues)

(cf. 6161 - Equipment, Books, Materials: Provision/Selection)

Legal Reference: *Keyishian v. Board of Regents*, 385 U.S. 589, 603 (1967).

*President's Council, District 25 v. Community School Board No. 25*, 457 F. 2d 289 (1972), cert. denied 409 U.S. 998 (1976).

*Minarcini v. Strongsville City School District*, 541 F. 2d 577 (6th Cir. 1976).

*Board of Education, Island Trees Union Free School v. Pico*, 457 U.S. 853 (1982).

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81).

Connecticut General Statutes

10-238 Petition for hearing by board of education

Regulation approved: June 21, 2007

NEW FAIRFIELD PUBLIC SCHOOLS  
New Fairfield, Connecticut

**REQUEST FOR RE-EVALUATION OF INSTRUCTIONAL MATERIALS**

Request Initiated By \_\_\_\_\_

Telephone # \_\_\_\_\_

Street Address \_\_\_\_\_

email address \_\_\_\_\_

Instructional Material for re-evaluation \_\_\_\_\_

Where is it in use in the NFPS? \_\_\_\_\_

If a book:

AUTHOR \_\_\_\_\_

TITLE \_\_\_\_\_ PUBLISHER \_\_\_\_\_

Or, name of other instructional material.  
\_\_\_\_\_

1. How did you become aware of this instructional material? \_\_\_\_\_  
\_\_\_\_\_

2. To what in the material do you object? (Please be specific; cite pages) \_\_\_\_\_  
\_\_\_\_\_

3. What do you feel might be the result of reading this book or using this material? \_\_\_\_\_  
\_\_\_\_\_

4. In your opinion, what are the positive aspects of this material? \_\_\_\_\_  
\_\_\_\_\_

5. Did you read the entire book/review the entire material? \_\_\_\_\_ If not, what parts did you review?  
\_\_\_\_\_

6. What do you believe is the intended purpose of this instructional material? \_\_\_\_\_  
\_\_\_\_\_

7. What judgment of this material by reviewers are you aware of? \_\_\_\_\_

8. Further comments and suggestions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Complainant \_\_\_\_\_

Date \_\_\_\_\_



*A sample of this mandated policy to consider with update reflecting PA 22-87.*

## **Students**

### **Exploitation; Sexual Harassment**

### **Sexual Abuse Prevention and Education Program**

#### **Definitions**

**Sexual violence** is a multi-layered oppression that occurs at the societal and individual level and is connected to and influenced by other forms of oppression, in particular, sexism, racism and heterosexism. On the societal level, it is the preponderance of attitudes, actions, social norms that perpetuate and sustain environments and behaviors that promote a cultural tolerance, acceptance, and denial of sexual assault and abuse. On an individual level, sexual violence is a wide range of sexual acts and behaviors that are unwanted, coerced, committed without consent, or forced either by physical means or through threats.

**Sexual abuse** refers to coerced or forced sexual contact or activity that may be ongoing or occurs over time, often within a trusting relationship. Most victims know their perpetrators. Perpetrators are usually older than their victims and may trick or force them into gradually doing the sexual behavior. The sexual behavior may not be violent and may even be pleasurable to the child, who doesn't necessarily know it is wrong. Perpetrators of ongoing sexual abuse control the child/youth through secrecy, shame, or threats. Children cannot consent to sexual contact with adults or older youth, and sexual contact is considered abuse, regardless of whether it includes touching or not.

**Sexual assault** usually refers to forced or unwanted sexual contact or activity that occurs as a single incident, as opposed to ongoing sexual abuse that may continue over time. It may also involve verbal or visual behaviors, or any type of pressure designed to coerce or force someone to join in the unwanted sexual contact or activity. The assault may involve a similar range of behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation or pressure. The offender usually takes advantage of the victim's vulnerability. Anyone can perpetrate this type of abuse – a trusted friend or family member, a stranger, a casual acquaintance, or an intimate partner.

#### ***Alternate Definition***

**Sexual assault** can be defined as any type of sexual contact or behavior that occurs by force or without consent of the recipient of the unwanted sexual activity. This includes sexual activity such as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape. It includes sexual acts against people who are unable to consent either due to age or lack of capacity.

## **Students**

### **Exploitation; Sexual Harassment**

#### **Sexual Abuse Prevention and Education Program (continued)**

##### **Program**

The \_\_\_\_\_ Public Schools shall implement the Sexual Abuse and Assault Awareness and Prevention Program identified or developed, in compliance with C.G.S 17a-101q, by the Department of Children and Families, in collaboration with the Department of Education and other assisting entities, with the goal of informing students and staff about child sexual abuse and assault awareness and available resources. The District's implementation of the Sexual Abuse and Assault Awareness and Prevention Program, per statute, shall be not later than October 1, 2016. The program, for students in Grades K-12, inclusive, shall include, but not be limited to:

1. Providing teachers instructional modules that may include, but not be limited to:
  - a. Training regarding the prevention and identification of, and response to, child sexual abuse and assault, and
  - b. Resources to further student, teacher and parental awareness regarding child sexual abuse and the prevention of such abuse and assault.

##### ***Alternate Language:***

1. Providing mandatory training to all District staff to ensure they are fully informed on:
  - a. The warning signs of sexual abuse and sexual misconduct involving a child, including recognizing and reporting child sexual abuse,
  - b. Mandatory reporting requirements,
  - c. Prevention and identification of, and response to, child sexual abuse and assault,
  - d. Bystander and appropriate interaction with children and training programs,
  - e. School District policies pertaining to sexual abuse and sexual misconduct,
  - f. Establishing and maintaining professional relationships with students,
  - g. Available resources for children affected by sexual abuse or misconduct, and
  - h. Appropriate follow-up and care for abused students as they return to the classroom setting.
2. Providing students age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to:
  - a. The skills to recognize:
    - i. Child sexual abuse and assault,
    - ii. Boundary violations and unwanted forms of touching and contact, and
    - iii. Ways offenders groom or desensitize victims.

## Students

### Exploitation; Sexual Harassment

#### Sexual Abuse Prevention and Education Program (continued)

*Alternate Language:* (continued)

- b. Strategies to promote disclosure, reduce self-blame and mobilize bystanders.
- c. Actions that child victims of sexual abuse and assault may take to obtain assistance.
- d. Intervention and counseling options for child victims of sexual abuse and assault.
- e. Access to educational resources to enable child victims of sexual abuse and assault to succeed in school.
- f. Uniform procedures for reporting instances of child sexual abuse and assault to school staff members.

The lessons should be evidence-informed, developmentally and age appropriate and informed by the required curricula standards and performance indicators contained in the SDE Guidelines (Section Three).

[*Note: Above items a, b, c, d, e, and f are required per P.A. 14-196.*]

3. Implementing a child sexual abuse curriculum to provide age-appropriate information to teach students the difference between appropriate and inappropriate conduct in situations where child sexual abuse or sexual assault could occur, and to identify actions a child may take to prevent and report sexual abuse or sexual assault. Students will be:
  - a. Provided with resources and referrals to handle these potentially dangerous situations.
  - b. Provided access to available counseling and educational support.

The Board of Education directs the Superintendent develop administrative regulations to address the issues of students obtaining assistance, intervention and counseling options, access to educational resources and procedures for reporting instances of child sexual abuse and assault.

A student shall be excused from participating in the sexual abuse, assault awareness and prevention program offered within the school, in its entirety or any part thereof, upon receipt by the Principal or his/her designee, of a written request from the student's parent/guardian.

*(Alternate language: A student shall be excused from participating in classroom instruction regarding sexual abuse and sexual assault upon receipt by the Principal of a written request from the student's parent or guardian.)*

Any student exempted from the sexual abuse and assault awareness and prevention program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work.

Students shall be encouraged to disclose abuse to a trusted adult member of the staff, including, but not limited to, teachers, administrators, nurses, coaches, and counselors. Child abuse reporting procedures will be followed for all acts of violence and sexual abuse against children as delineated in policy #5141.4, "Reporting of Suspected Child Abuse," and its accompanying regulations.

## **Students**

### **Exploitation; Sexual Harassment**

#### **Sexual Abuse Prevention and Education Program (continued)**

##### **Reporting Child Sexual Abuse and Assault**

Connecticut General Statutes §17a-101, as amended, requires all school employees including the Superintendent of Schools, school teachers, substitute teachers, administrators, school guidance counselors, school paraprofessionals, licensed nurses, physicians, psychologists, social workers, coaches of intramural or interscholastic athletics, or any other person, who in the performance of his/her duties, has regular contact with students and who provides services to District students, who have reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent risk of serious harm to report such abuse and/or neglect in compliance with applicable state statutes.

An oral report by telephone or in person shall be made as soon as possible but no later than 12 hours to the Commissioner of Children and Families and to the Superintendent of Schools or his/her designee followed within 48 hours by a written report to the Department of Children and Families.

Reporting suspected abuse and/or neglect of children, in addition to the requirements pertaining to staff training, record keeping and dissemination of this policy, shall be in accordance with the procedures established and set forth in the Administrative Regulation #5141.4.

(cf. 5131.911 – Bullying)

(cf. 5141.4 – Reporting of Suspected Child Abuse)

(cf. 5145.5 – Sexual Harassment)

Legal Reference: Connecticut General Statutes  
17a-101q Statewide sexual abuse and assault awareness and prevention program  
A Statewide K-12 Sexual Assault and Abuse Prevention and Awareness Program developed by DCF, SDE, and Connecticut Alliance (The Alliance) to End Sexual Violence.  
PA 22-87 AN Act Concerning the Identification and Prevention of and Response to Adult Sexual Misconduct Against Children

Policy adopted:

rev 8/16

rev 7/22

*Existing policy updated to reflect PA 22-80.*

## **Instruction**

### **Curriculum**

In accordance with state statutes, the prescribed course of study shall include at least the following subject matter:

1. The arts, including dance, music, art and theater;
2. Career education;
3. Consumer education;
4. Health and safety, including, but not limited to, human growth and development; nutrition; first aid including CPR training; disease prevention and cancer awareness, including age and developmentally-appropriate instruction in performing self-examinations for screening breast and testicular cancer; community and consumer health, physical mental and emotional health, including youth suicide prevention, substance abuse prevention including opioid use and related disorders; safety, including the use of social media, and may include the dangers of gang membership; and accident prevention;
5. Language arts, including reading, writing, grammar, speaking and spelling;
6. Mathematics;
7. Physical education;
8. Science, which may include the climate change curriculum;
9. Social studies, including citizenship, economics, geography, government, history, and Holocaust and genocide education and awareness, **and Asian American and Pacific Islander (AAPI) Studies (effective 2025-2026 school year)**;
10. African-American and Black Studies;
11. Puerto Rican and Latino Studies;
12. Native American Studies (*effective 2023-2024 school year*);
13. Computer programming instruction; and
14. At least on the secondary level, one or more world languages and vocational education.

The curriculum development/revision process will be conducted by a District Curriculum Committee that has the responsibility to recommend, develop, review, and approve all curriculum for the District and said curriculum shall be subject to the approval of the Board of Education.

The Board of Education reserves the responsibility for establishing and approving curricula for the school district. Teachers shall teach within the approved curricula.

## **Instruction**

### **Curriculum**

The Board of Education in establishing and approving curricula for the school district will give due consideration to the possible adoption and use of the model curriculum for grades K-8 developed by the Connecticut State Department of Education in collaboration with the State Education Resource Center (SERC) upon its availability. Such consideration shall be based upon the recommendation of the District Curriculum Committee.

(cf. 6110 - Provisions of Negotiated Agreements)  
(cf. 6121 - Nondiscrimination: Instructional Program)

Legal Reference: Connecticut General Statutes  
10-16b Prescribed courses of study, as amended by PA 08-153, PA 21-2 JSS, Sections 374, 375, 376.  
10-16c et seq. re Family life education.  
10-17 English language to be medium of instruction.  
10-17 et seq. re Bilingual instruction.  
10-18 Courses in United States history, government and duties and responsibilities of citizenship.  
10-18a Contents of textbooks and other general instructional materials.  
10-18 bet seq. re Firearms safety programs.  
10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught. Training of personnel. Evaluation of programs by alcohol and drug abuse commission and department of education.  
10-19a et seq. re Substance abuse prevention team.  
10-24 Course in motor vehicle operation and highway safety.  
10-21 et seq. re Vocational education and cooperation with business.  
10-220 Duties of boards of education as amended by PA 08-153.  
10-221a High School graduation requirements.  
**PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School.**

Policy adopted: March 3, 2022  
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS  
New Fairfield, Connecticut

*Existing policy, appropriate as written, with update to legal reference.*

## **Instruction**

### **Distance Education**

#### **Virtual/Online Courses**

The Board of Education believes that distance education through virtual/online courses is an opportunity for enrichment for NFHS students. Online learning has a distinct advantage in that it does not require students to be physically present in the same location as the instructor or other students. Distance education courses are part of New Fairfield's educational program delivery system to increase accessibility and flexibility in the delivery of instruction. In addition to regular classroom-based instruction, students in the district may earn credit through distance education provided by virtual/online courses.

Virtual schools are educational organizations that offer courses at various grade levels through Internet or Web-based methods. Virtual schools allow students to take courses not currently offered at NFHS and, as such, enrich existing curriculum.

Online courses offered via organizations such as Virtual High School shall not result in a reduction of the current number of electives offered at New Fairfield High School, nor shall it result in the reduction in force of any existing staff.

In order to earn credits in meeting the requirements for high school graduation through the successful completion of on-line coursework, the Board, in compliance with C.G.S. 10-221a (17) shall ensure, at a minimum, that (a) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional District classroom setting, (b) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (c) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, (d) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (e) the courses are (1) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (2) offered by institutions of higher education that are accredited by the Department of Higher Education or regionally accredited; or (3) toward meeting the high school graduation requirement upon the successful completion of the board examination series permitting students in grades 9 through 12 to substitute achievement of a passing score on a series of examinations approved by the State Board of Education for meeting credit requirements for graduation.

If the drop-out rate of the District is determined to be 8% or higher in the previous school year, the Board of Education shall establish an on-line credit recovery program for those students who are identified as being in danger of failing to graduate. These students, once identified by certified personnel, must be allowed to complete on-line District-approved coursework toward meeting high school graduation requirements. Each high school within the District shall designate, from among existing staff, an online learning coordinator to administer and coordinate the online credit recovery program.

## **Instruction**

### **Distance Education**

#### **Virtual/Online Courses (continued)**

New Fairfield High School students may earn a maximum of six (6) units of academic credits by completing online courses: three (3) through Virtual High School and an additional three (3) with prior approval of the high school principal for other online courses. (NOTE: In light of new legislation, District may need to reconsider “cap” on number of courses.)

One or more of the following conditions must exist for students to register for an online or virtual course:

1. Only students registered at New Fairfield High School may enroll in an online or virtual course for credit.
2. The course or its equivalent is not offered at New Fairfield High School. (In the event of an unavoidable scheduling conflict that would have a negative impact on a student's academic sequence or ability to complete proscribed graduation requirements, the administration may approve the taking of an online course the equivalent of which is offered at NFHS.)
3. The course could serve as a supplement to extended homebound instruction.
4. The district has expelled the student from the regular school setting, but educational services are to be continued.
5. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment for a portion of his/her academic program.

As determined by Board/school policy, students taking a virtual course will do the following:

- Adhere to the District code of conduct to include rules of behavior and consequences for violations.
- Adhere to attendance requirements of the District.
- Adhere to the District's Internet policy.
- Adhere to New Fairfield High School's policy on withdrawing from a course.

The school must receive an official record of the final grade before awarding credit toward graduation.

The site-coordinator is responsible for monitoring student progress in a virtual course.

## Instruction

### Distance Education (continued)

(cf. 6141.321 - Computers: Acceptable Use of the Internet)

(cf. 6141.1 - Independent Study)

(cf. 6146 - Graduation Requirements)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules, policies and procedures.

10-221a High school graduation requirements. (as amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses, Other Subject Areas) and P.A. 10-111, An Act Concerning Education Reform in Connecticut.

**PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School.**

Policy adopted: January 5, 2006  
Policy revised: December 4, 2008  
Policy revised: November 4, 2010  
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS  
New Fairfield, Connecticut

*Existing policy updated to reflect new legislation.*

## **Construction**

### **Extensions/Renovations or Replacements**

#### **Indoor Air Quality**

The Board of Education recognizes that the maintenance of acceptable temperature, relative humidity and adequate fresh air ventilation in school buildings is a primary objective in the creation and maintenance of an optimal learning environment.

#### **Indoor Air Quality in Existing Facilities**

The Superintendent or his/her designee shall implement an indoor air quality program that provides for ongoing maintenance and facility reviews, in accordance with all applicable state statutes, necessary for the maintenance and improvement of the indoor air quality of all District facilities.

The District shall report biennially, in a manner as required, to the Commissioner of Administrative Services on the condition of its facilities, its long range facilities program, and on its air quality program, and green cleaning program.

Prior to January 1, 2008 and every ~~five (5)~~ **three (3)** years thereafter, for any District facility that has been constructed, extended, renovated or replaced on or after January 1, 2003, the Board of Education shall provide for a uniform inspection and evaluation program of indoor air quality within such buildings, such as the Environmental Protection Agency's Indoor Air Quality for Schools Program.

The results of the evaluation shall be made available for public inspection at a regularly scheduled Board of Education Meeting and also posted on the District's website.

The inspection and evaluation program shall include, but not be limited to, a review, inspection or evaluation of the following:

1. the heating, ventilating, and air conditioning (HVAC) systems;
2. radon levels in the air and water;
3. potential for exposure to microbiological airborne particles, including fungi, mold, and bacteria;
4. chemical compounds of concern to indoor air quality, including volatile organic compounds;
5. pest infestation, including insects and rodents;
6. pesticide usage;
7. the presence and plans for removal of certain hazardous substances identified under federal law;
8. ventilation systems (i.e. exhaust fans);

## **Construction**

### **Extensions/Renovations or Replacements**

### **Indoor Air Quality**

#### **Indoor Air Quality in Existing Facilities (continued)**

9. plumbing, including water distribution systems, drainage systems, and fixtures;
10. moisture incursion (leaks);
11. the facilities' overall cleanliness;
12. building structural elements, including roofing, basements, and slabs;
13. the use of space, particularly in areas designed to be unoccupied; and
14. the provision of indoor air quality maintenance training for building staff.

Heating, ventilation, and air conditioning systems shall be maintained in accordance with the prevailing maintenance systems, such as Standard 62. The Board direct the Superintendent or his/her designee to ensure that such systems shall be operated continuously during the hours in which students or school personnel occupy school facilities except during periods of scheduled maintenance or emergency repairs or at other times when it can be demonstrated that the air supply system meets the Standards 62 requirements for air changes per hour.

Records shall be maintained on the maintenance of the District's heating, ventilation, and air conditioning systems for a period of not less than five years. Such records shall be available to the public upon request.

Prior to January 1, 2024, and every five years thereafter, the local or regional Board of Education shall provide for a uniform inspection and evaluation of the heating, ventilation and air conditioning system within each school building under its jurisdiction. Such inspection and evaluation shall be performed by a certified testing, adjusting and balancing technician, an industrial hygienist certified by the American Board of Industrial Hygiene or the Board for Global EHS Credentialing, or a mechanical engineer. Such heating, ventilation and air conditioning systems inspection and evaluation shall include, but need not be limited to:

1. Testing for maximum filter efficiency
2. Physical measurements of outside air delivery rate
3. Verification of the appropriate condition and operation of ventilation components
4. Measurement of air distribution through all system inlets and outlets
5. Verification of unit operation and that required maintenance has been performed in accordance with the most recent indoor ventilation standards promulgated by the American Society of Heating, Refrigerating and Air-Conditioning Engineers
6. Verification of control sequences
7. Verification of carbon dioxide sensors and acceptable carbon dioxide concentrations indoors, and
8. Collection of field data for the installation of mechanical ventilation if none exist.

## **Construction**

### **Extensions/Renovations or Replacements**

#### **Indoor Air Quality**

##### **Indoor Air Quality in Existing Facilities** (continued)

The ventilation systems inspection and evaluation shall identify to what extent each school's current ventilation system components, including any existing central or non-central mechanical ventilation system, are operating in such a manner as to provide appropriate ventilation to the school building in accordance with most recent indoor ventilation standards promulgated by the American Society of Heating, Refrigerating and Air-Conditioning Engineers. The inspection and evaluation shall result in a written report, and such report shall include any corrective actions necessary to be performed to the mechanical ventilation system or the heating, ventilation and air conditioning infrastructure, including installation of filters meeting the most optimal level of filtration available for a given heating, ventilation and air conditioning system, installation of carbon dioxide sensors and additional maintenance, repairs, upgrades or replacement. Any such corrective actions shall be performed, where appropriate, by a contractor, who is licensed in accordance with chapter 393. The local or regional Board of Education conducting an inspection and evaluations pursuant to this subsection shall make available for public inspection the results of such inspection and evaluation at a regularly scheduled meeting of such Board and on the Internet website of such Board and on the Internet website, if any, of each individual school. The local or regional Board of Education shall not be required to provide for a uniform inspection and evaluation under this subdivision for any school building that will cease to be used as a school building within the three years from when such inspection and evaluation is to be performed.

##### **Indoor Air Quality in New or Renovated Facilities**

In order to secure appropriate indoor air quality in District schools, the Board of Education believes that when new facilities are constructed and when existing facilities are renovated, the following requirements shall be specified to the architect or design professional responsible for the construction project:

1. Adhere to the requirements defining minimum air circulation contained in the State Building Code which apply only when constructing new space.
2. The building/space meets or exceeds the ASHRAE (American Society of Heating, Ventilating and Air Conditioning Engineers) 62-1999 standard, "Ventilation for Acceptable Indoor Air Quality," which considers chemical, physical and biological contaminants that can affect air quality as referenced by the State Code adopted pursuant to C.G.S. 29-252.
3. Utilizing the ASHRAE 62-1999 standard, achieve a minimum ventilation rate per occupant of 15 cubic feet per minute (cfm) of outdoor air.

## **Construction**

### **Extensions/Renovations or Replacements**

#### **Indoor Air Quality**

##### **Indoor Air Quality in New or Renovated Facilities** (continued)

4. Design and placement of air handling equipment needs to be done in a manner where it is accessible to inspect and maintain the equipment; therefore, mechanical rooms are desirable versus exposed rooftop units or units hung above suspended ceilings.
5. With increased air flow requirements, attention must be given to the potential of air velocity noise within ductwork.
6. Fresh air intakes must be located, whenever possible, away from all types of vents and exhausts on roofs in addition to any ground level vegetation and any accumulation of water.
7. Air intakes and ventilation windows must be sufficiently distant from bus loops and loading docks.
8. Radon mitigation systems to provide a vapor barrier and protection from under-slab humidity should be a part of new school construction.
9. Attention must be given to the selection of all building materials and finished products which may emit odorous and irritating volatile organic vapors degrading indoor air quality.
10. Reduce the potential of moisture intrusion through appropriately designed pitched roofs wherever possible.
11. Consider the economic feasibility of achieving dehumidification through air conditioning.
12. Install temperature control systems along with energy management systems which monitor temperature and other factors helpful in monitoring and diagnosing heating, ventilating and air conditioning (HVAC) systems.
13. When renovating an occupied building provide for the mechanical control of airborne pollutants associated with the construction process.

## Construction

### Extensions/Renovations or Replacements

#### Indoor Air Quality (continued)

Legal Reference: Connecticut General Statutes  
10-220(d) Duties of boards of education. ~~(as amended by P.A. 09-81)~~  
10-231(f) Indoor air quality committees  
10-282(19) Definitions  
10-283 Applications for grants for school building projects  
10-286 (a)(9) Computation of school building project grants  
10-291 Approval of plans and site. Expense limit.  
10-292 Review of final plans by Commissioner of Administrative Services. Exceptions; role of local officials.  
~~P.A. 03-220 An Act Concerning Indoor Air Quality in Schools.~~  
P.A. 09-81 An Act Concerning Cleaning Products in Schools.  
New Fairfield Code of Ordinances  
Section 8: Building Committees, Sec. 2-171  
10-231g Green Cleaning Program at schools: Definitions, Implementation, Notice.  
~~P.A. 22-118 An Act Concerning the State Budget for the Biennium Ending June 30, 2023.~~

Policy adopted: May 1, 2003  
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NEW FAIRFIELD PUBLIC SCHOOLS  
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