

Board of Education Regular Meeting 2023

Thursday, November 2, 2023 7:00 PM

New Fairfield Community Room, 33 Route 37, New Fairfield, CT., 33 Route 37,
New Fairfield, Connecticut 06812

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF THE MINUTES

III.A. October 19, 2023 - Regular

IV. APPROVAL OF THE AGENDA

V. **PUBLIC PARTICIPATION** - *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 thirty (30) minutes total for the entire meeting. 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. We value your input, but due to these time limitations, we ask you to be concise and to observe the rules of common courtesy. [9320(a) of Board Bylaws]*

VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS

VI.A. Chairman's Report

VI.B. Superintendent's Report

VI.B.1. Student Recognitions

VI.C. Student Representatives' Report

VI.D. Committee Reports

VI.D.1. Curriculum (*Stephanie Strazza*)

VI.D.2. Policy (*Samantha Mannion*)

VI.D.3. Special Education Ad Hoc (*Stephanie Strazza*)

VI.E. Liaison Reports

VI.E.1. School Security and Safety
Committee (*Samantha Mannion*)

VII. INFORMATION ITEMS

VII.A. NFPS 2023 Student Outcomes Report

VII.B. NESDEC Enrollment Projections

VII.C. Middle School Space Utilization and Facilities Update

VII.D. Board of Education Policy (*First Reading*)

VII.D.1. Policy 7230.2 – Extensions/Renovations or Replacements

VII.E. New Fairfield High School/Consolidated School Building Project Update

VII.E.1. Consolidated School Punch List Update

VIII. **ACTION ITEMS**

VIII.A. Personnel Report

VIII.B. Board of Education 2024 Regular Meeting Dates

VIII.C. Board of Education Policy - Suspension of the Rules [referring to Policy 6159]

VIII.C.1. Policy 6159 – Individualized Education Program/Special Education Program

VIII.D. Paraprofessional Leave of Absence Request (*To be voted on after Executive Session*)

IX. **PUBLIC PARTICIPATION** – *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 thirty (30) minutes total for the entire meeting. 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. We value your input, but due to these time limitations, we ask you to be concise and to observe the rules of common courtesy. [9320(a) of Board Bylaws]*

X. **FUTURE AGENDA ITEMS**

XI. **BOARD MEMBER COMMENTS**

XII. **EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING SCHOOL SECURITY AND SAFETY**

XIII. **EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING PARAPROFESSIONAL LEAVE OF ABSENCE REQUEST**

XIV. **ADJOURNMENT**

**NEW FAIRFIELD BOARD OF EDUCATION
NEW FAIRFIELD, CT**

The New Fairfield Board of Education held a regular meeting on Thursday, October 19, 2023, at 7:00 pm via Zoom.

MINUTES – October 19, 2023

PRESENT: Dominic Cipollone (Chairman), Kathy Baker, Tim Blair, Greg Flanagan, Amy Johnson, Samantha Mannion, Ed Sbordone, and Stephanie Strazza

ABSENT: Kimberly LaTourette

ALSO PRESENT: Superintendent of Schools Dr. Kenneth Craw, Director of Business and Operations Carrie DePuy, Pupil Personnel Director Maria Kennedy, High School Assistant Principal Scott Rohwedder, New Fairfield Middle School Principal Karen Gruetzner, Elementary School Principal Allyson Story, Athletic Director Mark Ottusch, First Selectman Pat Del Monaco, and Selectman Khris Hall

Video Production Coordinator Quintin Flower explained the procedures for the virtual meeting and noted that this virtual meeting is available to everyone including members of the public.

I. CALL TO ORDER: Chairman Dominic Cipollone called the meeting to order at 7:01 p.m.

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF MINUTES

- A. October 5, 2023 - Regular meeting - approved by consensus
- B. October 11, 2023 - Special meeting - approved by consensus

IV. APPROVAL OF AGENDA

MOTION: Samantha Mannion made a motion to approve the agenda with the addition of Information Item VII.C. "Planning Commission - Plan of Conservation and Development." Ed Sbordone seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Samantha Mannion, Ed Sbordone and Stephanie Strazza

V. PUBLIC PARTICIPATION - None

VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS

A. Chairman's Report - Dominic Cipollone reported on the following:

- Encouraged adults and especially teachers to help students become critical thinkers.
- B. Superintendent's Report - Superintendent of Schools Dr. Kenneth Craw
 - Invited everyone to a Community Conversation to empower and support the youth of New Fairfield on Tuesday, October 24th from 6:30 p.m. to 8:30 p.m. at the high school.
- C. Student Representative Reports

Senior Representative Brennan Hearty noted that:

- Upcoming college visits at the high school. More information can be found on Naviance.
- The first quarter of the year will end on November 3rd.
- There will be a financial aid night at the high school on November 8th.

D. Committee Reports

1. Business Operations/Resource Management

Greg Flanagan noted that this subcommittee met on Oct. 19th. Revenue and the monthly budget vs. actual are in line with previous years. There was a Google Vault reconciliation with no deficiencies. The budget surplus for the fiscal year 2022-2023 is \$13,630.00. An RFP for the bus transportation contract will be going out next week. Bids are being sought for the replacement of Rebel Turf Field and Track.

E. Liaison Reports

1. Board of Finance

Ed Sbordone noted that the BOF met on Oct. 18th and discussed the following:

- Reviewed the five-year claim analysis for the medical plan. Claims have increased over 40% in the past two years. Many claims were over \$50,000. The fund balance of the Medical Plan is approximately \$215,000. The BOF is keeping a close eye on this. There was a Medical subcommittee meeting on October 19th.
- The BOF discussed the Planning Commission Plan of Conservation and Development.
- The vote on the Public Comment Policy was tabled until the November meeting.

2. Parks and Rec Commission

Greg Flanagan noted that the Parks and Rec Commission met on October 16th and discussed Field Fees. The following events will be hosted by the Parks and Rec Commission in the near future:

- Trunk or Treat - Oct. 27th
- Turkey Run - November 19th
- Santa's Workshop - November 25th.

VII. INFORMATION ITEMS

A. Healthier High School Start Time

1. Update - Dr. Craw gave an overview of the status of the Healthier High School Start Time initiative. He gave a brief history of the study, the timeline for changing the times, and the benefits of a later start time. He spoke of the possibility of an 8:00 a.m. start time and 2:45 p.m. end time. Six key components to consider for the change in time include: Transportation and Budget, Traffic Flow, Athletics and Instructional Time, Town Programs, Bargaining Unit Implications and Implementation Timeline.

2. Transportation Study Report - Chris Wojciechowski from Transportation Advisory Services spoke of how the new start times would affect transportation. He noted that they are an independent advisory service with the role of giving recommendations. He noted that many surrounding districts have successfully moved the start times. Members of the Board commented on the study.

B. Board of Education 2024 Draft Regular Meeting Dates

The Board reviewed the calendar for the Board meetings and the Committee meetings.

C. Planning Commission - Plan of Conservation and Development

Dr. Craw noted that the BOE is scheduled to present recommendations to the Planning Commission on Monday, November 27th. He spoke of educational needs for the next ten years and noted that the BOE will discuss this further at their next meeting.

VIII. ACTION ITEMS

A. Personnel Report

There was a brief discussion of a vacant Middle School position.

MOTION: Kathy Baker motion to recommend to the full Board the approval of the Personnel Report for October 12, 2023, as recommended by the administration. Greg Flanagan seconded the motion.

IN FAVOR: Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Samantha Mannion, Ed Sbordone and Stephanie Strazza

IX. PUBLIC PARTICIPATION - None

X. FUTURE AGENDA ITEMS

Amy Johnson asked for a punch list of items for the High School and Consolidated projects. This will be provided at the next meeting.

XI. BOARD MEMBER COMMENTS

Greg Flanagan spoke of the importance of getting accurate information regarding town information. He further thanked the entire district, including administrators, teachers, fellow Board members and staff, for their help with his daughter's recent health incident.

XII. ADJOURNMENT

MOTION: Dominic Cipollone made a motion to adjourn the meeting at 8:07 p.m. Kathy Baker seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Samantha Mannion, Ed Sbordone and Stephanie Strazza

Respectfully submitted,
Suzanne Kloos



New England School Development Council

New Fairfield Public Schools

New Fairfield, CT

2023-24 Letter of Analysis



2023-24 Enrollment Projections

TO: Dr. Kenneth Craw, Superintendent, New Fairfield, CT
FROM: Karen L. LeDuc, Ph.D.
DATE: 10/24/23
RE: Enrollment Projections

We are pleased to send you the Enrollment Projection Report which displays the past, present, and projected enrollments for the New Fairfield School District. These ten-year projections are designed to provide New Fairfield with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. Included in this report are graphs representing historical and projected grade-by-grade enrollments, as well as historical and projected enrollments in grade combinations. We have received the figures given to us by the district, and we assume that the method of collecting the enrollment data has been consistent from year to year.

Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the “out-years.” Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes. In light of this, NESDEC has added a “Spring Update Refresher” enrollment projection at no cost to affiliates.

The NESDEC forecast for School Year 2022-23 fell within 28 students of the K-12 projected enrollment (2098 projected vs. 2070 enrolled). In Grades K-2, 422 students were projected vs. 420 enrolled; in Grades 3-5, 449 students were projected vs. 436 enrolled in Grades 6-8, 519 students were projected vs. 510 enrolled; and in Grades 9-12, 708 students were projected vs. 704 enrolled.

Enrollment Projection Analysis: Over the next three years, K-2 enrollments are forecast to increase by a total of 22 students, Grades 3-5 enrollments are projected to increase by 34 students, Grades 6-8 enrollments are projected to decrease by 29 students, and Grades 9-12 are projected to decrease by about 22 pupils, as the classes move up the grades. Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the “out-years.” Projections six to

ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors. Building permits have begun to stabilize see the “Additional Data” table. See the “Reliability of Projections” section for more details. The birth numbers used in the projections, through 2020, are from the CT Department of Public Health. Any “provisional” numbers reflect a total that is preliminary. Any “estimated” numbers are created using a rolling five-year average, which NESDEC has found to be the most accurate method of estimation. Local clerks have up-to-date information on local births, but do not have access to the number of New Fairfield residents born out-of-state, information which will eventually become known to the CT DPH Vital Statistics Department. Regardless, it is quite possible that real estate turnover will have increased further, bringing in additional new families: see the “Projections” page.

NESDEC has found that the following factors are relevant to the analysis of your Enrollment Projections.

Hidden Trends Within the District

The two factors now at work that will have the greatest effect upon future enrollments are: (1) an small increase in the number of births to New Fairfield residents, and (2) an expected continuation of the in-migration of families.

Births: The analysis of births as they relate to kindergarten is important to consider as it constitutes the potential enrollment pool for Kindergarten. The students currently in Grades 1-10 were born during a period when New Fairfield was averaging 99 births per year. More recently, and expected over the next 8-10 years, New Fairfield now is averaging about 104 births per year, about 5 more births per year than previously. The relationship between New Fairfield births and Kindergarten enrollments is displayed on the B-K graph. New Fairfield continues to experience an increased number of “net move-ins” of families with Kindergarten students. For example, in 2018 there were 109 births, and for school year 2023-24, New Fairfield enrolled 146 Kindergarteners (an increase of 37 students). Kindergarten enrollments over the last five years have experienced a range of 119-146 students. Kindergarten is one of the more difficult grades to project, as the projection is based upon birth data recorded five years earlier and is influenced by new families moving to New Fairfield.

In- or Out-Migration of Students: Like many nearby communities, New Fairfield continues to experience fluctuations in enrollment and in-migration in Grades 1-8. There are additional trends and countertrends to consider. More so than other grade levels, **Grades 1-8 in most districts, taken as a group, tend to be relatively stable in numbers.** Grades 9-12 are excluded from the calculation, as in many communities there tends to be additional fluctuation for reasons having little to do with students moving in/out of the community. Regarding the Grade 1-8 enrollment stability, if last year the Grade 1-7 total was 1,100 children, and if no one moved in or out, this fall’s Grades 2-8 would equal about 1,100 – the same cohort of children. Because Grades 1-8 tend to be the most stable in total K-12 enrollment, these Grades 1-8 are potential places to discover “hidden trends” that otherwise might go unnoticed, and that provide a useful yardstick by which to measure a district’s tendency toward in-/out-migration. In the case of New Fairfield, we know that the District had been experiencing an in-migration of school-age

children (with increases in 8 out of 8 years, leading to a net increase averaging 24 students). The presence of in-migration in Grades 1-8 would be evidence of the complexity of enrollments in these unsettled economic times. Analysis of these hidden trends can provide an additional benchmark by which to assess enrollment trends.

Forecasting Kindergarten and Grade 9: The two most difficult grades to forecast in all districts are Kindergarten and Grade 9. The latter is difficult to anticipate, as there are so many options for Grade 9: vocational or agricultural schools, private or parochial non-public schools, etc. Kindergarten can be difficult to project based upon births alone, especially in a changing real estate market like New Fairfield-as many districts have large numbers of “net move-ins/move-outs” who are ages 1-4. Some districts take extra steps to track 3- and 4-year-olds with a local census, or report to NESDEC the known number of 4-year-olds in local pre-schools/nursery schools that typically enroll Kindergarteners in the district. Knowing this information helps NESDEC to project Kindergarteners more reliably, as does data from the Kindergarten Screening in districts, which also tracks 3- and 4-year-old siblings (or neighbors) at that time. New Fairfield’s in-migration of residents remains an important variable in the new class of Kindergarteners each year and is well worth tracking in order to periodically update the estimated number of newly arrived children. The more data that is sent to NESDEC regarding the incoming Kindergarten class, the greater the chance that enrollment surprises will be minimized.

Trends in Real Estate Sales: Every day across America, 10,000 citizens celebrate their 65th birthdays, a phenomenon which will continue for the foreseeable future. Current real estate trends indicate that a large share of these mature citizens had planned to “downsize” their living arrangements but postponed doing so due to the fluctuating real estate market. Millennials, many of whom postponed home buying, are now purchasing homes in record numbers. School enrollments are influenced strongly by the number of real estate sales, as these contribute to new families moving into many districts. Generally, in our work we have become aware that the number of real estate sales is 4-5 times larger than the number of building permits for new residential construction. **Thus, the number of real estate sales can be a more important factor than the number of building permits.** The global economy continues to influence our nation’s public health and economic stability in unpredictable ways, especially for our schools. In the case of New Fairfield, an average of 204 single-family homes were sold annually from 2013-2022. The number of homes sold through August of 2023 (93 single-family homes) is on a pace that could reach mid-high 100s by year’s end. The median sales price for single-family homes has ranged from \$321,000 to \$474,500 for the past 10 years and is currently \$510,000 through August 2023. (Data Source: Warren Group)

Analyzing Your Enrollment

1. After the "YEAR" column can be found the "BIRTHS" column. The number of births to residents for each of eleven years is displayed. Note any trends, e.g., have births been decreasing? increasing? leveling off? Kindergarten and Grade 1 enrollments normally are quite responsive to these fluctuations.
2. Look **down** the K and 1 columns, noting the direction of the trend. This affords a comparison of these classes over a ten-year period. Add the K and Grade 1 enrollments of the first school year recorded and compare them with the sum of the current K and Grade 1 enrollments.
3. Take the first K class and follow it diagonally to trace its movement to Grade 1, 2, etc. up to its current 10th grade status. This comparison (which can be accomplished for other classes also) gives some measure of the effects of migration in your school district. If a sixth-grade class today is larger than it was as a K class six years ago, then net in-migration probably has occurred; if it is smaller, then net out-migration probably has occurred.
4. Compare each K class with the previous year's graduating class. Note which is larger and by what amount one surpasses the other. Larger graduating classes generally reflect declining enrollments; larger K classes generally indicate increasing enrollments.
5. In the "Grade Combinations" section, note the trends of elementary, middle school and high school enrollments. A significant and consistent trend in these summaries usually results in the corresponding trend for projected enrollments. If enrollments are leveling off in the elementary grades after a period of decline, then the secondary enrollments might be expected to continue to decline for several years until the leveling off experience has had time to take hold at the secondary grades.



Using This Information Electronically

If you would like to extract the information contained in this report for your own documents or presentations, you can use screenshots, which can be inserted into PowerPoint slides, Word documents, etc. Because screenshots create graphics, the image is not editable. Please feel free to contact us if you need assistance in this matter, by phone (508-481-9444) or by email (ep@nesdec.org).



New England School Development Council

**New Fairfield Public Schools
New Fairfield, CT**

School Year 2023-24 Enrollment Projection Report

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Enrollment Summary

NESDEC is pleased to send you this report displaying the past, present, and projected enrollments for your District. It is important to update enrollment projections every year to identify changes in enrollment patterns. Ten-year projections are designed to provide your District with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources.

Included in this report are graphs representing historical and projected grade-by-grade enrollments, as well as historical and projected enrollments in grade combinations. We received the enrollment data from the District, and we assume that the method of collecting this data has been consistent from year to year.

Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the “out-years.” Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes. In light of this, NESDEC has added a “Spring Update Refresher” enrollment projection at no cost to affiliates. For more information, please refer to the Methodology, Reliability and Use of this Document section.

The NESDEC enrollment projection fell within 28 students of the K-12 total, 2,098 students projected vs. 2,070 enrolled.

Births increased by 5 from a previous ten-year average of 99 to a projected average of 104. In most districts, Grades 1-8 are very stable in enrollments. However, there have been increases in 8 of the 8 most recent years, leading to a net increase averaging 24 students per year.

Over the next three years, Grades K-2 enrollments are projected to increase by 22 students, Grades 3-5 enrollments are projected to increase by 34 students, Grades 6-8 enrollments are projected to decrease by 29 students and Grades 9-12 enrollments are projected to decrease by 22 students, as students move through the grades.



Historical Enrollment

School District: New Fairfield, CT

10/24/2023

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2008	125	2013-14	66	162	151	170	157	201	203	204	216	206	247	246	261	241	0	2665	2731
2009	85	2014-15	85	139	158	162	174	154	199	209	204	216	213	240	240	268	0	2576	2661
2010	117	2015-16	67	153	130	151	165	173	152	193	198	199	230	213	228	245	0	2430	2497
2011	102	2016-17	77	136	153	138	152	164	172	152	190	201	188	226	211	235	0	2318	2395
2012	100	2017-18	74	150	139	153	137	153	170	180	154	190	190	186	225	206	0	2233	2307
2013	85	2018-19	77	112	157	139	156	141	161	174	184	158	183	189	194	223	0	2171	2248
2014	95	2019-20	89	143	115	152	144	161	139	174	175	189	152	179	185	187	0	2095	2184
2015	95	2020-21	71	119	149	116	153	149	169	144	179	174	181	151	182	194	0	2060	2131
2016	93	2021-22	68	129	137	153	132	159	153	176	160	183	169	178	147	189	0	2065	2133
2017	98	2022-23	76	126	140	142	156	135	169	157	179	160	183	178	182	164	0	2071	2147
2018	109	2023-24	84	146	128	146	138	156	142	173	157	180	160	177	176	191	0	2070	2154

*Birth data provided by Public Health Vital Records Departments in each state.

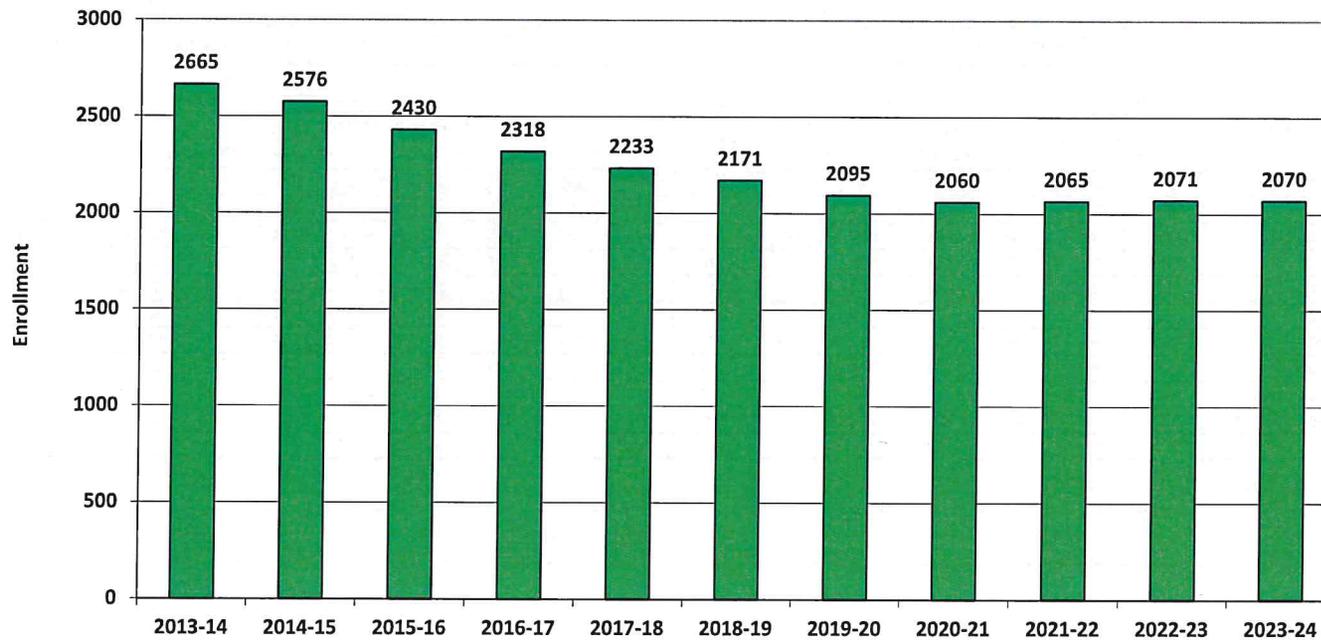
** < 10 Not reported, to protect subgroups with fewer than 10 students.

Historical Enrollment in Grade Combinations									
School Year	PK-5	K-5	PK-2	K-2	3-5	6-8	PK-8	K-8	9-12
2013-14	1110	1044	549	483	561	626	1736	1670	995
2014-15	1071	986	544	459	527	629	1700	1615	961
2015-16	991	924	501	434	490	590	1581	1514	916
2016-17	992	915	504	427	488	543	1535	1458	860
2017-18	976	902	516	442	460	524	1500	1426	807
2018-19	943	866	485	408	458	516	1459	1382	789
2019-20	943	854	499	410	444	538	1481	1392	703
2020-21	926	855	455	384	471	497	1423	1352	708
2021-22	931	863	487	419	444	519	1450	1382	683
2022-23	944	868	484	408	460	496	1440	1364	707
2023-24	940	856	504	420	436	510	1450	1366	704

Historical Percentage Changes			
School Year	K-12	Diff.	%
2013-14	2665		
2014-15	2576	-89	-3.3%
2015-16	2430	-146	-5.7%
2016-17	2318	-112	-4.6%
2017-18	2233	-85	-3.7%
2018-19	2171	-62	-2.8%
2019-20	2095	-76	-3.5%
2020-21	2060	-35	-1.7%
2021-22	2065	5	0.2%
2022-23	2071	6	0.3%
2023-24	2070	-1	0.0%
Change		-595	-22.3%

Historical Enrollment

Grades K-12, School Years 2013-14 to 2023-24



Projected Enrollment

School District: New Fairfield, CT

10/24/2023

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2018	109		2023-24	84	146	128	146	138	156	142	173	157	180	160	177	176	191	0	2070	2154
2019	97		2024-25	84	130	155	132	152	141	163	146	180	158	178	160	177	185	0	2057	2141
2020	91		2025-26	85	122	138	159	138	156	148	168	152	182	156	178	160	186	0	2043	2128
2021	128	(prov.)	2026-27	85	171	129	142	166	141	163	153	175	153	180	156	178	168	0	2075	2160
2022	96	(prov.)	2027-28	86	128	181	133	148	170	148	168	159	177	152	180	156	187	0	2087	2173
2023	104	(est.)	2028-29	86	139	136	186	139	152	178	153	175	160	175	152	180	164	0	2089	2175
2024	103	(est.)	2029-30	87	138	148	140	194	142	159	183	159	177	158	175	152	189	0	2114	2201
2025	104	(est.)	2030-31	87	140	146	152	146	199	149	164	190	160	175	158	175	160	0	2114	2201
2026	107	(est.)	2031-32	88	143	149	150	159	150	208	154	170	192	158	175	158	184	0	2150	2238
2027	103	(est.)	2032-33	89	138	152	153	156	163	157	214	160	172	190	158	175	166	0	2154	2243
2028	104	(est.)	2033-34	90	140	146	156	160	160	171	162	222	161	170	190	158	184	0	2180	2270

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

*Birth data provided by Public Health Vital Records Departments in each state.

** < 10 Not reported, to protect subgroups with fewer than 10 students.

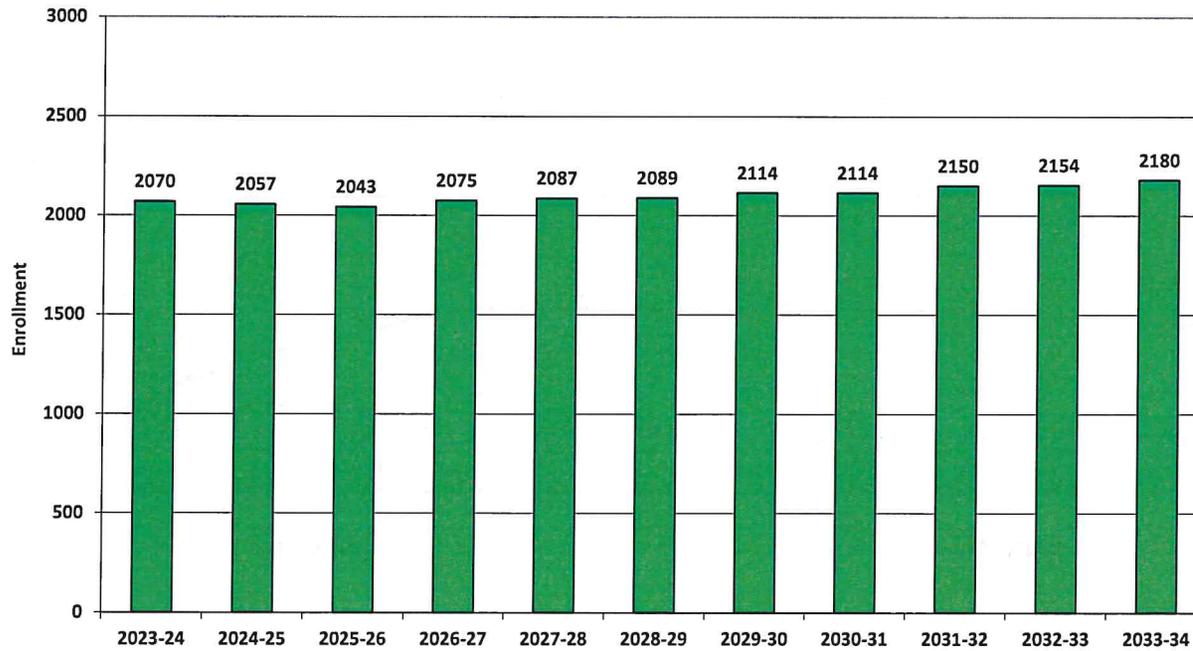
Projected Enrollment in Grade Combinations*									
School Year	PK-5	K-5	PK-2	K-2	3-5	6-8	PK-8	K-8	9-12
2023-24	940	856	504	420	436	510	1450	1366	704
2024-25	957	873	501	417	456	484	1441	1357	700
2025-26	946	861	504	419	442	502	1448	1363	680
2026-27	997	912	527	442	470	481	1478	1393	682
2027-28	994	908	528	442	466	504	1498	1412	675
2028-29	1016	930	547	461	469	488	1504	1418	671
2029-30	1008	921	513	426	495	519	1527	1440	674
2030-31	1019	932	525	438	494	514	1533	1446	668
2031-32	1047	959	530	442	517	516	1563	1475	675
2032-33	1008	919	532	443	476	546	1554	1465	689
2033-34	1023	933	532	442	491	545	1568	1478	702

Projected Percentage Changes			
School Year	K-12	Diff.	%
2023-24	2070	0	0.0%
2024-25	2057	-13	-0.6%
2025-26	2043	-14	-0.7%
2026-27	2075	32	1.6%
2027-28	2087	12	0.6%
2028-29	2089	2	0.1%
2029-30	2114	25	1.2%
2030-31	2114	0	0.0%
2031-32	2150	36	1.7%
2032-33	2154	4	0.2%
2033-34	2180	26	1.2%
Change		110	5.3%

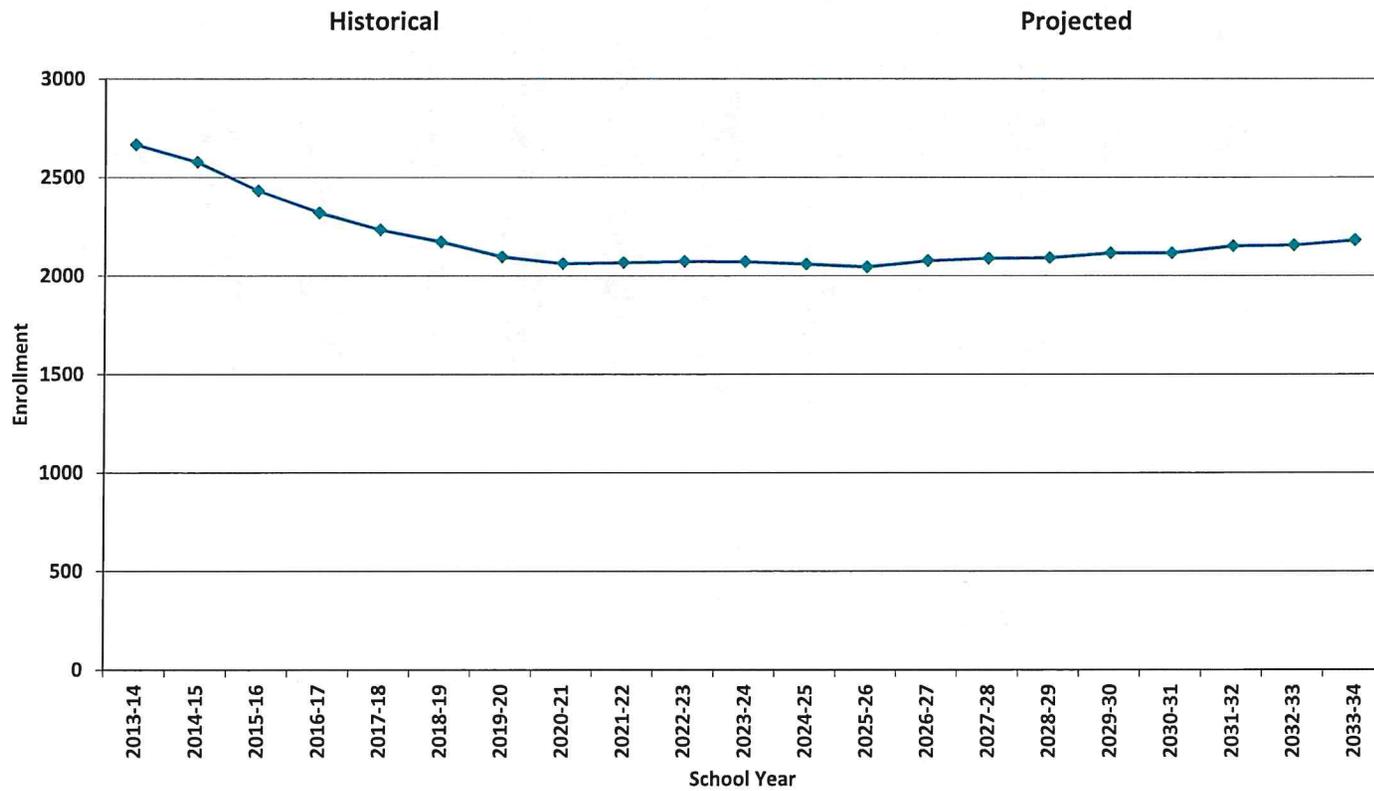
*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

Projected Enrollment

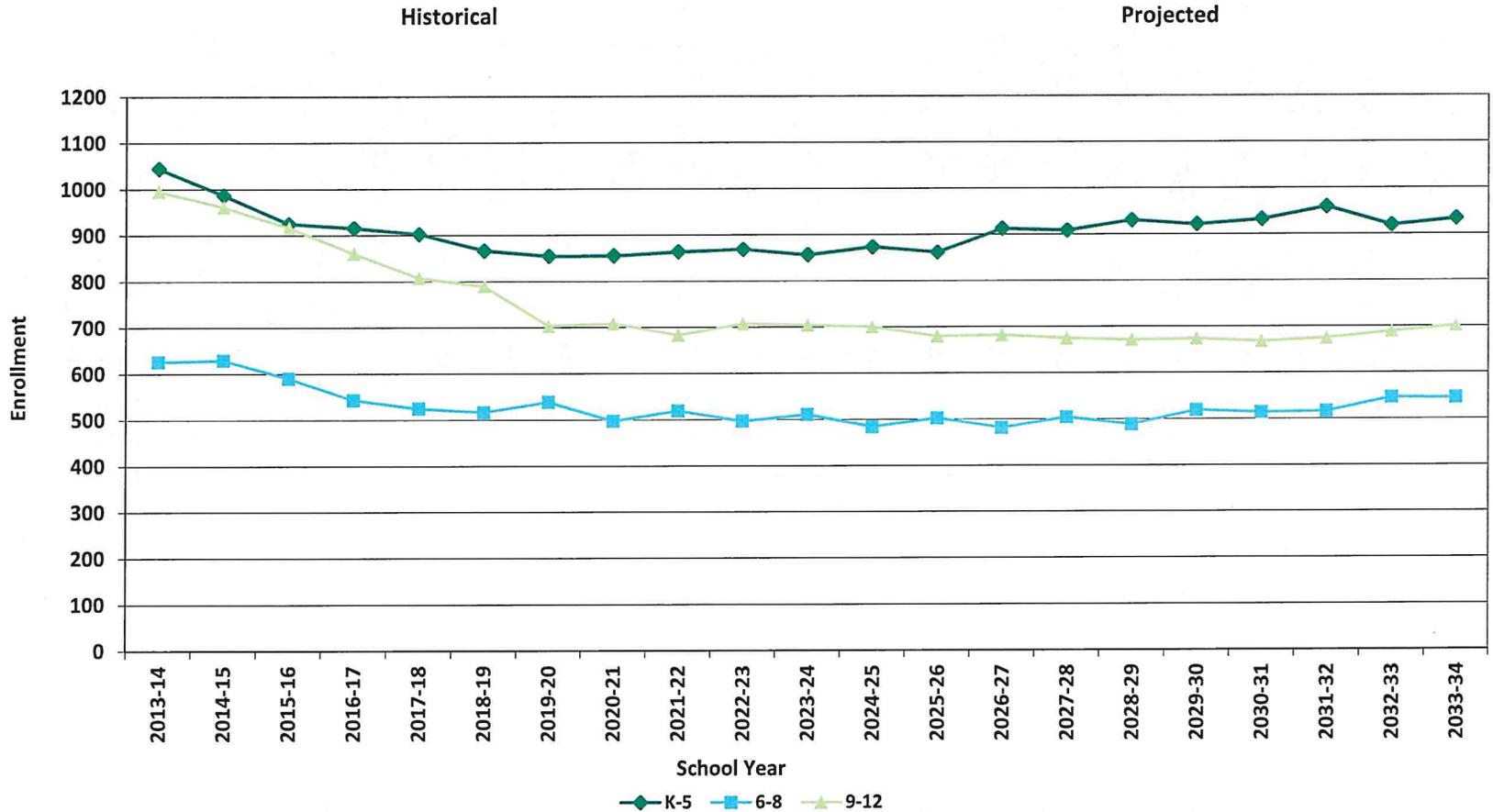
Grades K-12, School Years 2023-24 to 2033-34



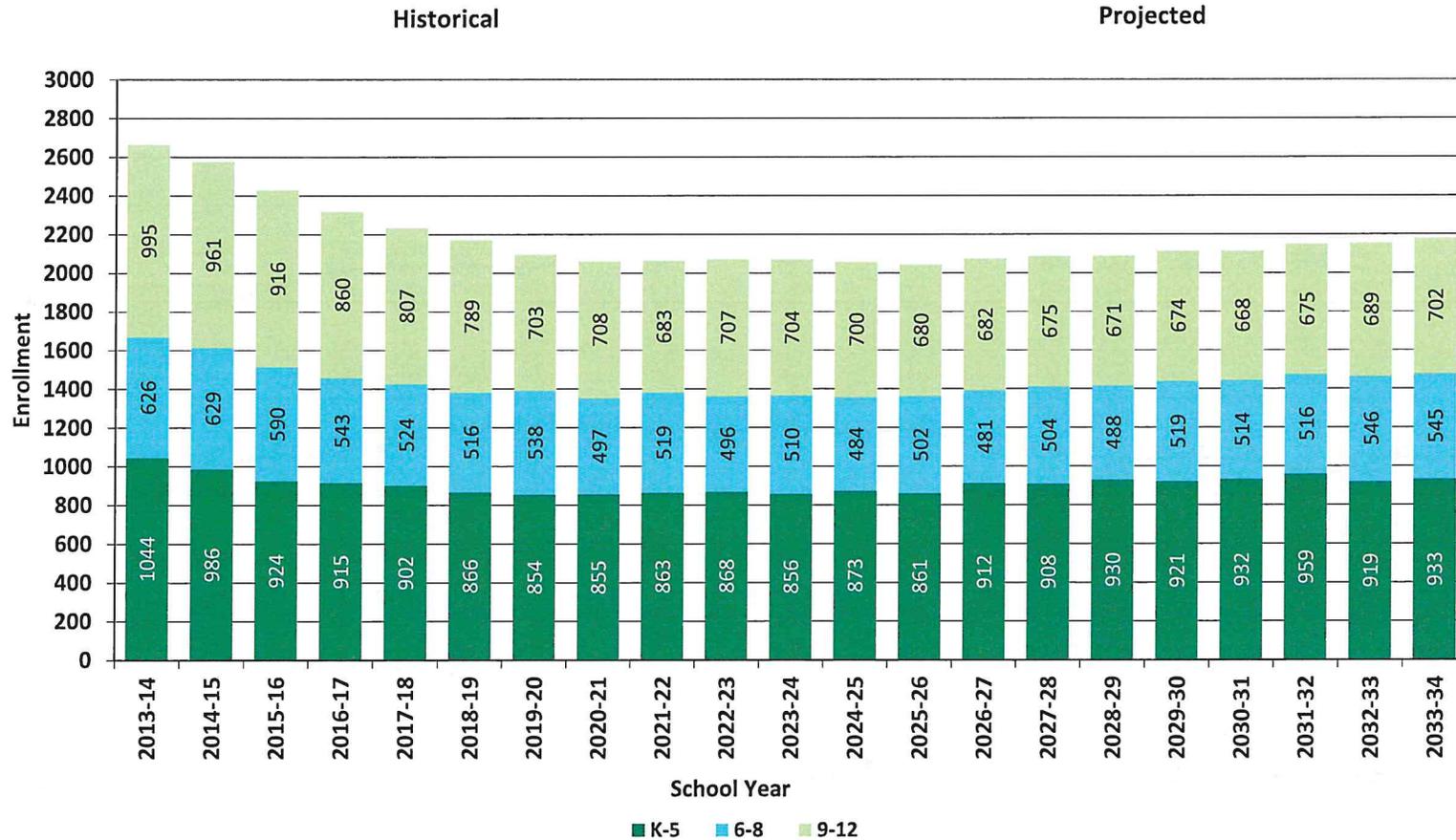
Historical & Projected Enrollment



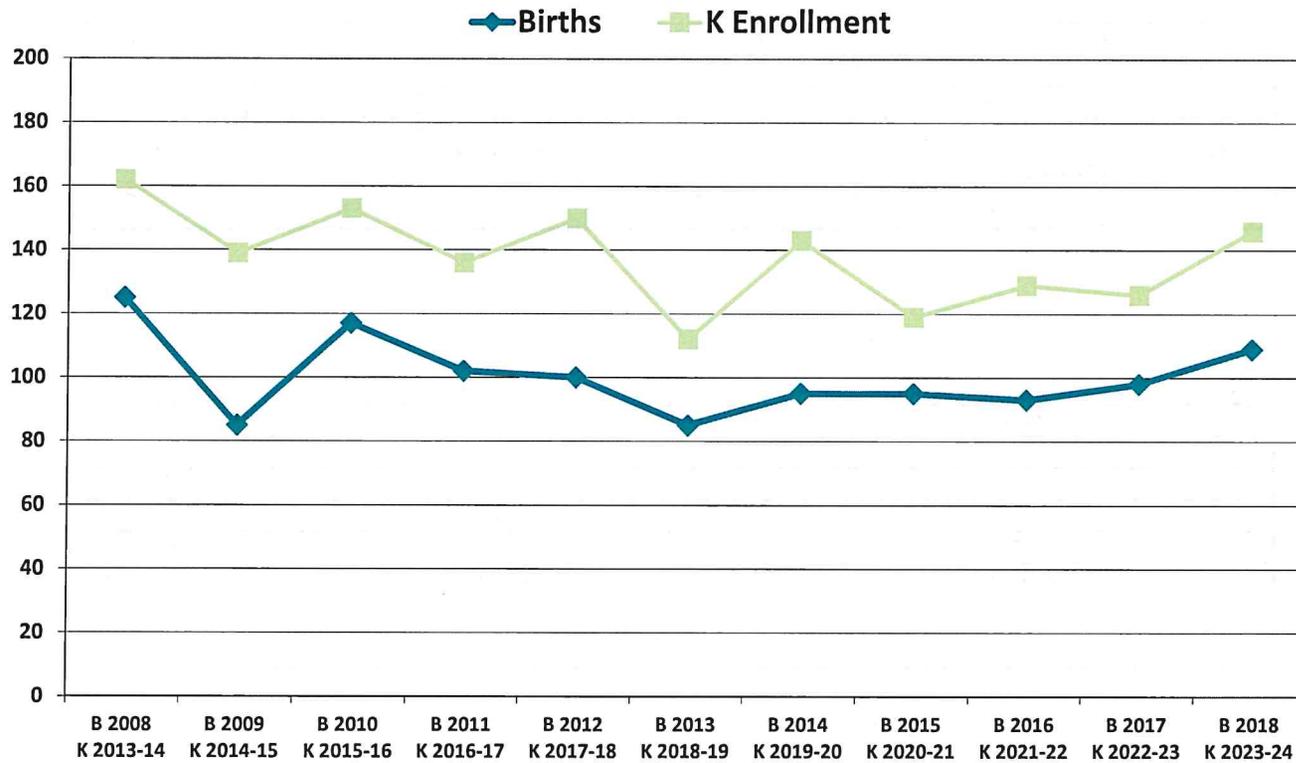
Historical & Projected Enrollments in Grade Combinations



Historical & Projected Enrollments in Grade Combinations



Birth-to-Kindergarten Relationship



Additional Information

Building Permits Issued (Source: HUD)		
Year	Single-Family	Multi-Units
2019	6	0
2020	9	0
2021	5	0
2022	0	0
2023	2 to date	0 to date

School Year	9 - 12 CTE	K - 12 Non-Public	K - 12 Choice-In	K - 12 Choice-Out	K - 12 Out-of-District SPED	K - 12 Homeschool
2019-20	39	n/a	< 10 **	18	< 10 **	15
2020-21	48	n/a	0	15	< 10 **	39
2021-22	57	n/a	0	25	< 10 **	25
2022-23	43	n/a	0	17	< 10 **	14
2023-24	43	n/a	0	18	< 10 **	14

*The above data was provided by the District, with the exception of building permit data (provided by HUD).

"n/a" signifies that information was not provided by District.

** < 10 Not reported, to protect subgroups with fewer than 10 students.

New England's PK-12 Enrollments Trends

From 2021 to 2030, the US Department of Education anticipates changes in PK-12 enrollment of -3.2% in the South, -6.0% in the West, -3.9% in the Midwest, -6.0% in the Northeast, and a total of -4.4% nationwide.

State	Fall 2021 PK - 12	Fall 2030 Projected	PK-12 Decline	% Change 2021-2030
USA	49,452,864	47,252,500	-2,200,364	-4.4%
CT	508,686	475,600	-33,086	-6.5%
ME	173,215	161,800	-11,415	-6.6%
MA	921,180	879,900	-41,280	-4.5%
NH	170,005	144,600	-25,405	-14.9%
RI	138,566	130,200	-8,366	-6.0%
VT	83,975	74,600	-9,375	-11.2%

Source: U.S. Department of Education, National Center for Education Statistics, Enrollment in public elementary and secondary schools, by region, state, and jurisdiction: Selected years, fall 1990 through fall 2030, Table 203.20, March 2023.

Although most New England Districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from District to District. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other Districts remaining stable.

Methodology, Reliability and Use of this Document

PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment forecasts. NESDEC uses this method, but modifies it in order to move away from forecasts that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific demographic information into the generation of enrollment forecasts (such as in/out-migration of students, resident births, HUD-reported building permits, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2022-23 increased to 104 students in Grade 2 in 2023-24, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the “out-years.” Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable. The second level of reliability will be for those children already **born into the community but not yet old enough to be in school**. The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the “Projected Enrollment” tab.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October.** This service is available at no cost to affiliated school districts.

USING THIS INFORMATION ELECTRONICALLY

If you would like to extract the information contained in this report for your own documents or presentations, you can use screenshots, which can be inserted into PowerPoint slides, Word documents, etc. Because screenshots create graphics, the image is not editable. Please feel free to contact us if you need assistance in this matter, by phone (508-481-9444) or by email (ep@nesdec.org).

Existing policy updated to reflect P.A. 23-167.

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. **The Board must utilize standard reporting forms to conduct and report on both IAQ and HVAC inspections and must provide The Department of Administrative Services (DAS) the completed forms for each school. The forms and/or reports must be made available at a regularly scheduled Board of Education meeting and on the Board of Education/individual school website.**

~~Prior to January 1, 2008 and every three (3) years thereafter,~~ Starting on January 1, 2025 and annually thereafter, for all ~~for any~~ District facilities ~~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 complying with~~ the Environmental Protection Agency's **Tools for 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;

Construction

Extensions/Renovations or Replacements

Indoor Air Quality

Indoor Air Quality in Existing Facilities (continued)

7. the presence and plans for removal of certain hazardous substances identified under federal law;
8. ventilation systems (i.e. exhaust fans);
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~~ 2025, 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

Construction

Extensions/Renovations or Replacements

Indoor Air Quality

Indoor Air Quality in Existing Facilities (continued)

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.

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.

Construction

Extensions/Renovations or Replacements

Indoor Air Quality

Indoor Air Quality in New or Renovated Facilities (continued)

3. Utilizing the ASHRAE 62-1999 standard, achieve a minimum ventilation rate per occupant of 15 cubic feet per minute (cfm) of outdoor air.
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.
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. 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.
PA 23-167 An Act Concerning Transparency in Education

Policy adopted: May 1, 2003
Policy revised: November 6, 2003
Policy reviewed: June 21, 2007
Policy revised: December 4, 2008
Policy revised: December 17, 2009
Policy revised: June 16, 2016
Policy revised: June 6, 2019
Policy revised: December 1, 2022
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

*New Fairfield Board of Education
3 Brush Hill Road
New Fairfield, CT 06812*

**NEW FAIRFIELD BOARD OF EDUCATION
SCHEDULE OF REGULAR MEETINGS
2024**

January 4	June 6
January 18	August 15
February 1	September 19
February 15	October 1* <i>(*This meeting occurs on the first Tuesday of October.)</i>
March 7	October 17
March 21	November 7
April 4	December 5
May 2	December 19
May 16	

The Board of Education is scheduled to meet at 7:00 p.m. on the first and third Thursdays of the month. There are no meetings scheduled for July. Unless otherwise posted, the first meeting of the month will be held in the New Fairfield Community Room, 33 Route 37, New Fairfield, CT and the second meeting of the month will be remote.

*New Fairfield Board of Education
3 Brush Hill Road
New Fairfield, CT 06812*

**NEW FAIRFIELD HIGH SCHOOL START AND END TIME
AD HOC SUBCOMMITTEE
SCHEDULE OF REGULAR MEETINGS
2024**

January 4

March 7

May 2

The New Fairfield High School Start and End Time Ad Hoc Subcommittee is scheduled to meet at 6:00 p.m. prior to the first regular Board of Education meeting of the month. There are no meetings scheduled for February, April, June, July, August, September, October, November, and December. Unless otherwise posted, all meetings will be held in the New Fairfield Community Room, 33 Route 37, New Fairfield, CT.

*New Fairfield Board of Education
3 Brush Hill Road
New Fairfield, CT 06812*

**SPECIAL EDUCATION AD HOC SUBCOMMITTEE
SCHEDULE OF REGULAR MEETINGS
2024**

February 1

April 4

June 6

October 1*

*(*This meeting occurs on the
first Tuesday of October.)*

December 5

The Special Education Ad Hoc Subcommittee is scheduled to meet at 6:00 p.m. prior to the first regular Board of Education meeting of the month. There are no meetings scheduled for January, March, May, July, August, September, and November. Unless otherwise posted, all meetings will be held in the New Fairfield Community Room, 33 Route 37, New Fairfield, CT.

*New Fairfield Board of Education
3 Brush Hill Road
New Fairfield, CT 06812*

**BUSINESS OPERATIONS/RESOURCE MANAGEMENT
SUBCOMMITTEE
SCHEDULE OF REGULAR MEETINGS
2024**

January 18

February 15

March 21

April 24*

*(*This meeting occurs on the
fourth Wednesday of April.)*

May 16

September 19

October 17

November 7

*(*This meeting occurs on the
first Thursday of November.)*

December 19

The Business Operations/Resource Management Subcommittee is scheduled to meet at 6:00 p.m. prior to the second Board of Education meeting of the month. There is no meeting scheduled for June, July, and August. Unless otherwise posted, all meetings will be remote.

*New Fairfield Board of Education
3 Brush Hill Road
New Fairfield, CT 06812*

**CURRICULUM/INSTRUCTION SUBCOMMITTEE
SCHEDULE OF REGULAR MEETINGS
2024**

January 22

February 26

March 25

April 29*

*(*This meeting occurs on the
fifth Monday of April.)*

May 28*

*(*This meeting occurs on the
fourth Tuesday of May.)*

September 23

October 28

November 25

The Curriculum/Instruction Subcommittee is scheduled to meet at 7:00 p.m. on the fourth Monday of the month. There are no meetings scheduled for June, July, August, and December. Unless otherwise posted, all meetings will be remote.

*New Fairfield Board of Education
3 Brush Hill Road
New Fairfield, CT 06812*

**POLICY SUBCOMMITTEE
SCHEDULE OF REGULAR MEETINGS
2024**

January 24

February 28

March 27

April 24

May 22

June 12*

*(*This meeting occurs on the
second Wednesday of June.)*

September 25

October 23

December 11*

*(*This meeting occurs on the
second Wednesday of December.)*

The Policy Subcommittee is scheduled to meet at 7:00 p.m. on the fourth Wednesday of the month. There are no meetings scheduled for July, August, and November. Unless otherwise posted, all meetings will be remote.

Existing policy with update to reflect P.A. 23-137.

Instruction

Individualized Education Program/Special Education Program

The school district shall comply with all state and federal laws concerning the provision of a free appropriate public education to students with disabilities.

Referral

~~The school district is responsible for identifying children with disabilities and for determining whether such children are eligible for special education services. Any child who is a resident of the Town, whether a student of the school district, of pre-school age, or between the ages of three and 21 years of age, inclusive, but not attending district schools, who is identified as potentially being in need of special education shall be referred to a "Special Education Planning and Placement Team" (PPT) which shall make an evaluative study to determine whether special education is required and to establish the scope of the special education services.~~

~~Students receiving special education services under the Individuals with Disabilities Act (IDEA) remain eligible for such services up until their 22nd birthday or until they graduate from high school with a regular high school diploma. In accordance with state and federal guidelines, the Planning and Placement Team (PPT) determines whether the student, upon completion of high school graduation requirements, requires transition only services.~~

~~In accordance with the regulations of the State Board of Education, each local and regional board of education shall: (1) Provide special education for school-age children requiring special education; (2) The obligation of the school district under this subsection shall terminate when such child is graduated from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first.~~

~~Effective July 1, 2023, all students remain eligible for special education services under the Individuals with Disabilities Education Act (IDEA) through the end of the school year during which the students turns age 22, or until the student graduates from high school with a regular high school diploma, whichever occurs first. Pursuant to the Connecticut General Statutes §10-259, school year is defined as July 1 through June 30.~~

Prior to the referring of a student for special education, the pre-referral process should be completed. This process assures that strategies in the regular education setting have been developed, implemented and evaluated. If it is determined that the alternative strategies have been attempted and that significant progress towards meeting the student's identified needs has not been made, then the student shall be referred to the Planning and Placement Team in order to determine eligibility for special education.

Each child who has been suspended repeatedly or whose behavior, attendance or progress in school is considered unsatisfactory or at a marginal level of acceptance shall be referred to the Planning and Placement Team for consideration of eligibility for special education services.

Instruction

Individualized Education Program/Special Education Program

Referral (continued)

A parent, physician, social worker, or other outside agency may refer a student directly for special education services. During these situations the alternative strategies process may be bypassed.

Planning and Placement Team or Individualized Education Program Team

The Planning and Placement Team (PPT) for any identified student shall consist of at least the following:

1. A representative of the District other than the individual's teacher, who is qualified to provide, or supervise, the provision of special education and who is knowledgeable about the general education curriculum and about the availability of resources of the District;
2. Not less than one special education teacher of the child, or if appropriate, not less than one special education provider of the child;
3. Not less than one regular education teacher (if the child is, or may be, participating in the regular education environment);
4. One or both of the student's parents, a surrogate parent, and/or a representative chosen by the parent;
5. The student, where appropriate;
6. For a student who is being evaluated for the first time, a member of the assessment team shall be present, and at least one of the persons present shall be knowledgeable about the assessment procedures;
7. The school paraprofessional assigned to the student if requested by the parent, and
8. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement.

Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

Instruction

Individualized Education Program/Special Education Program

Planning and Placement Team or Individualized Education Program Team (continued)

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

A PPT team member is not required to attend all or part of a PPT meeting if the parents and District agree the team member's participation is not necessary because the member's area of curriculum or related services is not being modified or discussed at the meeting.

If the PPT meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents/guardians and the District may agree to excuse the member from attending all or part of the meeting if the member submits written input to the PPT and parent prior to the meeting. Parental consent, in writing is required in either case.

If the purpose of a PPT meeting is the consideration of transition services for a student, the District shall invite the student and a representative of any other agency that is likely to be responsible for providing or paying for transition services.

In the event of a meeting to review or revise the individualized education program of a child in an out-of-district or a private placement, a representative of the out-of-district or private facility shall also be invited. In addition, a representative of the outside facility shall contribute to the development of the individual educational program.

Parental Participation

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate may have advisors and the child's assigned paraprofessional, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised.

Upon parental/guardian request, a member of the PPT designated by the District will offer a meeting with the parent/guardian after their child has been assessed for possible placement in special education and before the PPT meets. The sole purpose of this meeting will be to discuss the PPT process and any concerns the parent/guardian has about the students. In addition, if requested, by the parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

Instruction

Individualized Education Program/Special Education Program

Parental Participation (continued)

The Board of Education shall take steps to ensure that one or both of the child's parents are afforded the opportunity to participate in each meeting to develop, review or revise the individualized education program for that child. Every effort shall be made to schedule meetings at a mutually agreed-upon time and place. Parents/Guardians and the District may agree to conduct IEP meetings and other meetings through alternative means, such as, including but not limited to, video conferences or conference calls. Steps to ensure parental participation shall be taken in accordance with the following:

1. The District will provide parents/guardians a procedural safeguards notice, at least annually, except that a copy also shall be given, upon initial referral or parental/guardian request for evaluation, upon the first filing of a due process complaint or upon parental/guardian request advising them in writing, in their dominant language, of their rights with respect to the provision of a free appropriate education for children with disabilities.
2. The District will place a current copy of the Procedural Safeguards notice on the District Website.
3. Written prior notice to the parents/guardian of a child for which the District is proposing or refusing to initiate or change the identification, evaluation or educational placement of the child, shall also specify the purpose, time and location of the meeting and who has been invited.
4. If neither parent/guardian can attend, reasonable efforts shall be made to secure parental/guardian participation by other means such as conference calls or home visits.
5. A meeting may be conducted without a parent/guardian in attendance if the Board of Education is unable to secure parental/guardian attendance. In this event, the Board of Education shall have a detailed record of its attempts to arrange parent participation.
6. The Board of Education shall take any and all actions necessary to ensure that the parents/guardians understand the proceedings at the meeting. This shall include, but not be limited to, providing an interpreter for the parents/guardians who are in need of such services.
7. A full written explanation of all due process procedures available to parents/guardians shall be provided upon parental/guardian request unless as specified in #1 above.
8. The parent/guardian of a child with a disability may elect to receive notices under IDEA by electronic mail, if the District makes such an option available.

Planning and Placement Team Description

The Planning and Placement Team is required to convene in the following situations:

1. to develop an evaluation plan for a student referred for eligibility determination, as well as for students already identified but requiring further evaluation;

Instruction

Individualized Education Program/Special Education Program

Planning and Placement Team Description (continued)

2. to review the results of the evaluations and to identify the student as disabled, if indicated;
3. to develop an individualized educational program (IEP), based upon evaluation results and to determine the proper placement;
4. to review the special education program for a child periodically, but not less frequently than annually or more frequently if deemed necessary and to make the necessary IEP modifications, adjustments or program changes.
5. to exit a student from special education and/or related services, if evaluation results warrant.

Evaluations

Each child who has been referred and who may require special education and related services shall be evaluated in order to determine whether special education is required. Each child receiving special education and related services shall be re-evaluated in accordance with IDEA procedures if the District determines that the education or related service needs including improved academic achievement and functional performance of the child warrant a reevaluation. In addition, a re-evaluation shall be conducted upon the request of the parent or personnel working with the child. A reevaluation shall occur not more frequently than once a year unless the parent and district agrees otherwise, and at least once every three years.

A comprehensive initial evaluation shall be conducted for each child referred who may require special education and related services. The evaluation shall include reports concerning the child's educational progress, structured observation, and such psychological, medical, developmental and social evaluations as may be appropriate in determining the nature and scope of the child's exceptionality. Such reports may include information concerning the child's physical condition, socio-cultural background and adaptive behavior in home and in school. All sources of information shall be documented. If the child is dominant in a language other than English, the evaluation study shall also include systematic teacher observation of the specific areas of concern. Detailed information about the child's performance at home and in the community and any prescriptive or diagnostic teaching which has taken place shall be included.

The evaluation procedures, instruments and techniques shall be non-discriminatory and be validated for the specific purpose for which they have been designed. All such evaluation procedures, instruments, and techniques shall be administered by appropriately certified and/or licensed personnel in accordance with procedures recommended by the test publisher.

1. All evaluation procedures, instruments and techniques shall be administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally, unless it is not feasible to so provide or administer.

Instruction

Individualized Education Program/Special Education Program

Evaluations (continued)

2. More than one evaluation measure or assessment shall be used as the basis for placement. The results of standardized or local tests of ability, aptitude, affect, achievement and aspiration shall not be exclusively used as the basis for placement.
3. Tests shall be selected and administered so as best to ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (except where those skills are the factors which the test purports to measure.)
4. Evaluation procedures, instruments and techniques shall include those designed to assess specific areas of educational need and, where appropriate, language dominance, and shall not be limited to those which are designed to provide a general intelligence quotient.
5. In making a determination of eligibility, a child shall not be determined to be a child with a disability if the dominant factor for such determination is the lack of appropriate instruction in reading, including the essential components of reading instruction and/or math and/or limited English proficiency or a student's disciplinary actions or record. Further, the District is not required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation or mathematical reasoning.
6. In determining whether a child has a specific learning disability, the District may use a process that determines if the child responds to scientific research based intervention, as part of the evaluation procedures.

Independent Evaluation

Parents have the right to obtain an independent evaluation, conducted by an appropriately certified and/or licensed examiner who is not employed by the responsible Board of Education, of their child. The PPT shall provide to parents/guardians, on request, information about where an independent evaluation may be obtained.

Parents have the right to an independent evaluation at public expense if the parents disagree with an evaluation obtained by the Board of Education. However, the Board of Education may initiate a due process hearing, to be conducted by the State Department of Education, to show that its evaluation is appropriate. If there is a determination by the State Department of Education Hearing Officer that the evaluation of the school district was appropriate, the parents still have the right to an independent evaluation, but not at public expense. For purposes of this policy, "at public expense" means that the evaluation is provided at no cost to the parents.

Instruction

Individualized Education Program/Special Education Program

Independent Evaluation (continued)

If the parents obtain an independent evaluation at private expense, the results of the evaluation must be considered by the PPT in any decision concerning the provision of a free appropriate public education to the child and may be presented as evidence at a due process hearing conducted pursuant to the State Department of Education.

Whenever an independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria which the school district uses when it initiates an evaluation.

Individualized Education Program (IEP)

The individualized education program shall be based upon the diagnostic findings of the evaluation. The Planning and Placement Team shall base recommendations for any changes in a child's individualized education program upon the child's current individualized education program and any information relating to the child's current educational performance.

Each Planning and Placement Team shall develop, or revise, whichever is appropriate, the individualized education program for each child requiring special education and related services annually. In the case of a student enrolled after the last day of the previous school year, this process will commence on the first day of the school year.

The individualized education program shall be a written statement developed by the PPT which shall include the following:

1. A statement of the child's present levels of academic achievement and functional performance, including, where appropriate, academic achievement, social adaptation, prevocational and vocational skills, psychomotor skills and self-help skills;
2. A statement of annual educational goals for the school year "reasonably calculated to enable the child to make progress appropriate in light of the child's circumstances," under the child's individualized educational program;
3. A statement of how the child's progress toward meeting the annual goals will be measured and when periodic reports will be available on the progress the child is making toward meeting the annual goals. (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) The child's educational program must be appropriately ambitious in light of his/her circumstances and provide the opportunity to meet challenging objectives.
4. A statement of specific educational services needed by the child, including a description of special education, related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, which are needed to meet the needs of the child. Such description shall include the type of transportation necessary and a statement of the recommended instructional settings;

Instruction

Individualized Education Program/Special Education Program (continued)

Individualized Education Program (IEP) (continued)

5. The date when those services will begin and length of time the services will be given with the length of the school day and school year needed to meet the child's special education needs, including criteria to determine when services will no longer be needed;
6. A description of the extent to which the child will be involved in and make progress in the general education curriculum defined as the same curricula for nondisabled children. This shall include a description of how the regular education program will be modified to meet the child's needs;
7. A list of the individuals who shall implement the individualized program; and
8. In the case of a residential placement, whether such placement is being recommended because of the need for services other than educational services.
9. If it is determined that the child will take an alternate assessment on a State or District assessment of student achievement, the IEP must contain in a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.
10. Pursuant to state statute, transition services are required beginning not later than the first individualized education program (IEP) to be in effect when the child turns 14 and younger if determined appropriate by the planning and placement team, and updated annually thereafter. The IEP shall contain appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services, including courses of study, needed to assist the students in reaching those goals.
11. Beginning not later than one year before the student reaches the age of majority (18), a statement informing the student of his/her rights under IDEA.
12. For a child identified as deaf or hearing impaired, the IEP which includes a language and communications plan shall address:
 - (i) the child's primary language or mode of communication;
 - (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
 - (iii) educational options available to the child;
 - (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
 - (v) the accessibility of academic instruction, school services and extracurricular activities to the child;
 - (vi) Assistive devices and services for the child; and
 - (vii) Communication and physical environment accommodations for the child.

The school district shall use a standardized individualized education program form that shall be subject to the approval of the State Board of Education.

Instruction

Individualized Education Program/Special Education Program (continued)

Timelines

Special education and related services shall be provided as soon as possible after the planning and placement team meeting held to review, revise or develop the child's individualized education program, but in any event not later than the following timelines.

In the case of a referral made during the academic year, the timelines shall be as follows:

1. The individualized education program shall be implemented within forty-five school days of referral or notice, exclusive of the time required to obtain parental consent.
2. In the case of a child whose individualized education program calls for out-of-district or private placement, the individualized education program shall be implemented within sixty school days of referral or notice, exclusive of the time required to obtain parental/guardian consent. If difficulty of placement is such as to occasion a delay beyond this period, the Board of Education shall submit to the State Board of Education written documentation of its efforts to obtain placement in a timely manner.
3. Where necessary, parental/guardian consent shall be given within ten school days of the date of notice, or, where appropriate, of the date of the Planning and Placement Team meeting in which the parents/guardians participated.
4. A full copy of the individualized education program shall be sent to the parents within five school days after the Planning and Placement Team meeting to develop, review or revise the individualized education program.

In the case of a referral made in between school years, the effective date of the referral may be deemed to be the first school day of the next school year.

Placement

Educational placements are made in accordance with the requirements set forth in the IEP of each child requiring special education and related services. The least restrictive environment is considered for each student based on the IEP. In selecting the least restrictive environment, consideration is given to any potentially harmful effect on the child or on the quality of services the child needs. To the maximum extent appropriate, students with disabilities, including children in public or private institutions or other care facilities, are educated with their peers in regular education environments.

Instruction

Individualized Education Program/Special Education Program (continued)

Placement (continued)

Special classes, separate schooling, or other removal of disabled children from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Each child with disabilities shall participate to the maximum extent appropriate with non-disabled age appropriate peers in non-academic and extra-curricular services and activities, including meals and recess periods.

Interpreting evaluation data and in making placement decision, the PPT shall:

1. Draw upon information from a variety of sources, including attitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;
2. Ensure information obtained from all of these sources is documented and carefully considered;
3. Ensure that the placement decision is made by a group of persons including person's knowledge about the child, the meaning of the evaluation data, and the placement options; and
4. Make the placement decision in conformity with the least restrictive environment considerations.

When the PPT meeting makes the determination of which placement is most appropriate to deliver education in the least restrictive environment, a continuum of services shall be used to guide the placement selection. This is done at no cost to the parents/guardians of the child. This continuum shall consider programs ranging from regular education programs with students who are not disabled to special education programs with students who are the most severely disabled. The PPT shall also consider homebound placements, hospitalized instruction, diagnostic placements and private school placements where such placements are considered necessary by the PPT in order for a student to receive a free appropriate public education.

Prior to the enrollment of a District student in a technical education and career school, the District will convene a PPT in order to address such student's transition to the technical education and career school and ensure that such student's IEP reflects the current supports and services the student requires in order to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment. A representative from the technical education and career school shall be invited to the PPT meeting.

Instruction

Individualized Education Program/Special Education Program (continued)

Notice

The PPT shall notify parents/guardians of students requiring special education and related services five days before proposing to, or refusing to, initiate or change the child's identification, evaluation or placement. Written notice shall be sent to the parents no later than five days after date of referral. In addition, written parental/guardian consent shall be obtained prior to pre-placement evaluation, initial placement or private placement of a child who requires or may require special education and related services. If the student is considered an emancipated minor or eighteen years of age or older, such notification shall be to the student.

The notice shall include the following information:

1. The reason of the notice. In the event of a referral, the notice shall include the source and date of the referral;
2. A description of the general evaluation procedure to be used;
3. A statement of parental/guardian rights to review and obtain copies of all records used as a basis for the referral, to be fully informed of all evaluation results, and to obtain an independent educational evaluation as part of the evaluation process; and
4. A full explanation of all due process procedures available to parents/guardians, upon initial referral or parental/guardian request for evaluation, upon the first filing of a due process complaint or upon parental request.

Where parental/guardian consent is required, notice shall include the above requirements and the following information:

1. A statement of parental/guardian rights to refuse consent and that, if consent is given, it may be revoked at any time;
2. A statement that parental/guardian failure to respond, within ten school days from the date of the notice, shall be construed as refusal of consent; and
3. A statement that, if contested, the child's current educational placement will not change until due process procedures have been completed.

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child identified as requiring special education.

Instruction

Individualized Education Program/Special Education Program

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. (as amended by June Special Session PA 15-5, Section 277, PA 19-49 and PA 21-46, PA 21-144, and PA 23-137)
10-76g State aid for special education.
10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)
10-76h Special education hearing and review procedure.
10-76jj Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184)
PA 06-18 An Act Concerning Special Education
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.
300.503 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
PA 12-173 An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education
Rowley v. Board of Education, 485 U.S.-176 (1982)
Andrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)
A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)
Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)
A.R. v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)
PA 23-137 An Act Concerning Resources and Support for Persons with an Intellectual or Developmental Disability.

Policy adopted:	January 5, 2006	NEW FAIRFIELD PUBLIC SCHOOLS
Policy revised:	December 6, 2012	New Fairfield, Connecticut
Policy revised:	October 4, 2018	
Policy revised:	December 5, 2019	
Policy revised:	June 17, 2021	
Policy revised:	November 4, 2021	
Policy revised:		