

Board of Education Regular Meeting 2024

Thursday, March 21, 2024 7:00 PM

BOE Meeting Access: BOE (3/21/24 at 7 p.m.) Web:

<https://zoom.us/j/93682114604> Dial In: (929) 205-6099 Meeting ID: 936 8211 4604, 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF THE MINUTES

III.A. March 7, 2024 - 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.C. Student Representatives' Report

VI.D. Committee Reports

VI.D.1. Business Operations/Resource Management (*Greg Flanagan*)

VI.D.2. Field Fees (*Ed Sbordone*)

VI.E. Liaison Reports

VI.E.1. Board of Finance (*Ed Sbordone*)

VI.E.2. Parks and Recreation Committee (*K. LaTourette, G. Flanagan*)

VII. INFORMATION ITEMS

VII.A. FY 25 Budget Update

VII.B. Temporary Bus Parking Lot Update

VII.C. Board of Education Policies (*Second Reading*)

VII.C.1. Policy 4115 – Educator and Leader Evaluation and Support

VII.C.2. Bylaw 9323 – Construction of the Agenda

VII.C.3. Bylaw 9324 – Advance Delivery of Meeting Materials

VIII. **ACTION ITEMS**

VIII.A. Personnel Report

VIII.B. Board of Education Policies

VIII.B.1. Policy 4121 – Substitute Teachers

VIII.B.2. Policy 5118 – Nonresident Students

VIII.C. Acceptance of Donations

VIII.C.1. New Fairfield Rebels Booster Club

VIII.C.2. New Fairfield Thrift Shop

VIII.D. Retirement Settlement

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. **ADJOURNMENT**

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

The New Fairfield Board of Education held a regular meeting on Thursday, March 7, 2024, at 7:00 p.m. in the New Fairfield Community Room, 33 Route 37, New Fairfield, CT.

MINUTES – March 7, 2024

PRESENT: Dominic Cipollone (Chairman), Tim Blair, Sue Huwer, Kimberly LaTourette, Samantha Mannion and Ed Sbordone,

ABSENT: Kathy Baker, Greg Flanagan, and Amy Johnson

ALSO PRESENT: Superintendent of Schools Dr. Kenneth Crow, Assistant Superintendent of Curriculum and Instruction Dr. Kristine Woleck, and Pupil Personnel Director Maria Kennedy

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

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF MINUTES

A. February 15, 2024 - Regular meeting - approved by consensus

IV. APPROVAL OF AGENDA - Approved by consensus

V. PUBLIC PARTICIPATION - None

VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS

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

- Encouraged everyone to come together as a community during the budget negotiations and do what is best for the students.

B. Superintendent's Report - Dr. Kenneth Crow

- There was an Ad Hoc Start Time subcommittee meeting recently. They discussed the five-year contract for the bus company. Dr. Crow noted that the start times will remain the same for the beginning of the 2024-2025 school year.

C. Student Representative Reports

Senior Representative Brennan Hearty noted that:

- March 8th will be a late arrival for students due to morning conferences.
- SATs for Juniors will be given the week of March 25th.
- March 22nd will be an early dismissal.

Junior Representative Emilia Sedlak noted that:

- DECA is holding a food drive with donation boxes at the school throughout the month of March.
- The musical Matilda will be performed March 21st to March 24th.
- Spring Athletic registration is currently open.
- The Washington, DC trip for Juniors will be March 13th to 15th.

D. Committee Reports

1. Curriculum - Tim Blair noted that the Curriculum subcommittee met on February 26th and discussed Strategic Planning update. They discussed three goals which include an engaging K-

12 curriculum, challenging instruction and student wellness. At the subcommittee meeting, Dr. Woleck gave an update on the Professional Learning days that were held in February and shared feedback. The subcommittee also had an update of the Science Curriculum and the Elementary Reading Pilot program.

2. Policy - Samantha Mannion noted that this subcommittee met on February 28th and three policies are on tonight's agenda for first reading. They also discussed the possibility of a bylaw regarding electronic participation at Board of Education meetings.

E. Liaison Reports

1. Board of Finance - Ed Sbordone noted that the BOF has met several times since the last BOE meeting:

- February 19th - Medical subcommittee meeting - It was noted that medical claims are trending favorable as of late. The next meeting of the medical subcommittee will be on March 19th. The medical consultant will present budget recommendations at the March 20th regular BOF meeting.

- February 21st - Regular meeting - It was noted that the audit was filed for 2022-2023. They also discussed the unassigned fund balance.

- March 2nd - Budget presentations - The BOE presented a budget with a 4.95% increase over last year which includes both operating and medical. The BOS presented a budget with a 3.77% increase over last year including operating and medical. The total proposed budget increase including operating, medical, debt service and capital and nonrecurring is currently 9.51%.

- A reduction of \$550,000 is required to reduce the budget by 1%.

- March 6th - Budget meeting - The BOF reviewed the Grand List, adjustments to property tax, non-tax revenue and the capital budget for both the BOS and the BOE. The debt service is currently approximately \$7.9 million.

- March 7th - The audit subcommittee met and reviewed the "Recommendations to Management Letter" and voted to approve the audit for 2022-2023 to the full BOF.

The next meeting of the BOF will be held on Wednesday, March 13th at 7:30 p.m. via Zoom.

VII. INFORMATION ITEMS

A. Fiscal Year 2024-2025 Budget Update

Dr. Craw gave a brief update regarding the budget and noted that the BOE adopted budget has an operating increase of 4.95% over last year. He further thanked all the BOE members in honor of Board of Education Member Appreciation Month.

B. Temporary Bus Parking Lot Update

Dr. Craw noted that a committee has been put together to discuss options for the bus lot. Members of the committee include: Dr. Craw, First Selectman Melissa Lindsey, Board of Education Chairman Dominic Cipollone, PBC Chairman Don Kellogg, Town Engineer Tony Iadarola, Zoning Enforcement Officer Evan White, High School Principal James D'Amico, Director of Building and Grounds Phil Ross, Director of Business and Operations Carrie DePuy, Owners' Rep. Scott Pellman, Middle School Principal Karen Gruetzner and Athletic Director Mark Ottusch. There was a discussion of the roles and responsibilities of this committee.

C. Board of Education Policies – *(Second Reading)*

1. Policy 4121 - Substitute Teachers

2. Policy 5118 - Nonresident students

D. Board of Education policies – (First Reading)

1. Policy 4115 - Educator and Leader Evaluation and Support
2. Bylaw 9323 - Construction of the Agenda
3. Bylaw 9324 - Advance delivery of Meeting Materials

VIII. ACTION ITEMS

A. Personnel Report

MOTION: Kim LaTourette made a motion to recommend to the full Board approval of the Personnel Report for February 29, 2024, as recommended by the administration. Tim Blair seconded the motion.

IN FAVOR: Tim Blair, Dominic Cipollone, Sue Huwer, Kimberly LaTourette, Samantha Mannion and Ed Sbordone.

B. Continuation of Health Benefits

MOTION: Ed Sbordone made a motion to recommend to the full Board approval to authorize the Superintendent to offer continuation of health insurance benefits for teachers who notify the intent to resign by Friday, April 26, 2024. Kim LaTourette seconded the motion. **IN FAVOR:** Tim Blair, Dominic Cipollone, Sue Huwer, Kimberly LaTourette, Samantha Mannion and Ed Sbordone.

C. Acceptance of Donation

1. Fine Arts Booster Club

MOTION: Samantha Mannion made a motion to recommend to the full Board to accept with gratitude the Fine Arts Booster Club donation of \$4,000 for the purchase of wireless microphones for the New Fairfield High School Theater. Ed Sbordone seconded the motion. **IN FAVOR:** Tim Blair, Dominic Cipollone, Sue Huwer, Kimberly LaTourette, Samantha Mannion and Ed Sbordone.

IX. PUBLIC PARTICIPATION - None

X. FUTURE AGENDA ITEMS - None

XI. BOARD MEMBER COMMENTS

Sue Huwer asked for a copy of the contract for the solar project when it becomes available. She further noted that she was very impressed with Elementary School Principal Allyson Story at the Curriculum subcommittee.

Kim LaTourette encouraged taxpayers to get information regarding the budget from reliable sources instead of social media. She thanked everyone who agreed to serve on the bus lot committee.

Ed Sbordone noted that the BOF will meet twice about the budget before the next BOE meeting. It was noted that a BOE special meeting will be called to discuss budget changes if necessary.

Dominic Cipollone encouraged everyone to keep an open mind during the budget process.

XII. ADJOURNMENT

MOTION: Dominic Cipollone made a motion to adjourn the meeting at 7:47 p.m. Tim Blair seconded the motion. **IN FAVOR:** Tim Blair, Dominic Cipollone, Sue Huwer, Kimberly LaTourette, Samantha Mannion and Ed Sbordone

Respectfully submitted,
Suzanne Kloos

It is recommended that the district replace their current #4115 with CABE's updated sample.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

The Board recognizes the critical role an effective professional evaluation and support system plays in ensuring student growth and success and promoting reflective practice through job-embedded professional learning and goal setting. The Board empowers the superintendent to ensure that each educator and leader has the opportunity for continuous learning and feedback, to develop and grow, individually and collectively, through the educator and leader evaluation and support system so that all of the district's students experience growth and success. Connecticut General Statutes 10-151b requires that the superintendent shall annually evaluate or cause to be evaluated each teacher.

Educator and leader practice discussions shall be based on a set of national or state performance standards set by professional organizations agreed upon by the district's Professional Development and Evaluation Committee (PDEC). The district's PDEC shall work to mutually agree upon a standard-based best practice observation model.

On or before July 1, 2024, the Board of Education shall adopt and implement an Evaluation Program consistent with the Evaluation Guidelines adopted by the State Board of Education. The teacher evaluation and support program shall be developed through mutual agreement between the (local/regional) Board of Education and the district's PDEC. If the Board of Education and the PDEC are unable to come to a mutual agreement, they shall consider the model teacher evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model teacher evaluation and support program.

If the Board of Education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the Board shall adopt and implement a teacher evaluation and support program developed by the Board, provided the program is consistent with the guidelines adopted by the State Board of Education.

While the District may create its own rubrics for use in this process, it must demonstrate that those rubrics are aligned with or tied to an externally referenced standard.

Definitions:

Educator includes **teachers** and student and educator support **specialists** who provide instruction and support services to students and staff. Educators serving in a teaching role or serving in a role providing support services hold a valid certificate or permit issued by the State Board of Education.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

Definitions: (continued)

Leader includes school and district administrators who are responsible for providing instructional leadership and for developing, implementing, and evaluating systems and policies within the school district. Leaders serving in an administrative position hold a valid certification endorsement for Intermediate Administration or Supervision (#092) issued by the State Board of Education.

Single Point Competency is a description of a standard of behavior or performance, framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance, similar to a traditional rubric. The primary reason for using this approach is that it supports a focus on understanding the goal and the performance's strengths and weaknesses without the complication of interpreting those elements into a rating. This shift in practice is designed to make it easier for the participants to focus the energy of the process on the evidence, why that evidence looks the way it does, and what can be done to support improvement rather than a debate or negotiation on the rating.

The **PDEC** (Professional Development and Evaluation Committee's) responsibilities include its participation in the development and adoption of a teacher evaluation and support plan for the district. The district's representative PDEC shall be composed of at least one representative from the teachers', administrators', and paraeducators' bargaining units, and other appropriate school personnel, and shall ensure Educator and Leader practice discussions are based on a set of national or state performance standards set by professional organizations and agreed upon by the Committee. PDEC shall work to mutually agree upon a state or national standard-based best practice observation model, which will require Board approval. Any district-created rubric used in this process must demonstrate alignment or be tied to an externally referenced standard.

Guiding Principles:

Educator and leader practice discussions are based on a set of national or state performance standards set by professional organizations agreed upon by the PDEC, which will mutually agree upon a standards-based best practice observation model.

The primary goal of the educator evaluation and support system is to strengthen individual and collective practices to increase student learning, growth, and achievement and will need to:

- Be consistent with emerging research and best practices in the field of education;
- Include a focus on professional learning to develop systems of continuous improvement for educator and leader practice and student outcomes; and
- Address the continued impact of the pandemic on all members of the educational community and families;

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

Guiding Principles: (continued)

- Allow for differentiation of roles (teachers, counselors, instructional coaches...);
- Focus on things that matter (identify high leverage, mainstream goal focus areas);
- Connect to best practices aimed at the development of the whole child;
- Focus on educator growth and agency, meaningfully engaging professionals by focusing on growth and practice in partnership with others aligned to a strategic focus;
- Provide multiple pathways for participation to improve educator practice in a way that is meaningful and impactful;
- Provide specific, timely, accurate, actionable, and reciprocal feedback.

Vision:

All of the district's educators and leaders have the opportunity for *continuous learning* and *feedback* to develop and grow individually and collectively, through the educator and leader evaluation and support system to ensure all students experience growth and success.

Process:

Evaluation and support shall be an ongoing, cyclical progress monitoring process and shall include references to standards and criteria, a process for goal setting, a focus on professional practice and student growth, and an environment that nurtures feedback and engagement. Minimally evaluator and educator/leader/team conference shall occur in the fall, winter, and spring of each school year:

- Educators and leaders will meet with their supervisor no fewer than three times a year (fall goal setting, mid-year review, end of the year reflection). The meetings shall be approached in a spirit of continuous improvement, reflection, and collaboration. In addition, meetings shall provide opportunities for evaluator and evaluatee constructive feedback. Goals should always be connected to standards recommended by PDEC and approved by the Board.
- The first meeting shall focus on goal setting, which can be proposed either by an individual or by a collaborative group, depending on the goal.
- The mid-year review shall provide the educator(s) and supervisor the opportunity to review the extent to which the established goal is being reached and reflect on ways additional attention and support may be provided to adjust the goal or support its successful attainment.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

Process: (continued)

- The end-of-the-year meeting shall be used to reflect on the current year and how it might inform/launch the next evaluation cycle.
- An appropriate summary of the educator/leader growth achieved through the process and considerations for future work shall be provided by the evaluator annually. This summary should be tied to the agreed-upon standards and goals determined through this process.

Multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal-setting process may include but not be limited to:

- For the Educator: Considering additional evidence relevant to one or more competencies related to student learning and growth may be part of the process and discussion. Multiple measures should be adjusted and be appropriate to the role of the educator in the process (educator, counselor, instructional coach, etc.).
- For the Leader: Considering additional evidence relevant to one or more competencies including but not limited to promoting a positive, safe, and equitable learning culture, engaging in instructional-focused interactions, facilitating collaboration and professional learning, as well as managing operations, personnel, and resources strategically may be part of the process and discussion. Multiple measures should be adjusted and be appropriate per the role of the leader in the process (assistant superintendent, principal, department chair, etc.).

To ensure participants focus the discussion and feedback on the desired practice rather than a rating outcome, **Single Point Competencies** will be preferred. This will allow for the promotion of clear, research-based expectations while ensuring a tie to standards

- Current rubrics may be used as talking points for feedback and deepening reflection on practice – but are encouraged to be framed or converted as single points for increased clarity. PDEC will be responsible for developing or adopting external, state, or national standards-based models for district use.
- The district will establish a clearly articulated vision of highly effective instruction and educational practice focusing on growth.

Best practice should allow for Goals and standards to be consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations). Coherence improves the collective effectiveness of practice.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

Process: (continued)

- This will encourage individual educators and leaders to reflect on how they are contributing to the goals, mission, and vision of the district, whether developing individual, departmental, or grade-level team-based goals.
- The goals-setting process should encourage consideration of the growth of the whole child – considering growth indicators in a variety of areas critical to the overall well-being of students.

Goal-Setting Process

Requirements for Goal Setting – *Educators*

- The goal-setting process must follow the timelines and frameworks created by the PDEC consistent with the standards established during this process.
- Goals and feedback must be based on evidence, observations, and artifacts of professional practice as aligned to the lens of the agreed-upon standards.
- Educators and their evaluators must mutually agree upon a one, two, or three-year goal and develop a plan for professional development and support consistent with the educator's professional status and goals. All educators must be assigned a primary evaluator, who holds a #092 certificate.
- The district's PDEC shall determine protocols for each level of educator (novice, provisional, professional, transfers to the district, part-time or partial year, educator or leader in need of support, etc.)

(For consideration of best practices)

- Goals setting may allow for differentiated timelines (1, 2, or 3 years) and differentiated partnerships (perhaps in teams or collaboration with another educator) depending upon the role of the educator and aligned with a plan for professional learning and growth.
- The plan allows for discussion and exploration of how goals may/should be aligned with district-wide and individual professional development, professional learning communities, and other integrated efforts to support the goals, mission, and vision established within the district.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support (continued)

Requirements for Goal Setting Process – Leaders

- The goal-setting process shall follow the timelines and frameworks created by the PDEC consistent with the standards established during this process.
- Goals and feedback shall be based on evidence, observations and artifacts of professional practice as aligned to the lens of the agreed upon standards.
- Mutually agree upon a one, two, or three-year goal and develop a plan for professional development and support that is consistent with the leader’s professional status and goals. All leaders shall be assigned a primary evaluator who holds either a #092 or #093 certificate.
- The district PDEC shall determine protocols for each level of leader (level of experience, role, transfers to the district, part-time or partial year, leader in need of support, etc.)

(For consideration of best practices)

- Goal setting may allow for differentiated timelines (1, 2, or 3 years) and differentiated partnerships (perhaps in teams or collaboration with another leader) depending upon the role of the leaders and aligned with a plan for professional learning and growth.
- There may be discussion and exploration of how goals may/should be aligned with district-wide and individual professional development, a theory of action, PLC work, and other integrated efforts to support the goals, mission, and vision established within the district.

Professional Practice and Educator Growth

- Feedback to the educator shall consider multiple and varied quantitative and qualitative evidence indicators.
- Dialogue through the professional growth process should begin with educator self-reflection/self-assessment of the impact of professional learning and educator practice on student growth and identifying the next steps.
- Within the required process structure, the district’s PDEC may identify a minimum or recommend the number of observations aligned with the current professional needs of the educator (novice, provisional, professional).
 - PDEC shall create the district’s plan for the nature and number of observations and/or reviews of practice and required artifacts.
- There should be multiple pieces of evidence, which may include artifacts, observations of practice, student feedback, and reflections of the educator on student growth as part of the educator feedback process.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support (continued)

Professional Practice and Leader Growth

- Feedback to leaders must consider multiple and varied quantitative and qualitative indicators of evidence.
- Dialogue through the professional growth process should begin with leader self-reflection/self-assessment of impact of professional learning and leadership practice on organizational health as well as the identification of next steps.
- Within the required process structure, the district’s PDEC may identify a minimum or recommend the number of observations aligned with the current professional needs of the leader (new or experienced).
 - PDEC shall create the district’s plan for the nature and number of observations and/or reviews of practice and required artifacts.
- There should be multiple pieces of evidence, which may include artifacts, observations of practice, teacher, leader and staff feedback, and reflections of the leader on organizational growth as part of the leader feedback process.

Evaluator/Observer/Stakeholder Feedback and Engagement

- Feedback, tied to standards, identifies strengths and areas of focus for advancement.
 - PDEC will determine clear timelines for both written and verbal feedback.
 - PDEC will determine a process for appropriate feedback and how to use informal and formal feedback from stakeholders.
- In-person beginning-of-the-year, mid-year, and end-of-year check-in is required for all educators with a timeline determined by PDEC.
- A check-in cycle for the purpose of discussing what is occurring in the classroom/school or district and to identify additional mutually agreed upon needs is required. It is required that a balance of written and verbal feedback be provided periodically.
- For the Educator, the cycle of check-ins should provide opportunities for discussion linking student growth and development with observations of practice and performance.
- For the Leader, the cycle of check-ins should provide opportunities for discussion linking organizational growth and development with observations of practice and performance.

Process Elements – Educator

- PDEC shall articulate agreed-upon processes for both formal and informal observations.
- At a minimum, initial goal-setting meetings, and mid and end-of-year reflective progress reviews must be held for all educators.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

Process Elements – Educator (continued)

- A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a **corrective support plan**. The corrective support plan must include indicators of success for transitioning out of the plan.
 - PDEC shall establish a clearly articulated corrective support model, which will be distinct from the typical educator growth model;
 - The corrective support model shall include:
 - Clear objectives specific to the well-documented area of concern;
 - Resources, support, and interventions to address the area of concern;
 - Timelines for implementing the resources, support, and interventions; and
 - Supportive actions from the evaluator.
- The district PDEC plan should include differentiated supports and be responsive to educator needs.
 - Utilize and document differentiated support prior to movement to a corrective support plan.
 - Ongoing training to ensure all stakeholders understand tiers, supports, and process (model of a corrective structure with tier 1, 2, and 3 supports should be provided in the appendix).
- The PDEC agrees upon orientation, training, and support elements for evaluators and educators on the critical components of success.

In addition to these required elements, PDEC should consider the following best practices as additional process elements:

- Intermediate support should be in place prior to an educator having to be placed on a corrective support plan.
- Corrective support should not be initiated without appropriate evidence of concern
- Ensure coaching/mentoring is available for new educators.
- Educators involved in a formal induction process should have an evaluation pathway that is aligned but separate from their induction process to reduce the work burden on the beginning educator and support their transition to provisional and professional educator status.
 - The intention of the Educator and Leader Evaluation Plan should be to reduce the burden of evaluation on beginning educators without compromising the distinct separation between induction and evaluation.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

Process Elements – Educator (continued)

- There should be regular check-ins/interactions with evaluators and mentors for beginning educators.
- Establish procedures and guidelines for PDEC operations, which include membership, quorum, and consensus criteria.
- PDEC should create a reflective process through PDEC, survey, etc. that reviews the TEVAL plan and process and provides for constructive feedback, reflection, assessment, and revision as needed.

Process Elements – Leader

- At a minimum, an initial goal-setting meeting, mid-year, and end-of-year reflective progress should be held for all leaders.
- There should be ongoing, on-site, evidence-driven visits or reviews of practice for each leader whose purpose/focus is aligned with the leader's goals in this process. PDEC should determine the minimum number of visits as appropriate.
- PDEC shall agree upon orientation, training, and support elements for evaluators and leaders on the critical components for success.
- A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback shall lead to advancing levels of support with a defined process for placing a leader on a corrective support plan with indicators of success for transitioning out of the plan.
- The corrective support plan shall be developed in consultation with the leader and their exclusive bargaining unit representative for administrators chosen pursuant to section C.G.S. §10-153b.
 - The district PDEC should establish a clearly articulated corrective support model that is separate from the normal educator growth model.
 - The corrective support model shall include:
 - Clear objectives specific to the well documented area of concern;
 - Resources, support, and interventions to address the area of concern;
 - Timeframes for implementing the resources, support, and interventions; and
 - Supportive actions from the evaluator.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

Process Elements – Leader (continued)

- The district PDEC plan should include differentiated supports and be responsive to leader needs.
 - Utilize and document differentiated supports prior to movement to a corrective support plan.
 - Ongoing training to ensure all stakeholders understand differentiated supports and process (model of a corrective structure should be provided in the appendix).
 - Support models should always include clear objectives specific to the well documented area of concern, timeframes, interventions, supportive actions from the evaluator.

In addition to these required elements, PDEC should consider the following best practices as additional process elements:

- Coaching and/or mentoring should be strongly considered an option for a new leader.
- Intermediate supports should be in place before placing a leader on a corrective action plan.
- A support plan should not be initiated without appropriate evidence of concern.
- PDEC should create a reflective process, either through PDEC, survey, etc. that reviews the TEVAL plan and process and provides for reflection, assessment, and revision as needed.
- Establish policy or procedures and guidelines for PDEC operations that includes membership, quorum, and consensus criteria.

Dispute Resolution

- The Board of Education shall, in mutual agreement with the PDEC, include a process for resolving disputes in cases where the evaluator and educator/leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan.
- Any claims that the district has failed to follow the established procedures of the educator/leader evaluation and support program shall be subject to the grievance procedures set forth in the then-current collective bargaining agreements between the Board of Education and the relevant bargaining unit.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support (continued)

Local and State Reporting

- The superintendent shall report:
 - The status of teacher evaluations to the Board of Education on or before June first of each year; and
 - The status of the implementation of the educator/leader evaluation and support program; including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education on or before September 15 of each year.

The term “teacher”, “educator” or “leader” shall include each professional employee of the Board of Education, below the rank of superintendent, who holds a certificate or permit issued by the State Department of Education.

Appendix: (PDF File)

[Connecticut Guidelines for Educator and Leader Evaluation and Support 2023](#)

Legal Reference: Connecticut General Statutes
10-145b Teaching certificates.
10-151a Access of teacher to supervisory records and reports in personnel file.
10-151b Evaluation by superintendent of certain educational personnel. (amended by PA 04-137, P.A. 10-111, P.A. 12-116, PA 12-2 (June Special Session), PA 13-245, PA 15-5 (June Special Session))
10-151c Records of teacher performance and evaluation not public records.
10-220a(b) In-service training. Professional development. Institutes for educators. Cooperative and beginning teacher programs, regulations.
PA 11-135 An Act Concerning Implementation Dates for Secondary School Reform.
PA 12-116 An Act Concerning Education Reform (as amended by PA 13-145 An Act Concerning Revisions to the Reform Act of 2012.)
Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support (continued)

Legal Reference: Connecticut General Statutes (continued)
Connecticut’s System for Educator Evaluation and Development (SEED)
state model evaluation system.
“Flexibility to Guidelines for Educator Evaluation” adopted by
Connecticut State Board of Education, February 6, 2014
34 C.F.R. 200.55 Federal Regulations.
PL 114-95 – Every Student Succeeds Act §9213
Public Act 23-159 (An Act Concerning Teachers and Paraeducators)

Policy adopted:

cps 10/23

Existing bylaw 9323, updated to reflect changes made by P.A. 23-160.

Bylaws of the Board

Construction of the Agenda

The Superintendent in cooperation with the Chairperson of the Board of Education shall prepare an agenda for each regular meeting. Three members of the Board of Education may contact the Superintendent and request any item to be placed on the agenda no later than 72 hours prior to the legally required public posting of the agenda. If three or more members request an item be placed on the agenda, the Superintendent ~~in consultation with~~ and the Board Chair, shall place the item on the agenda.

Actions by the Board

No action will be taken unless the subject acted upon was listed in the agenda published for that meeting. However, an item of business not included on the agenda of a regular meeting may be considered and/or acted upon after a two-thirds vote of the members present and voting to add such business to the agenda.

Posting of the Agenda

At least 24 hours prior to the time of the regular meeting, the agenda shall be posted in the Board room of the District, in each school in a place readily available to parents, teachers and the general public, in the Office of the Town/City Clerk, posted on the District's Internet website, and shall be filed in the Superintendent's office.

In addition to posting Board of Education meeting agendas on its website 24 hours prior to the meeting, any associated documents that may be reviewed by members of the Board at such meeting will be made available on the Board's website prior to the meeting.

Legal Reference: Connecticut General Statutes

1-21 Meetings of government agencies to be public.

Public Act 23-160 An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes.

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

NEW FAIRFIELD PUBLIC SCHOOLS
 New Fairfield, Connecticut

*Replace New Fairfield's current Bylaw #9324 with CABE's model Bylaw which includes a new requirement marked with *.*

Bylaws of the Board

Advance Delivery of Meeting Materials

The Board meeting materials shall be disseminated as follows:

1. The complete Board of Education agenda and the appropriate materials pertaining thereto shall be sent to each Board member, Board clerk, and student representatives.

The agenda will be available to the public at the administration building after 3:00 P.M. 4:00 P.M. on ~~Fridays~~ **Mondays** preceding each regular Board of Education meeting. An agenda will also be available to each member of the press on ~~Friday~~ **Monday** afternoons.

*In addition to posting Board of Education meeting agendas on its website 24 hours prior to the meeting, any associated documents that may be reviewed by members of the Board at such meeting will be made available on the Board's website prior to the meeting.

2. Two copies of the agenda shall be sent to each building principal, one copy of which is to be posted upon the bulletin board in each school office.
3. Copies of the agenda shall be forwarded through school mail to presidents of each bargaining unit and presidents of PTA/PTO organizations.

(cf. 9323 - Construction/Posting of Agenda)

Legal Reference: Public Act 23-160 An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes

Bylaw adopted by the Board:

rev 9/23

Existing policy updated to reflect P.A. 23-159.

Personnel -- Certified

Substitute Teachers

Definitions

A substitute teacher is a person who shall instruct students in the New Fairfield Public Schools in the absence of the regular classroom teacher. The minimum qualifications for substitute teaching shall include the following:

1. Holds a bachelor's degree from an accredited institution;
2. Is able to perform the essential job functions of the position, with or without reasonable accommodation;
3. Demonstrates appropriate work ethic and effectiveness in working with children.

Short-term (or Per Diem) Substitute: A short-term substitute is defined as a person who substitutes in the school system for teachers at any level during the school year, typically on a per diem basis. Short-term substitutes are not required to prepare lesson plans or grade students' work.

Long-term Substitute: A long-term substitute is defined as a person who substitutes in the school system for a teacher at any level during the school year, typically for a period of time greater than one week but not to exceed 40 60 consecutive days in the same assignment. ~~without prior approval of the Superintendent of Schools.~~ For an assignment longer than 60 days, a substitute must obtain substitute authorization issued by the Connecticut State Department of Education and approval of the Superintendent of Schools. Long-term substitutes may be required to prepare lesson plans and/or grade students' work, for which they shall be compensated at a higher rate of pay.

Conditions of Employment

The Board shall only hire applicants for substitute teaching positions who comply with the reference and background checks as detailed in Policy #4112.51/4212.51 and who comply with the required disclosure requirements. ~~and after requesting information from the applicant's prior employers and SDE. The Board shall determine which such persons are employable as substitute teachers and maintain a list of such persons. The Board shall hire only substitutes who are on such list.~~

~~Approved substitutes shall remain on such list as long as he or she is continuously employed by the Board as a substitute teacher, provided the Board does not have any knowledge of a reason that such person should be removed from the list.~~

Personnel -- Certified

Substitute Teachers

The Board of Education is permitted to employ a person who lacks substitute teacher authorizations as a substitute teacher in the same assignment for a period not to exceed 60 school days. Principals will make every effort to maintain as much continuity of instruction as possible by engaging only one substitute teacher for the full period of absence of one teacher and by calling back a substitute to serve in a classroom in which he/she/they performed successfully.

Each substitute teacher is expected to carry out all of the normal functions of the classroom teacher, i.e. maintaining classroom instruction at an optimum level. Also, they will assume normal teacher responsibilities which are part of the building routine such as corridor, bus or study hall duty, cafeteria duty, etc. Each substitute will receive the New Fairfield “Substitute Handbook”.

Substitutes are employed “at will” and may be dismissed at any time by the Superintendent or designee. Substitutes are not entitled to receive fringe benefits.

The per diem rate for short-term and long-term substitutes shall be set by the Board on an annual basis. The Superintendent may, at his discretion, offer a higher rate of pay to those persons who are employed as substitutes in shortage areas.

(cf. 4112.51/4212.51 - Employment/Reference Checks)

Legal Reference: Connecticut General Statutes
10-183v Reemployment of teachers
10-145a Certificates of qualifications for teachers, as amended by P.A. 11-27, An Act Concerning Substitute Teachers.
10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissal. (as amended by PA 16-67)
10-222c Hiring policy. (as amended by PA 16-67)
P.A. 23-159 (Section 18)

Policy adopted: June 1, 2006
Policy revised: November 17, 2011
Policy revised: November 2, 2016
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Students

Nonresident Students

Definition

A nonresident student is a student who:

1. resides outside of the school district; or
2. resides within the school district on a temporary basis; or
3. resides within the school district on a permanent basis but with pay to the person(s) with whom the student is living; or
4. resides within the school district for the sole purpose of obtaining school accommodations; or
5. is placed by the Commissioner of Children and Youth Services or by other agencies in a private residential facility. However, under this circumstance, a student may attend local schools with tuition paid by the home district unless special education considerations make attendance in local schools and programs inappropriate. A student not requiring special education who lives in town as a result of placement by a public agency (other than another Board of Education and except as provided otherwise in this paragraph) is a resident student. A student requiring special education may attend local schools (with special education cost reimbursements in accordance with statutes), unless special education considerations make attendance in local schools and programs inappropriate.

Nonresident Attendance Without Tuition

Upon written parental request, nonresident students may be allowed upon recommendation of the Superintendent of Schools to attend district schools without tuition under one or more of the following conditions:

1. A family moves from the district after January 1st of the school year and parent(s)/guardian(s) request that a student complete the marking period;
2. A family residing outside of a district has firm plans to move into the school district within 90 calendar days as evidenced by a contract to buy, build, rent, or lease;
3. A twelfth grade student and his/her family who are in residence through the last day of the first marking period of senior year wishes to complete his or her education in the district;
4. Students reside temporarily within the district because of family changes or students attending local schools residing temporarily outside of the district because of family

Students

Nonresident Students (continued)

circumstances. Approval shall not exceed three (3) calendar months; if subsequent approval is necessary, it shall be considered based upon information available at that time.

5. Mental or physical health of the student as certified by a physician, school psychologist, or other appropriate school personnel.

Exchange Students

No tuition is required for foreign students living within the district under an approved and recognized foreign exchange program. Exchange students will be accorded all the rights and privileges of a resident student during the period of enrollment, which can not exceed a period of one school year.

Nonresident Attendance

With the exception of Sherman students attending New Fairfield High School, New Fairfield does not accept nonresident students. Students of nonresident staff may be considered for attendance contingent upon class size, transportation, and other considerations including disciplinary and attendance records. (See Policy 5118.111)

Evidence of Residency

The Superintendent of Schools or his/her designee shall require documentation of family and/or student residency, including notarized affidavits, provided that prior to a request for evidence of residency the parent or guardian, relative or nonrelative, emancipated minor, or student eighteen (18) years of age or older shall be provided with a written statement of why there is reason to believe such student's may not be entitled to attend school in the district. An affidavit may require a statement or statements with documentation that there is bona fide student residence in the district, that the residence is intended to be permanent, that it is provided without pay, and that it is not for the sole purpose of obtaining school accommodations. **In addition, the Superintendent is responsible for developing and implementing administrative procedures for ongoing residency verification. If an individual has provided false documentation to attend New Fairfield Public Schools, then this may lead to liability for tuition and to criminal penalties for fraud.**

Removal of Nonresident Student from District Schools

If after a careful review of affidavits and other available evidence, the Superintendent of Schools or his/her designee believes a student is not entitled to attend local schools, the parent or guardian, the student if an emancipated minor, or a student eighteen (18) years of age or older shall be informed in writing that, as of a particular date, the student may no longer attend local schools, and the Superintendent shall notify the Board of Education (if known), where the student should attend school. If after review district residency is established by the evidence, the parent or guardian, the student if an emancipated minor, or a student eighteen (18) years of age or older shall be so informed.

Students

Nonresident Students

Removal of Nonresident Student from District Schools (continued)

If a student is removed from a district school for residency reasons the Superintendent of Schools or his/her designee shall: 1) inform the parent, guardian, emancipated minor, or student eighteen (18) years of age or older of hearing rights before the Board of Education and that the student/s may continue in local schools pending a hearing before the Board of Education if requested in writing by the parent, guardian, emancipated minor, or student eighteen (18) years of age or older 2) that upon request, a transcript of the hearing will be provided 3) that a local Board of Education decision may be appealed to the State Board and that the student/s may continue in local schools pending a hearing before the State Board if requested in writing by the parent, guardian, emancipated minor, or student eighteen (18) years of age or older 4) that if the appeal to the State Board of Education is lost, a per diem tuition will be assessed for each day a student attended local schools when not eligible to attend.

Board of Education Hearing

Upon written request, the Board of Education shall provide a hearing within ten (10) days after receipt of such request. If there is a hearing, the Board shall make a stenographic record or tape recording of the hearing; shall make a decision on student eligibility to attend local schools within ten (10) days after the hearing; and shall notify the parent, guardian, emancipated minor, or student eighteen (18) years of age or older of its findings. Hearings shall be conducted in accordance with the provisions of Sections 4-177 to 4-180 inclusive of Connecticut General Statutes.

The Board shall, within ten (10) days after receipt of notice of an appeal, forward the hearing record to the State Board of Education.

Legal Reference: Connecticut General Statutes
4-176e through 4-185 Uniform Administrative Procedure Act.
10-186 Duties of local and regional Boards of education re school attendance. Hearings. Appeals to state Board. Establishment of hearing board.
10-253 School privileges for students in certain placements and temporary shelters.

Policy adopted: October 19, 2000
Policy revised: June 16, 2005
Policy revised: December 20, 2007
Policy revised: June 18, 2009
Policy revised: November 17, 2011
Policy revised: June 5, 2014
Policy revised: October 30, 2014
Policy revised: November 21, 2019

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Verification of Residence

NEW ENROLLEE/STUDENT TRANSFER/CHANGE OF ADDRESS
(within New Fairfield)

Parent/Legal Guardian Statement

I, (print name) _____ the parent or legal guardian of
(name) _____ (address) _____ certify
that the above named student actually lives full time (typically 7 days per week) at the above
address. The telephone number at the same address is _____ and the telephone
number in an emergency is _____. Grade _____.

This information and the documents provided are accurate. I authorize representatives of the
New Fairfield Public Schools to verify this information, and I understand falsification of any
information or documents required for this verification will result in revocation of registration
for the student and may lead to liability for tuition and to criminal penalties for fraud. **In addition to the
imposition of civil penalties, perjured or fraudulent statements could lead to possible criminal prosecution.**

Parent/Guardian Signature: _____ Date: _____

.....
(FOR OFFICE USE ONLY)

Residency Status: own rent reside with: _____

In order to verify district residence, parents or guardians, an emancipated minor or the child over
18 must sign above and provide documents from the items listed below.

- ___ 1. Copy of a Valid Connecticut Drivers License or Connecticut Department of Motor
Vehicles Non-Driver Identification Card indicating New Fairfield residency
and
- ___ 2. ___ Warrantee Deed with Schedule A, or escrow papers
or
___ Dated rental agreement
and
- ___ 3. Copy of **one** of the following at address within the district in the parent's or guardian's
name:
 - ___ a. Utility bills (dated within the last three months)
 - ___ b. Notarized letter from landlord or owner acknowledging parent's/guardian's and
student's residence
 - ___ c. United States Postal Service On-line Official Change of Address Confirmation
- ___ 4. Residency Affidavit forms to be filled out by person with whom family and student reside.
Verification visit by Residency Confirmation staff will follow; child may attend school.
- ___ 5. Verification visit by Residency Confirmation staff (for situations not covered by 1 and 2);
child may not attend school until complete.

Documents seen by: _____ on _____

CONFIDENTIAL

RESIDENCY AFFIDAVIT

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

Date: _____

1. Student's Name _____ DOB: _____
(Last) (First) (Middle)
2. Student's New Fairfield Address _____ Tel. # _____
(No. and Street) (Town) (State)
3. Name of Person with Whom Student Lives _____
Relationship _____
Address _____ Tel. # _____
(No. and Street) (Town) (State)
4. Date Student Moved Into New Fairfield _____
(Month) (Day) (Year)
5. Student's Former Address _____

(No. and Street) (Town) (State)
6. Former School _____ Grade _____
7. Name of Student's Father _____
Father's Address _____

(No. and Street) (Town) (State)
8. Name of Student's Mother _____
Mother's Address _____

(No. and Street) (Town) (State)
9. Name and Address of Student's Court Appointed Legal Guardian, if other than Parent:

PARENT'S STATEMENT

I, hereby, certify that _____ is my _____
(Student's Name) (Relationship)
and he/she resides with _____ who is _____
(Name of Person) (Relationship)
at _____
(No. and Street) (Town) (State) (Telephone #)

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

I, further, certify that my son/daughter is not living with me because

As a parent of the student named on this form, and as a nonresident of the Town of New Fairfield, I attest to the accuracy of the information contained in this form. Further, I certify that, as a permanent resident of the Town of New Fairfield, the student is eligible for free school privileges. I agree to notify school officials immediately regarding the termination of the student's permanent residency in the Town of New Fairfield, in which event the student will no longer be eligible for free school privileges. Finally, I understand that, should the student be found to be attending New Fairfield Public School illegally, the Town of New Fairfield reserves the right to recover the costs for such education from me, the undersigned. I understand that a perjured or fraudulent statement may lead to my criminal prosecution under the criminal statutes of the State of Connecticut.

I hereby certify that the said _____ has full right to act in
(Person's Name)
my child's behalf concerning any and all school disciplinary, administrative, and medical matters.

Signature of Parent Date _____

Notary Public Date _____

HOST'S/GUARDIAN'S STATEMENT

I, hereby, certify that _____ is my _____
(Student's Name) (Relationship)
and he/she legally resides with me at _____
(No. and Street)

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

I, further, certify that this child is residing with me because

As the host/guardian of the student named on this form, and as a resident of the Town of New Fairfield, I attest to the accuracy of the information contained in this form. Further, I certify that, as a permanent resident of the Town of New Fairfield, the student is eligible for free school privileges. I agree to notify school officials immediately regarding the termination of the student's permanent residency in the Town of New Fairfield, in which event the student will no longer be eligible for free school privileges. Finally, I understand that, should the student be found to be attending New Fairfield Public School illegally, the Town of New Fairfield reserves the right to recover the costs for such education from me, the undersigned. **I understand that a perjured or fraudulent statement may lead to my criminal prosecution under the criminal statutes of the State of Connecticut. I also understand that this document may be used in a court of law as evidence against me.**

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

Date _____ Authority _____

I, _____, understand that I have full responsibility
(Person's Name)
for this student concerning any and all school disciplinary, administrative, and medical matters.

Signature of Host/Guardian Date

Notary Public Date

CERTIFICATION OF RESIDENCE

(For student living in other than a rental unit dwelling)

Date: _____

RE: _____

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

Name of Student(s) _____

Name of Parent(s) _____

Reside at the following address _____

I, _____ certify that the named student(s) and parent(s)

(Landlord, Owner, Local Resident, Relative, Guardian, etc. - cross out what does not apply)

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

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

I understand that my failure to respond to this request, or that a perjured or fraudulent statement may lead to the disenrollment of the above-named student(s). In addition, the parent(s) may be prosecuted under the criminal statutes of the State of Connecticut. I, also, understand that this document may be used as evidence in a court of law. **In addition to the imposition of civil penalties, perjured or fraudulent statements could lead to possible criminal prosecution.**

I agree to immediately notify the New Fairfield Public Schools if this student ceases to reside at this address.

Signed: _____ Date: _____

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

Notary Public

If you have any questions regarding this form, please contact:
Superintendent of Schools
New Fairfield Public Schools
3 Brush Hill Road
New Fairfield, CT 06812

DATE:

RE:

DOB:

Dear:

In order for a student to attend public school in New Fairfield, the child's parent or legal guardian must live in New Fairfield or **you, the parent, must officially establish** that your child resides in New Fairfield with "another person" under the following conditions:

1. Residency with another person is intended to be permanent.
2. Residency is provided without pay from the child's family.
3. Residency is not for the sole purpose of obtaining school accommodations in the New Fairfield Public Schools.
4. The other person signs a notarized affidavit (Host's/Guardian's Statement) that your child is residing with them.
5. You, the parent, submit a notarized Parent's Statement and Residency Affidavit.

Enclosed is a four page form titled "Residency Affidavit" which contains the parent's and guardian's statement. Please fill them out completely, having the parent's and guardian's statements notarized. Please schedule an appointment with the Principal or his/her designee within ten (10) days to review this information.

Unless we receive these documents which prove your child does have a permanent address in New Fairfield, we will, as described in the policy, begin disenrollment proceedings.

Sincerely,

Principal

cc: Superintendent
New Fairfield Resident

DATE:

RE:

DOB:

Dear:

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

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

This information must be returned by _____ in order to assure _____ continued enrollment at _____ School.

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

Sincerely,

Principal

NEW FAIRFIELD PUBLIC SCHOOLS
NEW FAIRFIELD, CONNECTICUT 06812

RESIDENCY AFFIDAVIT RENEWAL

Date: _____

To Whom It May Concern:

I, _____, certify that the residency affidavit on file on behalf of my
(Name of Local Resident)

_____, _____,
(Relationship) (Student's Name)

remains true. The above named student resides with me at

_____, New Fairfield, Connecticut,
(Address)

and the telephone number is _____.

(Signature of Local Resident)

In addition to the imposition of civil penalties, perjured or fraudulent statements could lead to possible criminal prosecution.

Signed and sworn to before me this _____ day of _____, 20_____.

Notary Public

DATE:

RE:

DOB:

Dear:

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

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

You, as legal guardian of your child, have a right to a hearing on denial of school access based on residency by the New Fairfield Board of Education, at which time you may present evidence contrary to our investigation.

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

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

If you choose a hearing, you have the right to bring representation, and the hearing will be conducted in accordance with Connecticut General Statute 10-186.

Sincerely,

Principal

cc: Superintendent
Superintendent of Nexus Town
New Fairfield Resident

DATE:

RE:

DOB:

Dear:

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

As of this date, you have not responded to our correspondence. Based on our investigation, we are denying school accommodation to and dis-enrolling _____ as of this date. If your child has any school property or personal items at _____ School, please call _____ to arrange an appointment to deliver or pick them up.

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

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

Sincerely,

Principal

cc: Superintendent
New Fairfield Resident

Nonresident Student Request Form

Nonresident Attendance without Tuition

Upon written parental request, nonresident students may be allowed, upon recommendation of the Superintendent of Schools, to attend district schools without tuition under one or more of the following conditions.

Please check appropriate reason:

- A family moves from the district after January 1st of the school year and parent(s)/guardian(s) request that a student completes the marking period. Moving date: _____

- A family residing outside of a district has firm plans to move into the school district within 90 calendar days as evidenced by a contract to buy, build, rent, or lease.
A fully executed copy of the contract to buy, build, rent, or lease must be included with this request.
Expected closing/rental date: _____
(Any change to the date must be submitted to the Office of the Superintendent in writing.)

- A twelfth grade student and his/her family who are in residence through the last day of the first marking period of senior year wishes to complete his or her education in the district;

- Student(s) reside temporarily within the district because of family changes or student(s) attending local schools residing temporarily outside of the district because of family circumstances. Approval shall not exceed three (3) calendar months. If subsequent approval is necessary, it shall be considered based upon information available at that time.

Briefly explain any pertinent information in support of this request. _____

Attach additional sheet if necessary.

****Please note that if the request is granted, the parent/guardian is responsible for transportation to and from school.**

I attest to the accuracy of the information contained in this form.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Student Name and Grade: _____

Present Address: _____

Future Address: _____

Phone Number(s): _____

Email Address: _____

(For office use only)

Request Approved: Denied:

Date Family Notified: _____

**NEW FAIRFIELD PUBLIC SCHOOLS
NEW FAIRFIELD, CT**

GIFTS AND DONATIONS

This form must be completed and submitted for all in-kind and monetary donations to a school or the district. Donations valued at \$1,000 or more require BOE approval before acceptance of the donation or depositing of funds. A letter of acceptance will be sent by the appropriate staff member with a copy to the superintendent's office.

DATE: March 8, 2024

SCHOOL: New Fairfield High School

TYPE OF DONATION AND QUANTITY: Monetary - \$3,000

CONDITION/AGE OF ITEM DONATED: N/A

DONOR: New Fairfield Rebels Booster Club

SCHOOL'S PLAN FOR USE OF ITEM(S): Lacrosse walls and goal dolly

APPROXIMATE VALUE: \$3,000

The approximate value denoted above has been supplied by the donor. The New Fairfield Public Schools does not attest to the accuracy of this value. It is the donor's responsibility for documentation to support this valuation for tax or any other purposes.

**NEW FAIRFIELD PUBLIC SCHOOLS
NEW FAIRFIELD, CT**

GIFTS AND DONATIONS

This form must be completed and submitted for all in-kind and monetary donations to a school or the district. Donations valued at \$1,000 or more require BOE approval before acceptance of the donation or depositing of funds. A letter of acceptance will be sent by the appropriate staff member with a copy to the superintendent's office.

DATE: March 11, 2024

SCHOOL: Meeting House Hill School

TYPE OF DONATION AND QUANTITY: Monetary donation of \$2,435.46

CONDITION/AGE OF ITEM DONATED: N/A

DONOR: New Fairfield Thrift Shop

SCHOOL'S PLAN FOR USE OF ITEM(S): The Music Department is in need of a new riser for our chorus performances. The Thrift Shop has generously offered to donate the cost.

APPROXIMATE VALUE: \$2,435.46

The approximate value denoted above has been supplied by the donor. The New Fairfield Public Schools does not attest to the accuracy of this value. It is the donor's responsibility for documentation to support this valuation for tax or any other purposes.