

Board of Education Regular Meeting 2024

Thursday, June 6, 2024 7:00 PM

The New Fairfield Board of Education will hold a meeting on Thursday, June 6, 2024, at 7:00 p.m. in the New Fairfield Community Room, 33 Route 37, New Fairfield, CT. In the event of inclement weather, this meeting will change to remote and a virtual link will be provided on our website and distributed. , 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF THE MINUTES

III.A. May 10, 2024 - Special

III.B. May 16, 2024 - Regular

IV. APPROVAL OF THE AGENDA

V. NEW FAIRFIELD HIGH SCHOOL STUDENT PERFORMANCE

VI. 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]*

VII. BOARD AND ADMINISTRATIVE COMMUNICATIONS

VII.A. Chairman's Report

VII.B. Superintendent's Report

VII.C. Student Representatives' Report

VII.D. Committee Reports

VII.D.1. Curriculum (*Tim Blair*)

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

VII.D.3. Special Education Ad Hoc (*Kimberly LaTourette*)

VII.E. Liaison Reports

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

VIII. **INFORMATION ITEM**

VIII.A. New Fairfield High School/Consolidated School
Building Project Update

IX. **INFORMATION/ACTION ITEMS**

IX.A. District Priorities Progress Report

IX.B. NFPS Strategic Plan

IX.C. Elementary School Structure

IX.D. FY25 Budget Update

IX.E. Audit Update

X. **ACTION ITEMS**

X.A.
Personnel Report

X.B. Increasing Educator Diversity Plan

X.C. Board of Education Policy
Suspension of the Rules [referring to Policy 5141.5, Policy
4111.3, and Policy 5118]

X.C.1. Policy 5141.5 - Suicide Prevention/Intervention

X.C.2. Policy 4111.3 – Increasing Educator Diversity

X.C.3. Policy 5118 – Nonresident Students

X.D. International Field Trip

X.D.1. NFHS France Study Trip

X.E. STRIDES 2024/25 Calendar

XI. **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]*

XII. **FUTURE AGENDA ITEMS**

XIII. **BOARD MEMBER COMMENTS**

XIV. **ADJOURNMENT**

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

The New Fairfield Board of Education held a special meeting on Friday, May 10, 2024, at 3:00 p.m. in the New Fairfield Middle School, 56 Gillotti Road, New Fairfield, CT.

MINUTES – May 10, 2024

PRESENT: Dominic Cipollone (Chairman), Kathy Baker, Tim Blair, Kimberly LaTourette, Samantha Mannion, Ed Sbordone

ABSENT: Greg Flanagan, Sue Huwer, Amy Johnson

ALSO PRESENT: Superintendent of Schools Dr. Kenneth Craw, **Director** of Business and Operations Carrie DePuy, New Fairfield Middle School Principal Karen Gruetzner, Director of Buildings and Grounds Phil Ross

I. CALL TO ORDER: Chairman Dominic Cipollone called the meeting to order at 3:04 p.m.

II. NEW FAIRFIELD MIDDLE SCHOOL WALK THROUGH

Members of the Board of Education, along with Dr. Craw, Carrie DePuy, Phil Ross, and Karen Gruetzner toured different areas of the New Fairfield Middle School that are part of planned capital improvements. Some of the spaces visited were the media center that is currently being used as the STEAM room, the two spaces that can be turned into the STEAM room, the middle school cafeteria, HS cafeteria, and the middle school outdoor space. Different phases of the middle school projects, as represented in the capital improvement plans, were discussed, as well as the possibility of renovating as new in the future.

III. ADJOURNMENT

MOTION: Kim LaTourette made a motion to adjourn the meeting at 3:58 p.m. Dominic Cipollone seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Kimberly LaTourette, Samantha Mannion, Ed Sbordone

Respectfully submitted,
Kimberly LaTourette

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

The New Fairfield Board of Education held a regular meeting on Thursday, May 16, 2024, at 7:00 p.m. via zoom.

MINUTES – May 16, 2024

PRESENT: Dominic Cipollone (Chairman), Kathy Baker, Tim Blair, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone

ABSENT: None

ALSO PRESENT: Superintendent of Schools Dr. Kenneth Crow, Assistant Superintendent of Curriculum and Instruction Dr. Kristine Woleck, Director of Business and Operations Carrie DePuy, High School Principal James D’Amico, Middle School Principal Karen Gruetzner, Elementary School Principal Allyson Story, Elementary School Assistant Principal Dr. Jennifer Hilderbrand, Pupil Personnel Director Maria Kennedy, Director of Technology Paul Gouveia, Selectman Pat Del Monaco and Selectman Tom Perkins

Video Production Coordinator Quintin Flower explained the procedure 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 7:01p.m.

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF MINUTES

A. May 2, 2024 - Regular Meeting - Approved by consensus with the correction of Sue Huwer’s comment during Board Member Comments to read “that she was in support of the administration being sensitive to the parents’ concerns about the performance.”

IV. APPROVAL OF AGENDA - Approved by consensus.

V. PUBLIC PARTICIPATION

Rick Regan encouraged the BOE to address the assertions that were made by the BOF regarding the budget in the May 16th Town Tribune.

Jena Alvitì reminded everyone that the budget referendum will be held this Saturday, May 18th. Absentee ballots are available for anyone that won’t be in town on Saturday.

Terra Volpe thanked the BOE for their hard work. She spoke of concerns with the proposed budget since it uses the bond premium which could cause a deficit for next year.

VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS

A. Chairman’s Report - Dominic Cipollone noted that he had a very successful visit to the Senior Center this week which included a discussion of the budget. He encouraged the town to connect students with Senior Citizens.

B. Superintendent's Report- Dr. Kenneth Crow spoke of the following:

- Thanked the student representatives for this year. He congratulated Senior Representative Brennan Hearty on his graduation and wished him well in the future. He thanked Junior Representative Emilia Sedlak for her work this year and noted that the BOE is looking forward to welcoming her back next year.
- Assistant Superintendent of Curriculum and Instruction Dr. Kristine Woleck and Elementary School Principal Allyson Story will present the K-5 Literacy/Reading Resource Report and Findings at tonight's meeting.
- The Strategic Plan will be presented to the BOE in the near future.

C. Student Representative Reports

Senior Representative Brennan Hearty noted that:

- SEE Projects for Seniors will begin on May 20th.
- The SEE Fair will be held on June 11th.
- The Senior Trip to Six Flags will be held on June 6th.
- High School Graduation will be held on June 21st.
- Thanked Dr. Crow and the entire BOE for the opportunity to serve as the student representative.

Junior Representative Emilia Sedlak noted that:

- Junior Prom was held on May 10th.
- Senior Prom will be held on May 18th.
- AP Testing will be held this week.
- The Art Show at the High School will be held from May 21st to May 24th.

D. Committee Reports

1. Business Operations/Resource Management

Greg Flanagan noted that this subcommittee met on May 16th at 6:00 p.m. and discussed the following items:

- A surplus is projected for year end.
- The Field Fees committee met on May 13th. They received a bid for \$886,000 for the turf replacement. Since this bid is lower than expected, the committee discussed the possibility of replacing the lighting on the field too.
- The subcommittee discussed rebranding of the elementary school as one school with one name.
- Director of Human Resources Kara Mehler is retiring in June. This is a shared service with the Town. A search for her replacement has begun.
- A propane update was given to the subcommittee. All levels on the tank were acceptable. They are still awaiting results for the liquid test with the tanks.
- Greg Flanagan stressed that the incident at the high school last week had nothing to do with propane.
- The next meeting of the Business Operations/Resource Management will be held in June.

2. Curriculum

Tim Blair noted that this subcommittee met on May 6th and discussed the following:

- K-5 Literacy/Reading Resource Report.
- The subcommittee spoke of the NEASC update and noted that accreditation has been renewed but they remain on warning for curriculum and community resources for learning. High School Principal James D'Amico spoke at the subcommittee meeting about how the district is addressing this warning and it shouldn't be a problem going forward.
- Dr. Woleck gave the subcommittee an overview of Leadership Guide and Principles.
- There was a request for more research for the curriculum for K-5 for US History.

3. Field Fees Committee

Ed Sbordone noted that this committee met on May 13th and discussed:

- A review of the turf field and track replacement budget and quotes.
- Review of the current Field Fees structure. No decision has been made at this time.
- Discussed the current maintenance structure for the Rebel Pavilion.

E. Liaison Reports

1. Parks and Recreation Committee

Kim LaTourette noted that this committee met on May 13th and discussed:

- The Sip and Stroll on May 4th was very successful.
- They discussed ideas for the Snack Shack at the Town Beach.
- The Beach House will not open this summer.
- The shed for Girl's Softball was installed.
- Outdoor Summer movies will not be shown this year due to lack of staff.

VII. **INFORMATION ITEMS**

A. New Fairfield High School/Consolidated School Building Project Update

Mark Schweitzer from Colliers gave an update on the school and noted that vapor samples and liquid samples were taken. The vapor samples all came back at acceptable levels. They are still awaiting results for the liquid samples. There will be a meeting in the near future to discuss next steps.

B. K-5 Literacy/Reading Resource Report and Findings

Assistant Superintendent of Curriculum and Instruction Dr. Kristine Woleck thanked Allyson Story and her staff for their work with this project. She gave a summary of the K-5 Literacy Report which included the five components of reading (Phonological awareness, decoding, vocabulary, fluency and comprehension). She spoke of resources that are best for New Fairfield students which also included on the State Resource list.

Elementary School Principal Allyson Story showed a brief video of the students using the resources. She spoke of Literacy Study Questions and how the resources tie into curriculum. She reviewed a timeline and spoke of next steps.

C. Board of Education Policies (*First Reading*)

1. Policy 5141.5 - Suicide Prevention/Intervention

D. Fiscal Year 2024-2025 Budget Update

Dr. Craw spoke of NESDEC projected enrollment and how it affects the budget, and noted that there is projected to be more students for next year than when the budget was first adopted. He spoke of unanticipated costs for the 2023-2024 school year and of cutting non-payroll accounts to meet the unexpected costs. It was noted that not funding capital projects can be problematic for next year's budget.

VIII. **ACTION ITEMS**

A. Personnel Report

MOTION: Kathy Baker made a motion to recommend to the full Board approval of the Personnel Report for May 9, 2024, as recommended by the administration. Greg Flanagan seconded the motion.

IN FAVOR: Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone

B. Non-Union Salaries and Benefits - Executive Session

IX. PUBLIC PARTICIPATION

Kathy Baker spoke of the details of the Post Grad party for Seniors at Quassy. She encouraged residents to participate in “Surprise a Senior”. Details can be found on the Facebook page.

Selectman Tom Perkins noted that he was impressed with the Literacy presentation given by Dr. Woleck and Mrs. Story but questioned the amount of money being spent on the education budget and encouraged a closer look at the number of administrators in the district.

Jena Alviti spoke in support of fully funding the BOE budget.

Terra Volpe encouraged the BOE to stick with a five-year plan for capital projects.

X. FUTURE AGENDA ITEMS

Kathy Baker asked for an update on AP classes.

XI. BOARD MEMBER COMMENTS

Ed Sbordone asked if there have been any requests from the BOF for BOE members to join the Capital Planning subcommittee. He spoke of concerns with cuts to the BOE budget and encouraged taxpayers to vote “No/Too low” at the budget referendum on May 18th.

Kim LaTourette thanked the Student Representatives and wished them both a good summer. She noted that the Board is looking forward to having Emilia Sedlak return next year and wished Brennan Hearty the best of luck in college.

Dominic Cipollone spoke of the budget referendum and reminded everyone that the BOE is trying to do what is best for the entire community.

XII. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING NON-UNION CONTRACT NEGOTIATIONS

MOTION: Dominic Cipollone made a motion to go into Executive Session at 8:22 p.m. to discuss non-union contract negotiations and to invite Dr. Craw and Carrie DePuy into the Executive Session. Kim LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone

MOTION: Dominic Cipollone made a motion to come out of Executive Session at 9:07 p.m. Greg Flanagan seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone

MOTION: Ed Sbordone made a motion to recommend to the full board approval of the non-union salaries and benefits for the 2024-2025 school year as recommended by the Superintendent of Schools as revised in Executive Session. Kathy Baker seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone

XIII. ADJOURNMENT

MOTION: Dominic Cipollone made a motion to adjourn the meeting at 9:09 p.m. Kathy Baker seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone

Respectfully submitted,
Suzanne Kloos



**New Fairfield Public Schools
District Priorities
2023-24**

I. Teaching and Learning

Increase student growth and achievement by providing all students with high-quality instruction and curricula in an adaptive and flexible learning environment.

Instruction:

- Continue the district focus on high-quality instruction using a clear and consistent definition of HQI.
- Unify all district initiatives and efforts around the [Vision of the Graduate](#).
- Continue our work on task design through building capacity on lesson study.
- Continue to refine the instructional coaching model.
- Continue to develop tiered intervention systems K-12 to support student growth and achievement.
- Continue to provide training on best practices that support the science of reading to ensure timely and focused literacy instruction for all students.
- Continue to support the implementation of Bridges and Number Corner to ensure equity of content and numeracy instruction within K-5 classes.
- Support the implementation of new middle school resources for the math and science curriculum.
- Select a resource to support grades 4 & 5 science curriculum.

Curriculum:

- Continually update and revise district curriculum through a formal process and using a curriculum design template.
- Support the writing of curricula focused on mastery of discrete standards in each subject area.
- Identify and employ a curriculum mapping tool to support the vertical articulation of curriculum.

Special Education:

- Continue to develop and implement high-quality Individual Education Programs (IEPs) that result in academic and educational growth for students requiring special education services.
- Continue to provide support and training for consistent PPT facilitation across the district.

- Strengthen collaboration between regular and general leaders and educators regarding high-quality instruction to support all students.
- Continue to provide training for special education service providers on best practices in literacy instruction for students with identified reading disabilities, such as dyslexia.
- Continue to support the STRIDES program such that students requiring special education services after completing high school graduation requirements can receive those services in-district.

II. Healthy Learning Environment

Promote a healthy learning environment that fosters physical and emotional safety, respect and a sense of belonging for all students.

School Culture & Climate

- Continue to train staff for fidelity of implementation of Responsive Classroom (K-8).
- Continue to train staff for fidelity of implementation of Restorative Practices (K-12).
- Continue to increase a sense of belonging for all students through work with district consultants (K-12).
- Ensure all staff, students, and families are familiar with our district-wide Code of Responsibility and Respect.
- Provide staff with ongoing professional learning on understanding the Code of Responsibility and Respect to support a shared understanding of expectations.

School Safety and Security

- Review and refine NFPS emergency response protocols and provide updated training to school staff.
- Establish safe and efficient arrival and dismissal procedures at the newly configured MS/HS campus.
- Continue to enhance our partnership with the School Resource Officers through regular monthly meetings and ongoing communication.
- Define expectations and parameters for the School Resource Officer program.
- Develop, evaluate and refine new safety and security procedures at the high school.

Health and Wellness

- Develop district-wide expectations, protocols, and procedures to address attendance concerns.
- Hold a community forum in collaboration with the NF Prevention Council regarding the high school attitudes and behavior survey results leading to the development of assets for youth in the community.
- Utilize a multi-prong approach to reduce incidents of substance use.
- Evaluate current and anticipated needs for school-based counseling services and plan programming to support students' mental health needs, including tier 2 and 3 interventions.
- Continue the use of the Aperture universal social/emotional competence screener in grades K-12.

High School Start/End Times & Master Schedule:

- Reconvene the Healthier High School Start/End Time Task Force, which will report to the BOE Subcommittee with its recommendations.
- Consider modifications to the high school's start & end times for the 2024-25 school year to align with adolescent sleep research.
- Continue to review the current high school master schedule by piloting a new schedule in order to enhance educational opportunities.

IV. Strategic Planning

Initiate a strategic planning process with community involvement to set New Fairfield Public Schools' priorities.

- Develop a strategic plan that includes soliciting input from various stakeholders.
- Create a strategic plan with targeted goals, action steps, and timelines for completion, which will serve to guide the next level of work for the district, including future budgets.
- Conduct a curriculum analysis as part of the strategic planning in order to benchmark the district's progress in developing and implementing a standards-based curriculum.

V. Resources to Support Learning

Provide the necessary resources for learning--defined as finances, facilities, operational systems, and human resources. Adequate resources are a foundational component for New Fairfield to achieve its Vision of the Graduate.

Finance

- Develop and present a FY 25 Operational and Capital Budget request to the community that is transparent, fiscally responsible and ensures continuous improvement.
- Manage the FY 24 Operational and Capital Budget to provide resources as planned and to address unanticipated expenses.
- Seek out and apply for available grants to address budgetary needs.

Transportation

- Conduct an analysis of the financial requirements in moving from a three-tier bus transportation system to a two-tier system with the high school and middle school sharing bus runs.
- Prepare a bid proposal and solicit bids for a new five-year transportation contract beginning with the 2024-25 school year.

Facilities

- Monitor the construction of the new high school to ensure an on-time opening for the 2023-24 school year and to ensure that the educational specifications have been met.
- Close out the Consolidated/Meeting House Hills Schools building project from a financial standpoint and ensure that the punch list has been completed according to the educational specifications and construction documents.
- Revise the 10-year capital improvement plan in anticipation of the budget process.

- Plan for a study of the middle school's facilities needs to be conducted during the 2024-25 school year.

Human Resources

- Attract and retain highly qualified staff to support continuous academic improvement; attend job fairs in the region.
- Attend area job fairs to attract high-quality candidates to apply to New Fairfield.

Technology

- Continue to curate, streamline and assimilate technology hardware (e.g. SmartBoards, document cameras) into classrooms to support the application of technology software throughout the district.
- Grow into our upgraded facilities to cultivate STEM initiatives and provide opportunities for real-world, authentic experiences. (e.g. K-5 STEM lab, new HS Robotics, theater, digital media, and art/music labs).
- Continue to maintain a streamlined digital repository of online tools and resources (technology toolbox/ClassLink) to support the delivery of high-quality instruction.



**New Fairfield Public Schools
Strategic Plan**

July 2024 - December 2025

Submitted by:

**Kenneth Craw, Ed.D., Superintendent of Schools
Kristine Woleck, Ed.D., Assistant Superintendent of Curriculum and Instruction**

June, 2024

NFPS Strategic Planning Team and Goal Committee Members

Casey Aiezza (CONS/MHHS, PE - Wellness Co-Chair)
Anne Butorac (NFMS, English, Grade 8 - Curriculum)
Dominic Cipollone (NFPS Board of Education, Chair)
Brian Cragin (NFMS, SPED)
Kenneth Craw, Superintendent of Schools
James D'Amico (NFHS, Principal - Instruction)
Isabella DaSilva (NFHS, Student, Grade 11)
Lisa Dighton (NFHS, Counselor)
Ernest Fabrizio-Garcia (NFHS World Language - Wellness)
Jean Gephart (6-12 Science Coach - Curriculum)
Karen Gruetzner (NFMS, Principal)
Eileen Hajac (NFPS Parent)
Melissa Hawkins (CONS/MHHS, SPED - Curriculum)
Casey Hounsell (NFHS, Music)
Maria Kennedy (Director of Pupil Services)
Danelle Kulbieda (NFMS, STEAM - Curriculum)
Kristy Labet (CONS/MHHS, Math Coach - Instruction)
Kimberly Laughlin (NFMS/NFHS Guidance - Wellness)
Pamela Lionetti (CONS/MHHS, Literacy Coach)
Lindsey Mapes (CONS/MHHS, Grade 1 - Curriculum)
Tyler Marshall (NFHS, Student, Grade 11)
Kate Mattiace (NFPS Parent)
Sterling Miller (NFHS, Career & Technical Education - Instruction Co-Chair)
Joel Pardalis (NFMS, ELA, Grade 6 - Instruction)
Rebecca Pendergast (CONS/MHHS, Grade 2 - Wellness)
Kathryn Planz (NFHS Counselor - Wellness Co-Chair)
Sandy Plue (CONS/MHHS, Psychologist - Wellness)
Kelly Rich (CONS/MHHS, SPED - Instruction)
Valerie Romanello (NFHS, Paraeducator)
Darrell Ruopp (OT - Wellness)
Sarah Sanborn (CONS/MHHS, Grade 5 - Instruction Co-Chair)
Ed Sbordone (NFPS Board of Education)
Kristin Scappaticci (NFHS, World Language)
Melissa Schlosser (CONS/MHHS, Grade 3 - Curriculum)
Kenneth Seder (NFMS, Math, Grade 7)
Heather Stoja (CONS/MHHS, SPED - Instruction)
Angela Stolfi (NFHS, English - Instruction)
Allyson Story (CONS/MHHS, Principal - Wellness)
Kimberly Tobey (NFHS, Social Studies - Curriculum)
Courtney Tullgren (NFMS, Social Worker - Instruction)
Amy Twitchell (NFMS, Science, Grade 6 - Instruction)
Kathleen Warren (NFHS, Math - Curriculum)
Rachel Wilson (NFMS, Science, Grade 8)
Kristine Woleck, Assistant Superintendent (Curriculum Co-Chair)

New Fairfield Public Schools Strategic Plan

July 2024 - December 2025

Introduction

In August, 2023, New Fairfield Public Schools Superintendent of Schools and Board of Education initiated a Review of Curriculum Design and Implementation Processes to inform its reflection on and development of next steps in the spirit of continuous improvement and pursuit of excellence. Dr. Judy Wilson undertook a comprehensive study of the district's curriculum and engaged with a wide range of stakeholders in the school community - staff, students, Board of Education members, and families - through interviews, focus groups, and surveys to inform her analysis. In October 2023, her [report](#) validated the district's commitment to high-quality, innovative education and outlined structures and systems to support the district in achieving its next level of work.

To plan for this next level of work, Dr. Wilson facilitated a two-day Strategic Planning professional experience in February, 2024. Approximately 30 members of the New Fairfield Public Schools community, including administrators, teaching staff, students, parents, and Board of Education members collaborated in a reflective review of the curriculum analysis and school community surveys to arrive at three comprehensive goals addressing curriculum, instruction, and wellness. These goals are intended to steer our district focus and work from July, 2024 - December, 2025, at which time the goals will be revisited, revised, and renewed for next-level growth. Strategic planning committees for each of these goals met in the spring of 2024 to develop action plans to be implemented throughout the upcoming 18 months and to articulate specific deliverables. This report shares these strategic planning goals, action steps, and deliverables, in the context of the New Fairfield Public Schools mission and the NFPS Vision of the Learner, as a compass for the systems of curriculum, instruction, assessment, wellness, and professional learning in the district.

Mission and Vision

The following mission guides New Fairfield Public Schools in its policies, goals, commitments, and practices:

The mission of the New Fairfield Public Schools is to engage students, staff, and the community in a partnership to provide a collaborative, innovative, encouraging and safe environment where all members take an active role in supporting each other's learning while also helping students pursue their own passions.

The five pillars of our **Vision of the Learner** articulate the desired attributes and outcomes for all learners in their journey through New Fairfield Public Schools:

<p>Knowledgeable Scholars</p> 	<p>Talented Communicators</p> 	<p>Critical & Creative Thinkers</p> 	<p>Engaged Global Citizens</p> 	<p>Self-determined & Self-reliant Individuals</p> 
<p>Pursue their interests and make meaning while developing a depth of background knowledge in all of the core academic domains as well as in life skills such as financial literacy, that they can use to solve problems and succeed in life.</p>	<p>Read, write, listen, speak, create and view skillfully, critically and confidently. They can adapt their style and message for a variety of purposes, situations and audiences. As a result, they have strong relationship skills and can collaborate well. They can manage conflict confidently and respectfully.</p>	<p>Access, evaluate and apply information to solve problems, pursue their curiosities and make decisions. They will grow their creativity through experiences within the fine and performing arts which will further support their ability to think critically and creatively.</p>	<p>Learn about the history of their local community, our country and other countries around the world to understand the value and unique principles of our American democracy. They learn what other cultures are like so that they can understand, respect and embrace diversity, be socially aware, be kind, compassionate, empathetic and respectful. They obtain information from multiple, reliable sources and use it to be active, civic-minded participants within and beyond their community.</p>	<p>Set goals, persevere, and reflect as they learn to understand and regulate their emotions and reactions, which will foster their overall health, wellness and mindfulness. Through this they will become intentional, resilient, independent and most importantly, self-reliant.</p>

New Fairfield Public Schools Strategic Planning Goals

Preface

We believe that in order for students to advance toward our vision, we must challenge and inspire all learners, cultivate an environment where people are confident to be themselves, and pursue opportunities for growth.

Three aspirational goals, addressing curriculum, instruction, and wellness, have been established in support of this vision. Each goal is defined below and is followed by a series of action steps that will be enacted to achieve the goal. Each action step notes specific deliverables that the work will yield in order to have observable outcomes and demonstrate progress over time. It is also important to note that across the planning and design stage already undertaken a wide range of NFPS staff members have contributed, with further opportunities available in the months ahead. This emphasis on continuing to expand the sphere of influence of our staff as leaders and contributors to this work deepens the capacity of NFPS and is intended to ensure greater coherence and consistency across the district through shared ownership.

Curriculum Goal

We will engage in an ongoing process responsive to student needs, data, and an ever-changing world to design and sustain a preK-12 standards-based curriculum that:

- creates deep engagement with content
- promotes innovative thinking
- provides opportunities to skillfully and critically solve problems and apply learning far beyond the classroom.

Action Steps

1. Deepen our understanding of how students learn as the basis for designing a curriculum to meet their needs in the context of today's ever-changing world.

Deliverables and Anticipated Impact:

- **Professional learning sessions** addressing how students learn, student self-assessment, and feedback for students to inform curriculum design and teacher planning
- **Student focus groups** to gather student perspectives and voice in curriculum, course offerings, and learning opportunities

2. Define a cohesive PreK-12 curriculum approach grounded in Understanding By Design (UbD) principles.

Deliverables and Anticipated Impact:

- **Curriculum framework** shared across all disciplines and grade-levels for consistency
- **Curriculum design criteria** used to review and calibrate curriculum for fidelity
- **NFPS Curriculum Guidebook** with key curriculum definitions and mapping of roles and responsibilities for clarity
- **Electronic curriculum platform** to allow community stakeholders to access curricular outcomes, allow staff to readily access curriculum resources, and grow student ownership of learning through curricular storyboards

3. Implement a comprehensive curriculum design process that involves research, design, implementation, and then monitoring, reflection, and revision, with input from multiple stakeholders.

Deliverables and Anticipated Impact:

- **Stage 1 mapping and transfer goals for PreK-12 across all disciplines**
- **PreK-12 Science full curriculum design** as a model
- **PreK-12 Social Studies Standards** mapped for curriculum design
- **Timeline** for curriculum process (all disciplines) mapped across next 3-5 years
- **Multiple communication vehicles** for curriculum updates to faculty, families, and the BOE

Instruction Goal

We will utilize innovative practices to engage students in appropriately challenging and relevant learning experiences, grounded in our curriculum, so that students will be empowered to:

- achieve academic success
- pursue their interests
- discover passion and curiosity for learning.

Action Steps

1. Articulate shared definitions and understanding of effective instructional practices that foster students' engagement, critical thinking, and inquiry.

Deliverables and Anticipated Impact:

- **Professional learning platform** (links, video clips, etc.) of effective instructional practices to serve as a resource for staff
- **Professional learning sessions** that deepen staff collaborative study of effective instructional practices

- **AI strategy group** to investigate instructional opportunities with AI to deepen student critical thinking skills

2. Integrate outcomes aligned to the pillars of the NFPS Vision of the Learner into classroom instruction.

Deliverables and Anticipated Impact:

- **Competency continuum across pillars of the VoL** to describe levels of competency and measurable / observable components for each pillar for staff, students, and families
- **Assured experiences** drafted to assess student progress in these competencies
- **Examples of student progress** collected for each pillar of the VoL across disciplines
- **Student self-assessment and feedback** related to their growth towards pillars of the VoL integrated into instruction

Wellness Goal

We will cultivate a community of confident, global citizens who have a sense of belonging as we develop a culture that:

- supports a positive, safe, and respectful learning environment
- ensures that all stakeholders are physically, mentally, and emotionally available to persevere, learn, and grow
- celebrates compassion, empathy, and advocacy.

Action Steps

1. Integrate opportunities for students' physical movement across the school day in support of wellness and learning engagement.

Deliverables and Anticipated Impact:

- **Professional learning sessions** related to the benefits of and vehicles for physical movement in academic environments and **flexible use of space** for instruction

- **Enhanced outdoor learning spaces** in our schools to promote physical movement
- **School-based movement programs** for students in need of movement opportunities outside of the classroom setting

2. Articulate a vertically-aligned PreK-12 continuum of practices to foster students' social-emotional wellness.

Deliverables and Anticipated Impact:

- **Developmental guidance curriculum (9-12)** drafted and piloted (based on CT Standards addressing academic, career, and social-emotional development, such as goal-setting, work/life balance, coping strategies, & resilience)
- **PreK-12 social-emotional learning resource** selected for implementation
- **District-wide social-emotional MTSS committee** to create a shared framework for the multi-tiered support of social and emotional competencies PreK-12

3. Enhance community and family education and partnerships in support of student wellness.

Deliverables and Anticipated Impact:

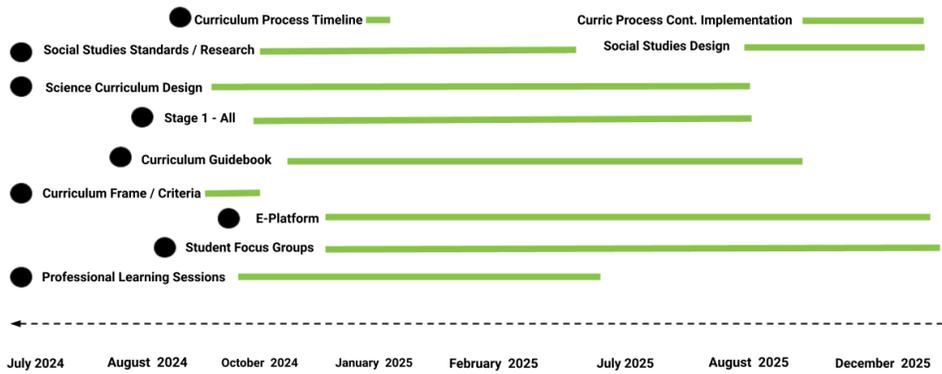
- **Family education programs (in-person and video series)** to address technology use, challenging behaviors, and mental health
- **PreK-12 student leadership opportunities, extracurricular activities, and clubs** for all students expanded
- **District-wide wellness committee** (and by extension, building sub-committees) to research, communicate, and provide professional learning opportunities for staff wellness

Timeline

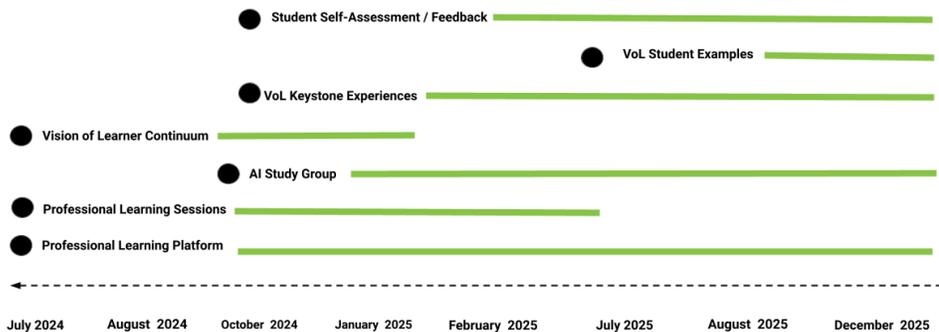
Given the ambitious nature of this work, a timeline has been developed to structure and pace the action steps for each goal across the upcoming eighteen months. Foundational research,

professional learning, and the design and implementation of structures will be the initial focus this summer and fall, with other action steps taking priority in the winter, spring, and into next summer to build on these foundations. This intentional pacing is mapped for the deliverables for each action step in the timelines below. Synergies across the three goals have also been identified by the planning committees to ensure that the work can be integrated and enhanced, not duplicated.

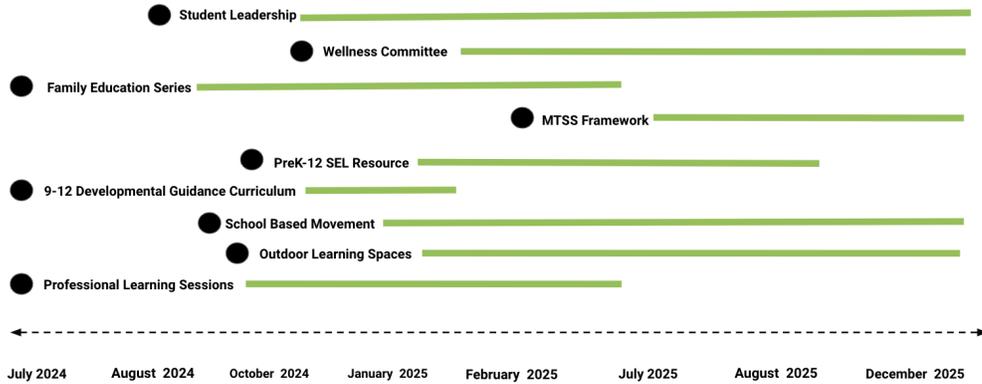
Curriculum Action Steps Timeline



Instruction Action Steps Timeline



Wellness Action Steps Timeline



Next Steps

Staff members who have contributed already to the development of the Strategic Plan are eager to begin the work this summer, and other staff members have been invited to join the groups as well. Summer Curriculum Projects funded through the FY25 budget will focus on the early deliverables across all three goals. The following is a list of specific projects planned to launch this summer in support of the Strategic Planning goals and in preparation for the start of the 2024-2025 school year in New Fairfield:

Summer 2024	
Curriculum Goal	Curriculum Framework and Design Criteria to be established
	Understanding by Design (UbD) Institute to be offered to all staff for training in curriculum design framework
	PreK-12 Science Curriculum Research / Mapping phase to be undertaken
	PreK-12 Social Studies Standards review to be undertaken
Instruction Goal	Vision of the Learner Competency Continuum to be designed

Wellness Goal	9-12 Developmental Guidance Curriculum research and design to be initiated
	Family Education Series to be mapped, outlined, and prepared to launch

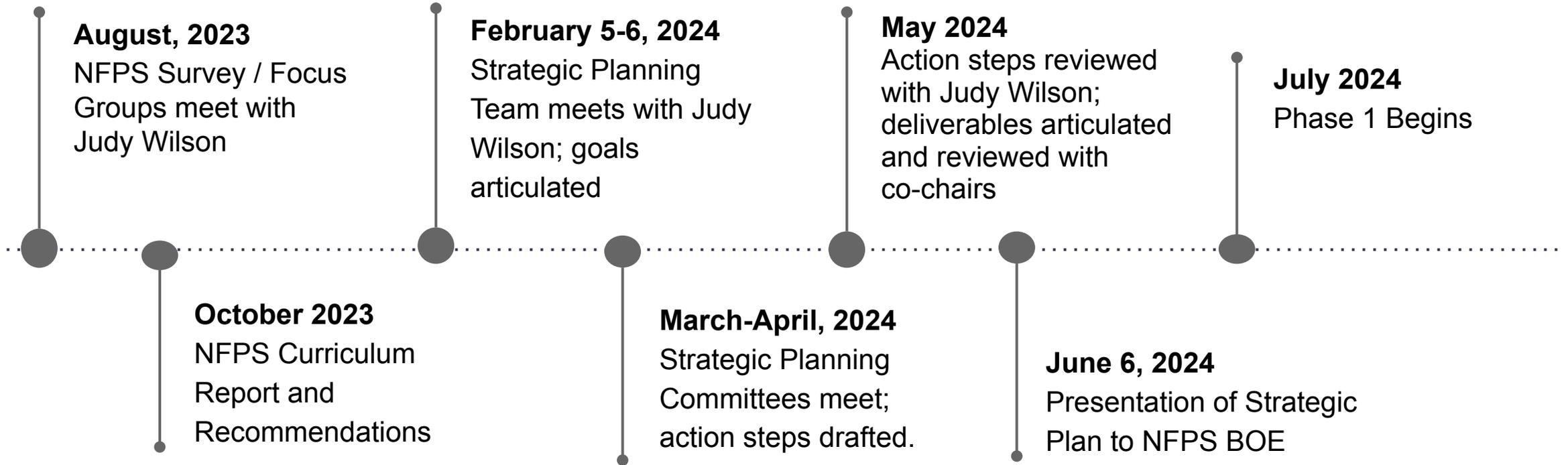
We are eager to begin and appreciate the support of the New Fairfield Public Schools staff, administration, and Board of Education, as well as the support of the New Fairfield community as we undertake this important and adaptive work for the district.

New Fairfield Schools Strategic Plan

June 6, 2024



Our Journey



Strategic Planning Team

CONS/MHHS

Rebecca Pendergast (Grade 2)
Sarah Sanborn (Grade 5)
Casey Aiezza (PE)
Lindsey Mapes (Grade 1)
Pam Lionetti (Literacy Coach)
Melissa Hawkins (SPED Grade 3)

PARAPROFESSIONAL

Val Romanello (NFHS)

NFMS/NFHS

Anne Butorac (English - Grade 8)
Ken Seder (Math - Grade 7)
Rachel Wilson (Science - Grade 8)
Brian Cragin (SPED)
Courtney Tullgren (SW)

Casey Hounsell (Music)
Kim Tobey (Social Studies)
Sterling Miller (CTE)
Jeannie Gephart (Science Coach)
Kristin Scappaticci (WL)
Lisa Dighton (Counselor)
Angela Stolfi (English)

ADMIN/CO

Ken Crow (Superintendent)
Kris Woleck (Asst. Superintendent)
Maria Kennedy (Director of Pupil Services)

James D'Amico (Principal, NFHS)
Karen Gruetzner (Principal, NFMS)
Allyson Story (Principal, CONS / MHHS)

BOE

Dominic Cipollone
Ed Sbordone

PARENTS

Eileen Hajac
Kate Mattiace

STUDENTS

Isabella DaSilva (Gr. 11 NFHS)
Tyler Marshall (Gr. 11 NFHS)

Strategic Planning Goal Committees

Curriculum

Kris Woleck (Admin)
Jean Gephart (6-12 Science coach)

Lindsay Mapes (Grade 1)
Melissa Schlosser (Grade 3)
Anne Butorac (English - Grade 8)
Danelle Kulbeida (MS-STEAM)
Kim Tobey (HS - Soc Stud)
Kati Warren (HS - Math)
Melissa Hawkins (ES - SPED)

Instruction

Sterling Miller (HS - CTE)
Sarah Sanborn (Grade 5)

Heather Stoja (ES-SPED)
Kristy Labet (K-5 Math coach)
Amy Twitchell (Science - Grade 6)
Joel Pardalis (ELA - Grade 6)
James D'Amico (HS - Admin)
Kelly Rich (ELC)
Angela Stolfi (HS - English)

Wellness

Kate Planz (HS - Social Worker)
Casey Aiezza (K-5 PE)

Ernest Fabrizio-Garcia (HS - WL)
Sandy Plue (ES - Psychologist)
Courtney Tullgren (MS - Social Worker)
Darrell Ruopp (OT)
Kim Laughlin (MS/HS Counselor)
Allyson Story (PreK-5 Admin)
Becky Pendergast (Grade 2)

Our Vision

The five pillars of our **Vision of the Learner** articulate the desired attributes and outcomes for all learners in their journey through New Fairfield Public Schools.

<p>Knowledgeable Scholars</p> 	<p>Talented Communicators</p> 	<p>Critical & Creative Thinkers</p> 	<p>Engaged Global Citizens</p> 	<p>Self-determined & Self-reliant Individuals</p> 
<p>Pursue their interests and make meaning while developing a depth of background knowledge in all of the core academic domains as well as in life skills such as financial literacy, that they can use to solve problems and succeed in life.</p>	<p>Read, write, listen, speak, create and view skillfully, critically and confidently. They can adapt their style and message for a variety of purposes, situations and audiences. As a result, they have strong relationship skills and can collaborate well. They can manage conflict confidently and respectfully.</p>	<p>Access, evaluate and apply information to solve problems, pursue their curiosities and make decisions. They will grow their creativity through experiences within the fine and performing arts which will further support their ability to think critically and creatively.</p>	<p>Learn about the history of their local community, our country and other countries around the world to understand the value and unique principles of our American democracy. They learn what other cultures are like so that they can understand, respect and embrace diversity, be socially aware, be kind, compassionate, empathetic and respectful. They obtain information from multiple, reliable sources and use it to be active, civic-minded participants within and beyond their community.</p>	<p>Set goals, persevere, and reflect as they learn to understand and regulate their emotions and reactions, which will foster their overall health, wellness and mindfulness. Through this they will become intentional, resilient, independent and most importantly, self-reliant.</p>

New Fairfield Public Schools Strategic Planning Goals

Preface

- ▶ We believe that in order for students to advance toward our vision, we must challenge and inspire all learners, cultivate an environment where people are confident to be themselves, and pursue opportunities for growth.

New Fairfield Public Schools Strategic Planning Goals

Curriculum Goal

- ▶ We will engage in an ongoing process responsive to student needs, data, and an ever-changing world to design and sustain a preK-12 standards-based curriculum that:
 - ▶ creates deep engagement with content
 - ▶ promotes innovative thinking
 - ▶ provides opportunities to skillfully and critically solve problems and apply learning far beyond the classroom.

Curriculum Action Steps

- ✓ **Deepen our understanding of how students learn**
- ✓ **Define a shared PreK-12 curriculum approach**
- ✓ **Implement a comprehensive curriculum design process**

Curriculum



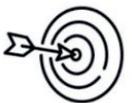
HOW STUDENTS LEARN

- Professional Learning Sessions
- Student Voice / Focus Groups



SYSTEMS & STRUCTURES

- Curriculum Framework / Criteria / Guidebook
- Curriculum Design Cycle (5-Year Map)
- Electronic Curriculum Platform



IMPLEMENTATION

- Stage 1 / Transfer Goals - All Disciplines
- Full Curriculum Model - PreK-12 Science
- Standards Review / Research - Social Studies

**Knowledgeable
Scholars**



**Talented
Communicators**



**Critical & Creative
Thinkers**



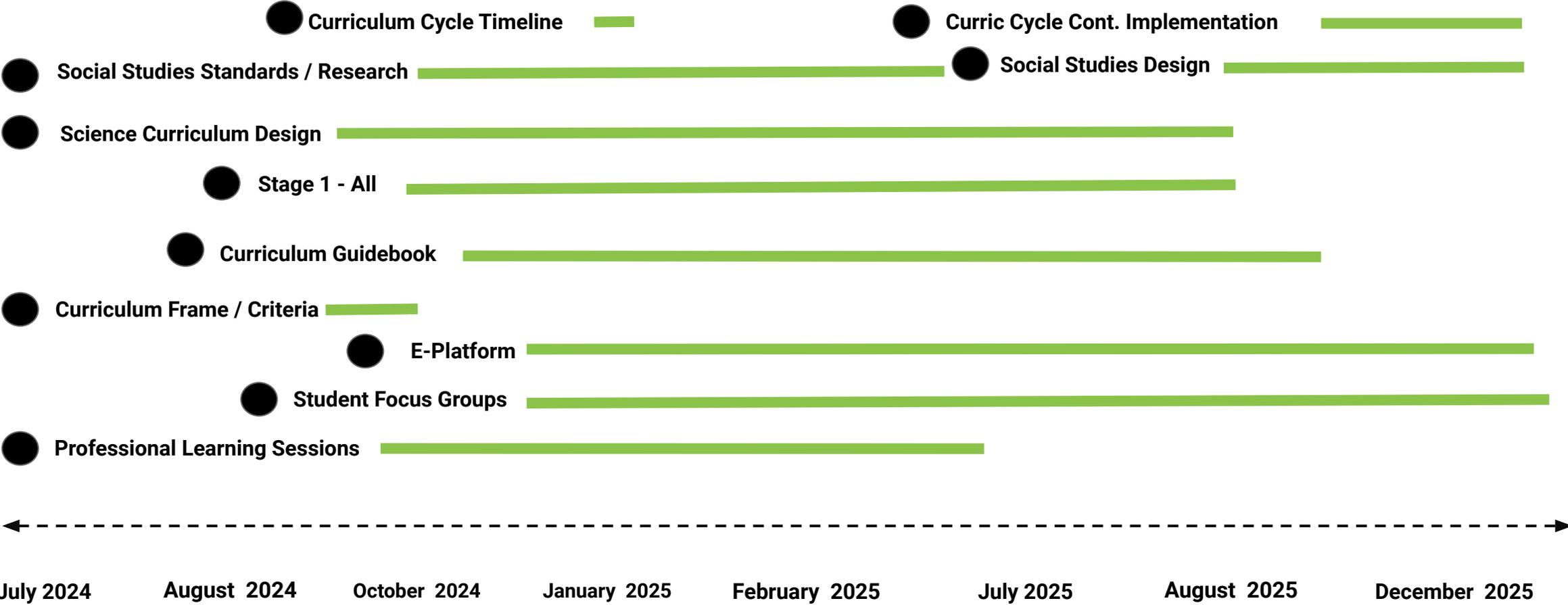
**Engaged Global
Citizens**



**Self-determined &
Self-reliant
Individuals**



Curriculum Action Steps Timeline



New Fairfield Public Schools Strategic Planning Goals

Instruction Goal

- ▶ We will utilize innovative practices to engage students in appropriately challenging and relevant learning experiences, grounded in our curriculum, so that students will be empowered to:
 - ▶ achieve academic success
 - ▶ pursue their interests
 - ▶ discover passion and curiosity for learning.

Instruction Action Steps

- ✓ Build shared definitions and understanding of effective instructional practices
- ✓ Integrate outcomes aligned to the pillars of the NFPS Vision of the Learner

Instruction



INSTRUCTIONAL PRACTICES

- Professional Learning Sessions
- Professional Resource E-Warehouse
- AI Work Group



VISION OF THE LEARNER

- VoL Competency Continuum
- Assured Experiences w/Student Work
- Student Self-Assessment & Feedback

**Knowledgeable
Scholars**



**Talented
Communicators**



**Critical & Creative
Thinkers**



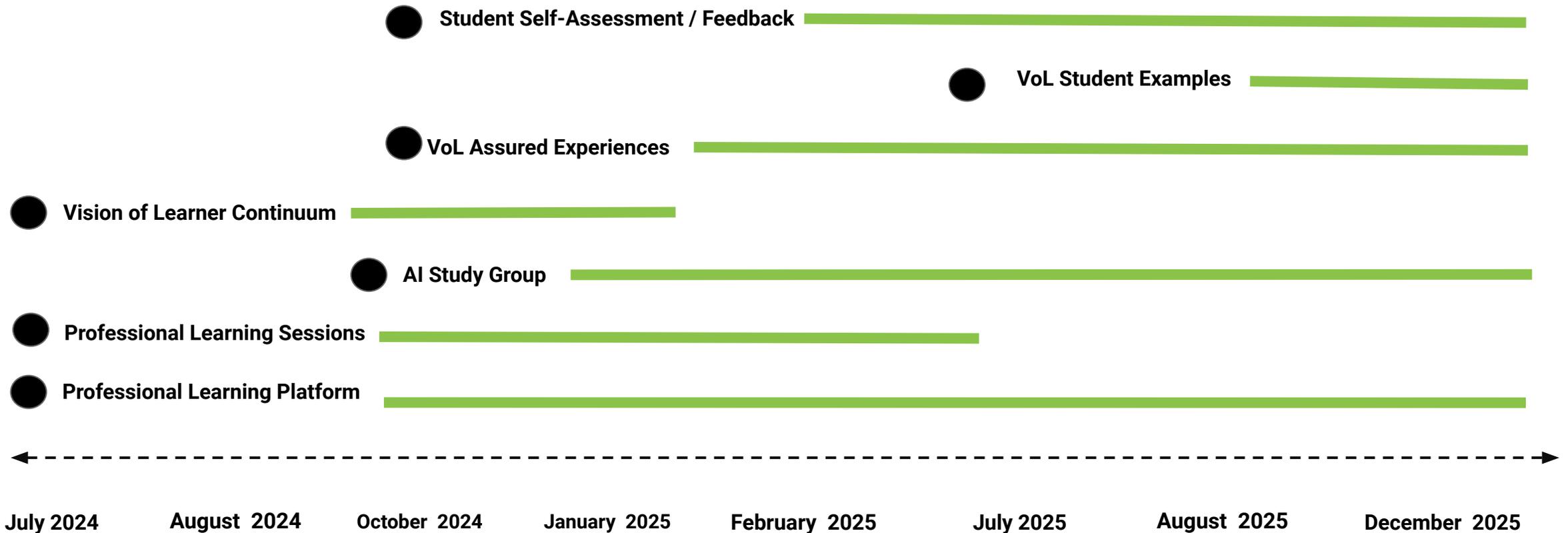
**Engaged Global
Citizens**



**Self-determined &
Self-reliant
Individuals**



Instruction Action Steps Timeline



New Fairfield Public Schools Strategic Planning Goals

Wellness Goal

- ▶ We will cultivate a community of confident, global citizens who have a sense of belonging as we develop a culture that:
 - ▶ supports a positive, safe, and respectful learning environment
 - ▶ ensures that all stakeholders are physically, mentally, and emotionally available to persevere, learn, and grow
 - ▶ celebrates compassion, empathy, and advocacy.

Wellness Action Steps

- ✓ Integrate opportunities for students' physical movement
- ✓ Establish a PreK-12 continuum of social-emotional supports and practices
- ✓ Enhance community and family education and partnerships in support of student wellness.

Wellness



MOVEMENT

- Professional Learning Sessions
- Flexible Use of Space
- Outdoor Learning Spaces
- School-Based Movement programs



THE WHOLE STUDENT

- Developmental Guidance Program (Grades 9-12)
- PreK-12 Social Emotional Resource Selection
- Multi-Tiered Supports (SEL / Behav) Framework



COMMUNITY OUTREACH

- Family Education / Outreach Series
- Student Leadership Groups / Unified Programs
- District Staff Wellness Committee

**Knowledgeable
Scholars**



**Talented
Communicators**



**Critical & Creative
Thinkers**



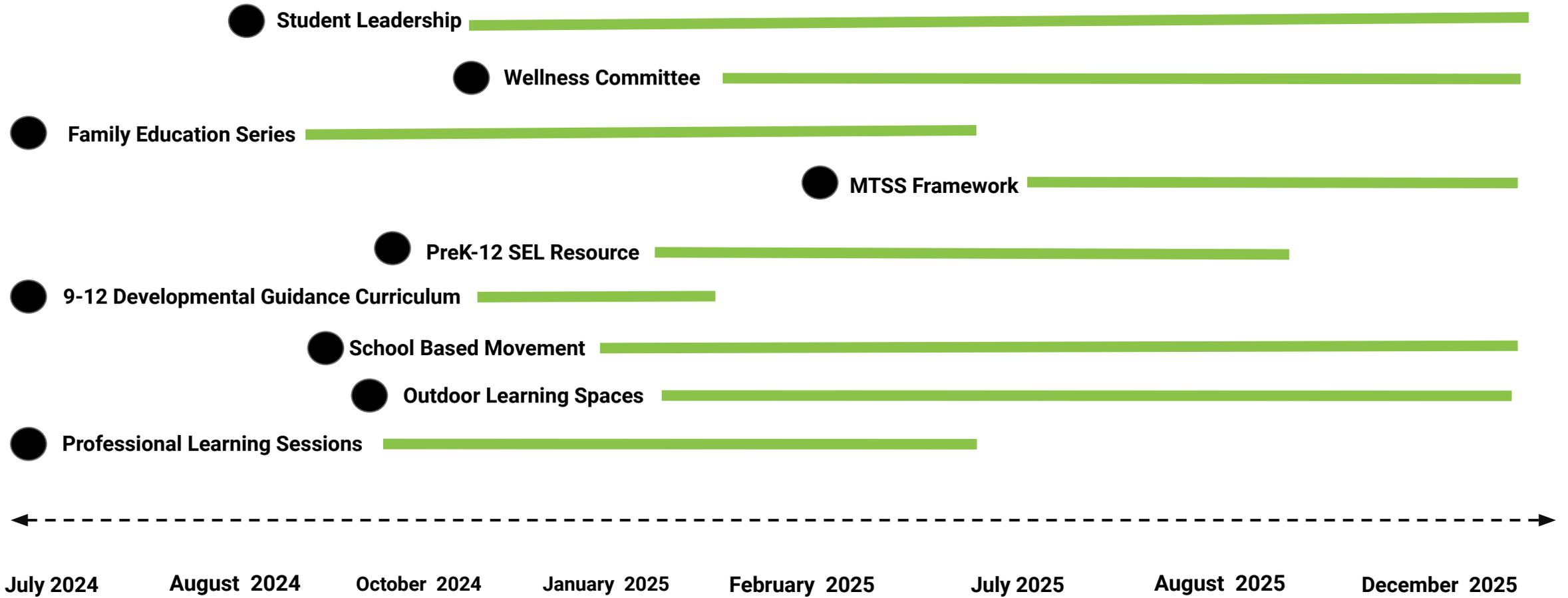
**Engaged Global
Citizens**



**Self-determined &
Self-reliant
Individuals**



Wellness Action Steps Timeline



Getting Started - Summer Curriculum Projects

Curriculum Goal	Understanding By Design Institute
	PreK-12 Science Curriculum Research / Mapping
	PreK-12 Social Studies Standards
Instruction Goal	Vision of Learner Competency Continuum
Wellness Goal	9-12 Developmental Guidance Curriculum
	Family Education Series
Professional Learning Preparation (<i>All goal areas</i>)	
K-5 Literacy Planning and Preparation	



**Ambitious, Aspirational, and
with Appreciation**



**New Fairfield Public Schools
Increasing Educator Diversity Plan
(CT PA 23-167, Sec 10a)
Spring, 2024**

Mission

The mission of New Fairfield Public Schools is to engage students, staff, and the community in a partnership to provide a collaborative, innovative, encouraging and safe environment where all members take an active role in supporting each other's learning while also helping students pursue their own passions.

Vision

New Fairfield Public Schools aspires to a vision of a school community, inclusive of students, staff, and families, that fosters a sense of belonging and high expectations for all students and staff and prepares students to be engaged, global citizens who recognize and consider perspectives, understandings, and experiences beyond our community.

Related Policy

[Personnel \(4111.3/4211.3\) - Certified/Non-Certified: Minority Recruitment Plan](#)

Public Act 23-167, Section 10(a) provides: "Not later than March 15, 2024, each local and regional board of education shall submit the increasing educator diversity plan described in subsection (a) of section 10-220 of the general statutes, as amended by this act, to the Commissioner of Education for review and approval." In relevant part, Public Act 23-167, §10 specifically repealed the preexisting statutory language that school boards "develop and implement a written plan for minority educator recruitment" in C.G.S. §10-220(a) and substituted "shall develop and implement a written increasing educator diversity plan."

Theory of Action

If we commit to ensuring that our systems recognize, value, and affirm diverse backgrounds and experiences through our educator recruitment, hiring, and retention policies and practices, then we will strive to expand the diversity of our staff and support the retention of this staff. This in turn will enhance and enrich the learning community and experiences for all students aligned to

our Vision of the Learner as an engaged, global citizen, knowledgeable scholar, effective communicator, and critical thinker.

Procedures and Strategies: Recruitment

Goal: Beginning in the 2024-2025 school year, we will strive to increase the number of applicants for positions and diversify the educator workforce in New Fairfield Public Schools through the review, revision, and implementation of recruitment policies, processes, and practices.

Who Manages the Goal:

Director of Human Resources
 Dr. Kristine Woleck, Assistant Superintendent
 Dr. Kenneth Craw, Superintendent of Schools

Key Strategies:

Strategy	Responsibility	Time Frame
1. Participate in recruitment fairs / career fairs, including those targeted towards underrepresented populations, specifically educators of color and bilingual educators.	Director of Human Resources,	1. Recruitment fairs / job fairs Complete by: April, 2025
2. Research job boards and social media outlets that have distribution to diverse populations and beyond local proximity for recruitment and advertising of vacancies.	Central Office administrators,	2. Job Boards / Social media outlets Complete by: March, 2025
3. Expand our outreach network, specifically to include those organizations (colleges / universities; educator preparation programs) that have a record of preparing educators from a diverse background.	Building administrators	3 & 4. Expand outreach network / contact HEI re: internships Complete by: February, 2025
4. Explore internships, program partnerships with higher education institutions, alternate certification programs, fellowships, and teacher residency programs to provide pathways for non-certified staff (paraeducators, supervisory aides) to consider certification and to bring aspiring educators to our schools.		5. Audit job descriptions and job postings Complete by: January, 2025
5. Review, audit, and revise job descriptions and job postings to ensure language invites diverse candidates and affirms commitment to diversifying the workforce.		6. Educate recruitment staff Complete by: October, 2024
6. Educate recruitment staff (HR, CO administrators, and building administrators) using the CSDE Diversity Training Module .		7. Utilize EdSight Secure Educator Diversity Dashboard Ongoing
7. Utilize the EdSight Secure Educator Diversity Dashboard resources and tools to analyze district data and inform ongoing recruitment planning and processes.		

Indicators of Progress (*baseline, 2023-24*):

- Increase in number of applicants of diverse backgrounds or bilingual educators.
- Increase number and range of career / job fairs attended or scheduled and job boards / social media outlets used for postings.
- Increase in contact and partnerships with higher education institutions and certification programs, resulting in increase in interns in schools and/or current non-certified staff enrolling in teacher certification programs.

Resources:

- Higher education outreach lead
- Budgetary support: participation in fairs, conferences, sponsoring job posts, internships
- [EdSight Secure Educator Diversity Dashboard](#) and [Diversity Training Module](#) access
- HR staffing to allow for review of job descriptions and to research career fairs, job boards, etc.

Risks and Mitigations:

- Budget reductions could impact participation in internships, career fairs, job boards.
- Continue to advocate for a budget that addresses the scope of needs of NFPS.
- Teacher shortages and lack of applicants overall could hinder efforts to attract a more diverse educator pool.
- Expand networking with universities and explore other alternate route certification programs.

Consultation and Communication:

- Communication with BOE, HR and district / building administrators to ensure understanding of vision, goals, and action steps.
- Communication with university contacts and job fairs.
- Communication with association leaders for NFEA and paraprofessional association to share vision and encourage outreach / recruitment.
- Communication to BOE Policy Subcommittee as needed regarding related employee policies and procedures / regulations.

Procedures and Strategies: Hiring and Selecting

Goal: Beginning in the 2024-2025 school year, we will strive to diversify the certified educator workforce in New Fairfield Public Schools through the review, revision, and implementation of hiring policies, processes, and practices to ensure that they are equitable towards educators of diverse backgrounds and bilingual educators.

Who Manages the Goal:

Director of Human Resources
Dr. Kristine Woleck, Assistant Superintendent
Dr. Kenneth Craw, Superintendent of Schools

Key Strategies:

Strategy	Responsibility	Time Frame
<p>1. Review application forms and processes to ensure a candidate's range of leadership and employment with diverse groups is recognized.</p> <p>2. Research and establish a consistent and equitable protocol for interview and selection processes.</p> <p>3. Implement Administrative Council training for building administrators and CO staff to develop and share protocols for calibration / training of interview committees led by administrators at the building-level.</p> <p>4. To the extent possible, ensure diversity in the composition of interviewing committees.</p> <p>5. Implement a system for tracking progress of applicants to analyze trends in data and bring forward any data patterns that suggest a point in the process at which diverse candidates do not proceed.</p> <p>6. Collect feedback from applicants, new hires, and those on hiring committees regarding the hiring process.</p>	<p>Director of Human Resources,</p> <p>Central Office administrators,</p> <p>Building administrators</p>	<p>1. Review application forms and processes Complete by: End of calendar year 2024</p> <p>2. Interview and selection protocol Complete by: Spring, 2025</p> <p>3. Administrative Council training Complete by: Spring 2025</p> <p>4. Consider diversity in interviewing committees Ongoing</p> <p>5. Implement a system for tracking progress of applicants Complete by: Spring 2025</p> <p>6. Collect feedback Ongoing</p>

Indicators of Progress:

- Administrative Council training held by Spring 2025.
- Analyze data collected to determine the proportions of individuals falling out of the hiring funnel. Review data / trends of candidate progress.

Resources:

- Administrator and HR staffing and time allotted to research and review interview best practices.
- Time allotted in Administrative Council meetings to provide training opportunities for administrative team members.
- Consultants currently supporting school climate, collaborative discourse, and restorative practices in our schools can be a resource for review of interview processes, questions, hiring practices, etc.
- HR/Legal consult for feedback regarding appropriate and permissible application / interview questions.

Risks and Mitigations:

- Budget reductions could impact staffing levels and hiring.
- *Continue to advocate for a budget that addresses the scope of needs of NFPS.*

- Teacher shortages and lack of applicants overall could hinder efforts to hire a more diverse staff.
 - *Expand networking with universities and explore other alternate route certification programs (as noted in recruitment strategies).*
- Applicants may not be progressing in the hiring process. Mitigation strategies could include:
 - *Monitor Applitrack system for applications that have been initiated but "not submitted"; reach out to candidates to support completion of application.*
 - *Review application pipeline and address areas of fall off.*

Consultation and Communication:

- Communication with BOE and all NFPS staff to ensure awareness of vision, goals, and action steps.
- Communication with district and building administrators as well as NFEA leadership to ensure understanding of hiring processes.
- Communication to BOE Policy Subcommittee as needed regarding related employee policies and procedures / regulations.

Procedures and Strategies: Retention

Goal: Beginning in the 2024-2025 school year, we will strive to diversify the educator workforce in New Fairfield Public Schools through educator retention practices and strategies that build and sustain school communities where all students and staff are valued, feel safe, and experience a sense of belonging in NFPS.

Who Manages the Goal:

Director of Human Resources
 Dr. Kristine Woleck, Assistant Superintendent
 Dr. Kenneth Craw, Superintendent of Schools

Key Strategies:

Strategy	Responsibility	Time Frame
1. Conduct voluntary listening sessions / interviews specifically with first-year and non-tenured staff, as well as all staff of diverse backgrounds or bilingual educators, to gain insights and understanding of their experience in NFPS to inform further refinement of induction processes and supports.	Dr. Kristine Woleck, Assistant Superintendent Dr. Kenneth Craw, Superintendent of Schools	1. Listening sessions for first year, non-tenured, and staff of diverse backgrounds or bilingual Complete by: End of January 2025
2. Informal check-ins with certified and non-supervisory staff,		

<p>specifically staff of diverse backgrounds and/or bilingual staff members to the extent possible, regarding their experience in NFPS and supports needed.</p> <p>3. Review induction / New Teacher Orientation programming and ongoing differentiated first-year professional learning sessions for staff new to NFPS to ensure support and opportunities to connect to colleagues across the district (and when possible, network with other districts).</p> <p>4. Ensure TEAM or build-based mentor for all new / non-tenured staff to support transition to NFPS.</p> <p>5. Explore the possibility of partnerships with neighboring districts to consider communities of practice that bring together educators of diverse backgrounds and bilingual educators to share experiences and practices.</p> <p>6. Attend to student stakeholders in support of school climate and culture: Expand student leadership experiences K-12; maintain student and staff training with consultants re:restorative practices and collaborative discourse experiences for all students.</p> <p>7. Ongoing professional learning and training for all staff to foster supportive learning environments, connections with and across students, restorative practices in the classroom, and civil discourse.</p>	<p>Mr. James D'Amico, NFHS Principal</p> <p>Ms. Karen Gruetzner, NFMS Principal</p> <p>Ms. Allyson Story, CONS/MHHS Principal</p> <p>Building-based school climate committees and district professional learning / training with consultants will provide shared ownership of this work.</p>	<p>2. Informal check-ins Ongoing - Bi-monthly</p> <p>3. Review of Induction / New Teacher orientation and professional learning Complete by April, 2025 (with feedback gathered from staff)</p> <p>4. Complete matching of TEAM mentors to mentees by November 2024; ongoing recruitment of TEAM mentors</p> <p>5. Partnerships with districts Complete by: Spring 2025</p> <p>6. Student experiences and impact Ongoing</p> <p>7. Professional learning and training Ongoing</p>
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Indicators of Progress:

- Analyze trends in qualitative data from listening sessions and check-ins; baseline data gathered 24-25; compare to future years' data.
- Examine feedback from NTO sessions and track attendance at school-year ongoing professional learning sessions for new staff.

ALSO

- Comparison of number of staff of diverse backgrounds, and bilingual staff at beginning-of- school-year to end-of-school-year and year-to-year data (baseline, 2023-24).
- School Climate survey results (families, students, staff)

Resources:

- Time allotted for listening sessions and ongoing first-year teacher listening sessions, professional learning, etc.

- Staffing and Budgetary support for NTO and TEAM (including TEAM Facilitator)
- Budgetary support for consultants for student leadership groups and school climate / related professional learning

Risks and Mitigations:

- Budget reductions could impact staffing levels and hiring.
 - *Continue to advocate for a budget that addresses the scope of needs of NFPS.*
- Budget reductions could impact funding of TEAM facilitator, NTO, and professional learning.
 - *Continue to advocate for a budget that addresses the scope of needs of NFPS.*
- Risk of students and staff of diverse backgrounds or bilingual students and staff feeling further isolated as this work unfolds and/or reluctant to participate in listening sessions or provide feedback.
 - *Monitor sensitive discussions, create trust and relationship prior to listening session, ensure confidentiality and respect anonymity*
- Limited professional learning time and multiple district initiatives.
 - *Examine professional learning needs with PDEC committee to identify connections and themes that can allow for this focus to be embedded into professional learning calendar across the year.*

Consultation and Communication:

- Communicate vision, goals, and action steps re: retention strategies to BOE, district and building administrators, and staff.
- Dialogue with PDEC committee to plan professional learning to support the plan.

Annual Review

New Fairfield Public Schools will review this plan and related data on a periodic basis to monitor effectiveness and update strategies as needed.

Students

Suicide Prevention/Intervention

The New Fairfield Board of Education recognizes that suicide has become a leading cause of death among young people and consequently, is a concern to the school system and the community it serves. The Board recognizes that suicide is a complex issue and that while the school may recognize potentially suicidal youth, it cannot make a clinical assessment of risk and provide in depth counseling but must refer the youth to an appropriate place for such an assessment and counseling.

It is the policy of the Board of Education to actively respond in any situation where a student verbally or behaviorally indicates an intent to attempt suicide or to physically harm himself/herself.

~~A student who is at risk to be harmful to himself, is a student that the school district is concerned about.~~

Risk factors for youth suicide will be based on the statewide strategic suicide prevention plan developed by the Connecticut Suicide Advisory Board, which includes, but is not limited to youth who are:

1. bereaved by suicide,
2. disabled or have chronic health conditions, such as mental health or substance use disorders,
3. involved in the juvenile justice system,
4. experiencing homelessness or placed in an out-of-home setting, such as foster care, or
5. lesbian, gay, bisexual, transgender or questioning.

It is the policy of the New Fairfield school district to monitor such actions carefully and to provide a climate that is safe and healthy within which the focus is to help students deal with difficulties and concerns, while at the same time giving due consideration for the student's legal rights and responsibilities.

The intent of this policy is to protect the safety and welfare of the students attending the New Fairfield Public Schools. This intent demands that the school district through its general philosophy and the curriculum focuses on the identification of significant behaviors that may indicate a student at risk. This in no way limits the district personnel from taking a reactive mode, but makes every effort to focus on a prevention mode through a healthy, positive, productive school climate. The Board of Education recognizes the need for youth suicide prevention procedures and will ~~direct the superintendent~~ Superintendent to establish program(s) to identify risk factors for youth suicide, procedures to intervene with such youth, referral services and training for teachers, other school professionals and students to provide assistance in the programs.

This policy represents one part of a district-wide effort to respond effectively to suicide.

Legal Reference: Connecticut General Statutes
10-221(e) Boards of education to prescribe rules

Policy adopted: June 16, 2005

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Personnel -- Certified

Increasing Educator Diversity

The New Fairfield Board of Education recognizes the importance of diversity among its educators. It is committed to ensuring effective strategies are implemented to recruit and retain a diverse pool of highly qualified and effective educators who reflect the demographics of our student population and those diverse communities extending beyond our schools' walls.

In accordance with Public Act 23-167, Section 10, the Board directs the Superintendent to develop and submit an Increasing Educator Diversity Plan (the Plan) to the Connecticut State Department of Education (CSDE) on or before March 15, 2024, and comply with all CSDE procedures related to the Public Act. Upon completion of the Plan and prior to its submission, the Board shall approve it. The day, month, and year on which the Plan receives Board approval is required to complete the application.

The Board recognizes the complexity of sustaining the critical efforts to increase educator diversity. To that end, the Board will work within its authority to support planning and implementation tasks, including but not limited to planning team responsibilities, administrator and staff training, recruitment efforts, and data collection.

(cf. 4111 – Recruitment and Selection)

(cf. 4111.1/4211.1 – Affirmative Action: Equal Employment Opportunity)

Legal Reference: Connecticut General Statutes
 10-4a (3) Educational interests of state identified.
 10-151 Employment of teachers. Notice and hearing on termination of contract.
 10-153 Discrimination on account of marital status.
 10-220(a) Duties of Boards of Education. (as amended by PA 18-34)
 46a-60 Discriminatory employment practices prohibited.
 PA 16-41 An Act Concerning the Recommendations of the Minority Teacher Recruitment Task Force.
 PA 18-34 An Act Concerning Minority Teacher Recruitment and Retention.
 PA 19-74 An Act Concerning Minority Teacher Recruitment and Retention.
 PA 21-2 June Special Session, Sections 378 & 379.
 PA 23-27 An Act Concerning Transparency in Education, Section 10

Policy adopted:	August 19, 2010	NEW FAIRFIELD PUBLIC SCHOOLS
Policy revised:	December 6, 2018	New Fairfield, Connecticut
Policy revised:	March 5, 2020	
Policy revised:	March 3, 2022	

Policy adopted:
cps 1/24

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 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.

Students

Nonresident Students (continued)

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
Policy revised: March 21, 2024

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:

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

New Fairfield Public Schools
DECLARATION OF LEGAL RESIDENCY
Rental / Lease

To be completed by property owner

Property Owner: _____
Name of Property Owner – Please print

If the living arrangement of the student should change from what is stated on this form, it is the responsibility of the property owner to notify the Office of the Registrar within five (5) business days in writing.

Signature of Property Owner – Sign in the Presence of Notary Public _____

Property Address: _____

Phone Number: _____ Email: _____

Children and Parents/Legal Guardians Living on Property

Adult #1 _____ Adult # 2 _____

Child #1 _____ Child # 2 _____

Child #3 _____ Child # 4 _____

I am making the above statements as a true and bona fide representations. I certify that the above residency is a legal, permitted residence in the Town of New Fairfield. I fully understand that if I make a statement that is false and which is intended to mislead a public servant in the performance of his/her function, I will be in violation of Section 53-157b of the Connecticut General Statutes. The section of the law refers to making a fraudulent statement is a Class A misdemeanor and is punishable by a fine, not to exceed \$1,000 and/or up to one year of incarceration.

I further understand that I may be required to update this information at any time and agree to do so upon request from the New Fairfield Board of Education. I may be made to pay for services received if such services were delivered under fraudulent statements and/or circumstances.

NOTARIZED SECTION

On this date _____ appeared before me personally.
Month/Day/Year Print Name of Property Owner

To be known as the individual described herein, and who executed this foregoing document, and he/she duly acknowledged to me under oath to the truth of his/her statement, before me.

Signature of Notary Public Commission Expiration Date SEAL

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

NEW FAIRFIELD PUBLIC SCHOOLS
NEW FAIRFIELD, CONNECTICUT
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: _____



TRAVEL PACKET FOR
NEW FAIRFIELD HIGH SCHOOL OVERNIGHT INTERNATIONAL FIELD TRIP TO
FRANCE (PARIS AND ORLÉANS)

DATE

Dear Parent/Guardian:

We are excited about the upcoming New Fairfield High School World Language trip to France February 13-22, 2025 (the “Trip”). The administrator responsible for the trip, Heidi Edel, NFHS French Teacher, and we are working with a tour company called Prométour (the “Tour Company”). There will be a parent meeting on (Time to be determined) to review the travel plans, flight information, hotel accommodations, admission passes, and to answer any logistical questions.

We will also provide you with an update on our plans to help ensure a safe and successful experience for all students and chaperones. It is very important that each student be represented by a parent/guardian at this meeting. Students are also welcome to attend.

In addition to the medical and permission forms we provided previously, we are providing additional information in this Travel Packet and requiring that additional forms be signed and submitted to Heidi Edel by participating students (“Student” or “Students”) and their parents or legal guardians (“Parents”). Failure to review the information in this packet and to submit the required forms may result in difficulties with the Student’s ability to participate in the Trip.

Included in this packet are the following:

- TRAVEL DESCRIPTION
- AGREEMENT, WAIVER AND RELEASE OF LIABILITY
- EXPECTATIONS AND CODE OF RESPONSIBILITY AND RESPECT
- REFUND POLICIES

THESE DOCUMENTS HAVE IMPORTANT LEGAL CONSEQUENCES.
DO NOT SIGN THEM UNLESS YOU KNOW WHAT THEY MEAN.

TRAVEL DESCRIPTION

Trip Destination: France (Paris & Orléans)

Departure Date: Feb. 13, 2025

Return Date: Feb. 22, 2025

Trip Leader(s): Heidi Edel

Tour Company/Trip Sponsor (“Tour Company”) (if any): Prométour

Detailed Itinerary: Attached/linked (see itinerary for more details about destinations)

https://prometour.toogo.in/public/yourtrip/NewFarifield_10_France_2025?auth=c4ca667502d8

Thursday **February 13, 2025**

Students drop off bags in the morning for inspection by administration
Departure from New York City.
Flight is generally in the late evening with arrival the next morning in Paris
Airport shuttle is not included in the tour price.

Friday **February 14, 2025**

Meet Prométour Tour Director at arrivals section of the Paris Airport (Charles de Gaulle)
Transfer by motor coach to the hotel for luggage drop off (check in later in the day).
Travel in Paris is with public transportation and walking.
Visit the Panthéon, the resting place of many famous people.
Lunch in the area (students split up accompanied by chaperones).
Visit the Sainte Chapelle.
Scavenger hunt on Île de la Cité.
Dinner as a group in a local restaurant.
Overnight accommodation in Paris.
Exact hotel to be determined, possible hotels below:

[Hotel Magenta 38](#)
[Hotel Andre Latin](#)
[Hotel Abaca Messidor by HappyCulture](#)
[Hotel Sanso by HappyCulture](#)
[Hotel Ibis Styles Paris Bercy](#)
[Ibis Paris Bastille Opera](#)
[Hotel Le Cardinal - Paris](#)
[Holiday Inn Express – Canal de la Vilette](#)
[Campanile Maine Montparnasse](#)

Saturday **February 15, 2025**

Breakfast at hotel
Explore Musée d’Orsay with an audio guide.
Lunch in the area (students split up accompanied by chaperones).
Visit the Opera Garnier.
Explore the Opera Garnier neighborhood including shopping venues such as Les Galeries Lafayette.
Dinner as a group in a local restaurant.
Overnight accommodation in Paris.

Sunday **February 16, 2025**

Breakfast at hotel.
Admire Paris through a Seine river cruise in a Bateau Mouche.
Visit the Eiffel Tower (up to the second floor).

Leisure time on the Champs-Elysees.
Lunch in the area (students split up accompanied by chaperones).
Say goodbye to the Prometour Tour Director and board motor coach to travel to Orleans.
Arrive at the Lycée Saint Charles, where host families will pick up students.
31 Avenue Saint Fiacre
45100 Orléans
Meet exchange students, then go home with host families and settle in.
Dinner and accommodation with host family.

Monday **February 17, 2025**

Breakfast with host family
Spend the day in a French school
Activities planned by the school to welcome exchange students.

Tuesday **February 18, 2025**

Breakfast with host family
Spend the day in a French school.

Wednesday **February 19, 2025**

Breakfast with host family
Activities with host family & French students.

Thursday **February 20, 2025**

Breakfast with host family.
Prométours arranges Loire Valley visit with local guide
Visit Chambord Castle.
Lunch on your own at the Amboise Market,
Visit of Clos Lucé, former residence of Leonardo DaVinci
Return to Orléans for dinner & overnight accommodation with host family.

Friday **February 21, 2025**

Breakfast with host family.
Say au revoir to your host family
Board motor coach to Chartres for a visit of the famous cathedral.
Lunch in Chartre, then return to Paris in motor coach.
Meet Prometor Tour Director and spend one last night in Paris in the Montmartre area.
Visit the Sacré Coeur and eat dinner in a local restaurant.

Saturday **February 22, 2025**

Breakfast at hotel.
Transfer by motor coach to Paris Airport.
Return to New York City.

Means of Travel: Flight from NY JFK to Paris CDG

Air Transportation: Details to be confirmed. Direct flight from NY-Paris.

Flight Information: Departure and arrival times to be provided by Heidi Edel

Bus Transportation: Motor coach provided by Prometour in France.

Expected Number of Student Participants: 5-10

Names of Chaperones: 2 (Heidi Edel & second Teacher or Administrator chaperone)

Name of Trip Nurse: NFHS School nurse will prepare documentation and first aid kit.

Anticipated Cost per Student:

- This trip is around \$3000/student based on quadruple occupancy.
- Please see fee schedule below.
- Every attempt will be made to secure scholarships for trip participants.

Sample Pricing Table (corresponds to this sample trip):

Student Price Per Person	
25 participants + 4 free	2 960 USD
25 participants + 5 free	3 090 USD
20 to 24 participants + 3 free	3 060 USD
20 to 24 participants + 4 free	3 190 USD
18 to 19 participants + 2 free	2 960 USD
18 to 19 participants + 3 free	3 160 USD
16 to 17 participants + 2 free	3 090 USD
14 to 15 participants + 2 free	3 260 USD
<hr/>	
STUDENT GROUP DELUXE PLAN	+ 210 USD

AGREEMENT, WAIVER AND RELEASE OF LIABILITY

The parties to this Agreement, Waiver and Release of Liability (“Agreement”) are the Student, the Student’s parents or legal guardians, and the New Fairfield Board of Education (the “District”). The Student, with the consent of the Student’s parents or legal guardians (“Parents”), has chosen to participate in an off-campus, overnight travel program (the “Trip”). Participation in the Trip is voluntary and not an educational requirement of the District.

The Student and the Parents will:

- complete all forms and provide the necessary information as detailed in this Travel Packet,
- certify that the information provided in this Travel Packet is correct, and agree to keep it updated as necessary, and
- review and understand all information provided by the third-party Tour Company/trip sponsor (“Tour Company”) (as applicable).

I. Acknowledgements

- Participation in the Trip is voluntary and is not an educational requirement of the District. The Trip is offered as an accommodation to students who wish to participate and is not considered part of the District’s curriculum. No grade, award or academic advancement will be granted by the District as a result of a student’s participation in the Trip.
- The Trip is not open to the general public and is offered only to qualified members of the District community. The District does not make any financial profit from the proceeds of the Trip nor does it charge any surcharge or other fee beyond those fees necessary to cover the cost of the Trip.
- The Student and the Parents have been given ample opportunity to review the Agreement and understand that the Agreement includes, among other things, a release of their claims against the District, its officers, directors, trustees, administrators, faculty, employees, agents and representatives (hereinafter “Released Parties”) for personal injuries, damages and/or losses relating to and/or arising out of the Trip.

II. Acknowledgement of Risk(s)

The Student and Parents acknowledge and agree that:

- Travel generally and the activities associated with it and with the Trip present risks to the Student personally and to the Student’s property, some of which may result in serious personal injury or death, and that these risks can be a consequence of not only the Student’s actions or negligence but also the actions or negligence of others, or travel conditions or equipment. Travel includes risks associated with the conduct of third parties, such as risk of traffic accidents, crime, assault and/or theft.

- Travel may also involve other risks, such as unfamiliar or different terrain, climate, food and drink, customs, laws, social and sexual mores, safety practices and regulations, communications, criminal and law enforcement activities, acts of war or terrorism, disability access, driving practices, disease, and lack of access to health care providers and facilities.
- The Student and the Parents have had the opportunity to read information that was provided about the Trip, and understand that it is their responsibility to review websites for the Centers for Disease Control (“CDC”) and other public health authorities and to review such information periodically for updates and changes prior to the Trip. For Students who will be required to take any medications during the Trip, the Student and the Parents have conferred with the appropriate District personnel about any applicable laws, rules and/or regulations regarding the possession, use and administration of medications in the particular location(s) where the Student will be traveling during the Trip, which may be different from Connecticut’s laws, rules and/or regulations regarding the possession, use and administration of medications.

PLEASE READ AND INITIAL TO CONFIRM:

I have read and/or reviewed the website for the CDC concerning health and other travel risks, cautions, and warnings, and recommendations, including any CDC Outbreak Notice/Travel Health in the areas in which the Student will be traveling.

I am responsible for consulting with a physician or appropriate specialist for advice on the risks of travel and recommendations for appropriate precautions.

I am responsible for taking the precautions recommended by the CDC.

I will continue to review the information above to obtain the most current, up-to-date travel information possible up to the departure date for the Trip.

_____ Initials of Student

_____ Initials of Parent/Guardian

- The Student and the Parents have reviewed the Trip literature provided by the District and, if applicable, the Tour Company, that describes the risks associated with the Trip. The Tour Company is solely responsible for describing the risks related to the services it provides. The Student’s and the Parents’ questions and concerns regarding those risks have been addressed to their satisfaction, and they fully understand and assume those risks.
- The Student and the Parents are responsible for evaluating the risks that the Student may face and for taking any health precautions that they deem advisable or necessary and agree that the Student may participate safely in all Trip activities with or without reasonable accommodation. If the Student requires a reasonable accommodation or if the Parents have concerns about the Student’s participation in any Trip activities, they agree to provide written notice to the District at least four (4) weeks in advance of the Trip, unless extraordinary circumstances exist.

- The specific itinerary for the Trip may change during the course of the Trip due to unforeseen and unknowable circumstances and any activities that the Student may take part in, whether as a component of the Trip or separate from it, will be considered to have been undertaken with the Student's and the Parents' approval and understanding of any and all risks involved.
- The District is not responsible for any injury, loss, or damage to the Student's person or property, whether resulting from acts or omissions of third parties, or other persons not under the control of the District, from the operation or condition of facilities or premises, from acts of war or terrorism, or from acts of God or nature, except to the extent that the injury, loss, or damage is caused by the sole negligence or reckless, wanton or intentional misconduct of the District, its officers, trustees, faculty, employees, agents, or representatives.

III. Assumption of Risks and Waiver of Liability/Release of All Claims

In consideration for being allowed to participate in the Trip, and with only those exceptions described below, the Student and the Parents fully ASSUME ALL RISKS, inherent and otherwise, whether or not described above, in connection with the Trip and RELEASE AND DISCHARGE the District, its officers, trustees, faculty, employees, agents or other representatives under the direction and control of the District (the "Released Parties") from any and all liability, damage, injury or loss, including bodily injury or death, arising from, related to, occurring during, or associated with the Student's participation in the Trip for any reason. These agreements of Assumption of Risks and Waiver of Liability/Release of All Claims do NOT apply if (1) the liability, damage, loss or injury is CAUSED SOLELY BY THE NEGLIGENCE of the Released Parties and do not include the negligence or any other act or omission by any other person or entity (such as the Student, the Parents, other third parties or independent vendors/contractors); or (2) the liability, damage, loss or injury is CAUSED BY THE RECKLESS, WANTON or INTENTIONAL MISCONDUCT of a Released Party. These agreements of Assumption of Risks and Waiver of Liability/Release of All Claims will be construed in accordance with Connecticut law.

IV. Indemnification and Hold Harmless

The Student and the Parents agree to defend, indemnify and hold harmless the Released Parties from any and all claims, lawsuits or demands made by anyone arising from or relating to the Student's involvement with the Trip, except for negligence caused solely by a Released Party or the reckless, wanton or intentional misconduct of a Released Party.

V. Code of Responsibility and Respect and Adherence to Standards

The Student and the Parents understand and agree that:

- By participating in the Trip, the Student is subject to the policies, rules and regulations of the District and the Tour Company, and may be subject to District disciplinary action as provided in the District's Student Handbook and applicable student discipline policies for any violations of applicable policies, rules and/or regulations.
- The Student will be subject to the laws, rules and regulations of the location where the

Student is traveling and those laws may be substantially and materially different from those in Connecticut.

- While participating in the Trip, the Student will comply with the Expectations and Code of Responsibility and Respect attached as Appendix A, and will not engage in inappropriate conduct, including but not limited to the use of physical or verbal threats or violence or unauthorized absences from scheduled Trip activities.
- Consumption, use or possession of illegal drugs or alcohol will not be tolerated.
- The Student will obey all directives issued by the District, the Trip Leader(s), any associated organizations.

VI. Financial Obligations

The Student and the Parents agree:

- to pay any money owed to cover any costs and fees relating to the Trip (for travel, accommodations, cultural visits and the like) by the date specified;
- to pay any additional costs that may be incurred relating to the termination of the Student's participation in the Trip, as explained in Appendix A and Section VIII below; and
- to abide by the Tour Company's and/or the District's Refund Policies, which are attached as Appendix B.

VII. Participation and Trip Modification

The Student and the Parents understand and agree that:

- The District and/or Tour Company reserve the right to cancel or modify the Trip at any time for any reason, including but not limited to emergencies, low enrollment, change in conditions, and unavailability of facilities and/or personnel.
- Absent express permission from the Trip Leader(s), the Student will attend and participate in all scheduled Trip activities and will adhere to the Trip schedule as set by the District and/or the Tour Company.
- Failure of the Student to attend and participate in all scheduled Trip activities may result in increased risk for all of the participants and the District, and may result in disciplinary consequences in accordance with the Expectations and Code of Responsibility and Respect

VIII. Termination of Participation

The Student and the Parents understand and agree that:

- In its sole discretion, the District may terminate the Student's involvement with the Trip

at any time, including before departure or during the Trip. Reasons for termination may include, but are not limited to, inappropriate conduct or other behavior by the Student deemed detrimental to the best interests of the Trip and violations of this Agreement, including (but not limited to) the Expectations and Code of Responsibility and Respect, the Expectations and Protocols related to emergencies, or health or safety conditions or considerations.

- If the Student's conduct or health should cause him/her to be removed from the Trip, the Participant and the Parents or legal guardians will bear the costs of return transportation. Such termination shall not diminish or otherwise alter the Student's obligation to make any payment required for the Trip, and the District shall not be required to make any refund.

IX. Activities Outside the Trip's Itinerary

The District strongly advises against voluntarily withdrawing the Student early from the Trip and thereby causing the Student to travel separately from Trip participants and chaperones. Such early withdrawal of the Student from the Trip by the Parents and/or the Student presents risks to the Student personally and to his/her property, some of which may result in serious personal injury or death. Notwithstanding the foregoing, should the Student choose to, or should the Parents cause the Student to, remain at the Trip location or elsewhere after the Trip ends, or should the Student leave the Trip voluntarily or involuntarily, the Student will cease to be involved in the Trip; the Parents will be fully responsible for the Student thereafter; and the District will not be responsible for supervising the Student in any respect, or for any injury, loss, or damage to the Student's person or property.

X. Severability

It is understood and agreed that, if any provision or term of this Agreement or the application thereof is held invalid, the invalidity shall not affect other provisions, terms or applications of this Agreement which can be given effect without the invalid provisions, terms or applications. To this end, the provisions and terms of this Agreement are declared severable.

XI. Governing Law; Venue

This release shall be construed in accordance with, and governed by, the laws of the State of Connecticut. The parties agree that venue for any dispute arising under this Agreement shall be in any Connecticut court of competent jurisdiction.

XII. Construction and Scope of Agreement

The language of all parts of this Agreement shall in all cases be construed as a whole, according to its fair meaning, and not strictly for or against any party. This Agreement, which includes the entire Travel Packet, including the permission slips and medical forms provided on **DATE TO BE DETERMINED**, is the entire and complete agreement of the parties relating in any way to the subject matter hereof. This Agreement supersedes any earlier written or oral understandings or agreements between the parties.

Student signature Date

Parent/Legal Guardian signature Date

Parent/Legal Guardian signature Date

New Fairfield Board of Education

Signature Date
Superintendent of Schools

Print Name

Title

APPENDIX A

Expectations and Code of Responsibility and Respect

The New Fairfield Board of Education wishes to insure that the Trip is a great one for everyone involved. With large groups, order is important. Rules are necessary to guarantee your safety and the success of the Trip. Please understand that the expectations listed below are important and are for everyone to follow. As this is a District-sponsored trip, all participants are expected to conduct themselves with the maturity, respect, and dignity that are expected of a student in the District. Each participant is an ambassador for the District and the reputation you create by your behavior, actions, and performance directly reflects on the entire school community.

1. All students will be expected to follow behavior guidelines and requirements as set forth in the [New Fairfield High School Student Handbook](#).
2. The use of any alcoholic beverages, drug substances, or any type of tobacco is not permitted.
3. Students will follow the directives of all chaperones that have been appointed for the Trip.
4. Involvement in any misconduct during the Trip that violates local or federal law, where such conduct or the likelihood of engaging in such conduct poses a clear and present danger to the health, welfare or safety of other students or chaperones, will result in disciplinary action. Chaperones cannot intervene on behalf of any student who might be arrested for shoplifting, vandalism, disturbing the peace, etc. Such an event would jeopardize the success of the Trip and the possibility of any future trips hereafter.
5. Leaving assigned areas without prior consent from a chaperone will not be permitted.
6. Students will be responsible for their own belongings, including luggage, music, and passport.
7. Do not use hotel phones or make any additional room purchases.
8. Students will be on time on all occasions, respecting the group timeline of the Trip.
9. Students are not permitted to leave hotel premises after curfew. Disciplinary action will be taken.
10. Students will be expected to have spending money and money for meals/snacks as requested on the Trip.
11. All students are expected to travel in groups of three or more at all times.

If infractions occur during the Trip, it will be at the discretion of the chaperones and/or District administrators what action will be taken during the Trip, including but not limited to the following: (1) limited free time; and/or (2) students will be sent home early at parent's or legal guardian's expense. Students may also face disciplinary action upon return to New Fairfield High School after the Trip.

I have read the above rules and regulations. I agree to the consequences in the event a problem with my child arises. I understand that I will be required to provide transportation for my child to return home, if it is deemed necessary by the chaperone(s) and/or the District's administration.

Parent's Signature: _____ **Date:** _____

I have read the above rules and regulations and I agree to abide by them. I also understand that, in the event of my misconduct, I will be sent home at my parent's or legal guardian's expense.

Student's Signature: _____ **Date:** _____

APPENDIX B

Refund Policies

Cancellation Penalties

There are many factors to consider when discussing the topic of cancellation penalties for a group. This trip is priced out based on 12-20 students participating and contributing. The sliding scale is communicated with the trip itinerary: the fewer the students, the higher the cost. For this trip, the goal is to have 16 participants so that the cost is below \$3500 per participant (this draft is based on a previous estimate, so the exact cost will not be known until the exact dates of the trip are known). Participants are given all relevant information at time of purchase.

Prometour provides the tour, which includes an insurance package through the provider Travelex (see below). The complete package is included in the tour price with Emergency Medical, Cancellation and Cancel for Any Reason):

Emergency Medical

For when you are in destination and require medical assistance

Regular Cancellation

Examples include death in the immediate family or documented emergency medical, In the case of an individual's cancellation due to a covered physical illness or an injury, they would be eligible for a 100% refund of their claim of their monies kept by Prometour.

Cancellation can occur any time before departure.

Regular cancellation will not cover pandemic/epidemic, but CFAR should apply** so long as participants cancel a minimum of 48-hours prior to departure.

CFAR coverage (Cancel for Any Reason)

Examples include fear of travel, trip approval withdrawn, change in destination entry requirements, schedule conflicts; participants would be eligible for a 75% refund of their claim.

Cancellation must occur at least 48-hours prior to departure.

Trip Confirmation must occur at least 90-days prior to departure.

The insurance company will be the sole determiner of eligible refund. Policy questions and what if situations should be directed to the insurance company:

Provider Name	Travelex's Peace of Mind
Distributor Name	Travel Insurance Center
Phone Number for Questions	1 866-979-6753
Booking Contact	Dan Drennen

There is no additional insurance coverage through the tour provider.

Peace of Mind Program is Prometour's plan of action on how to proceed with a group dynamic decision. The choices that are offered are based on the coverage of the insurance package which is supplied by the insurance company.

Cancellation coverage is a component of the insurance package provided by the insurance company. Cancellation fees are imposed by Prometour and are determined by our Terms and Conditions.

Cancellation of the Entire Group

In the case of a formal Level 4 Travel Advisory by the U.S. Department of State for travel to France, the Group Leader may choose between 1) changing the travel dates of the current trip 2) Modifying the existing trip with the same dates or 3) canceling the trip, in which case Prometour will work with its partners and suppliers to collect as much money back to participants as possible.

If the trip is canceled more than 48-hours prior to departure, then the group would make a claim to the insurance company for any monies that Prometour keeps. In the case of NO possible insurance then Prometour will work with partners and suppliers to minimize losses to your travelers.

Group or Individual Cancellation procedure:

To be removed from or cancel a confirmed trip, a Cancellation Form must be completed, and fees are determined based on the date that Prometour receives the form in relation to the trip departure date. Prometour will keep:

\$ Prometour Processing Fee

\$ Cost of the insurance premium

\$ Cancellation Fee – determined by the Terms & Conditions (T&C)

Monies paid above this total will be refunded by Prometour, the traveler would then make a claim to the insurance company for what was kept by Prometour.

It is unlikely that a traveler would ever get a 100% refund of the money. They should be prepared that they could lose, at minimum, their trip deposit, even with the insurance claim. The cost of the insurance package for example still needs to be covered.

NEW FAIRFIELD PUBLIC SCHOOLS – STRIDES 2024-2025 Calendar

August (4)				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

22 – STRIDES Teacher PL
 23- 26 – STRIDES Teacher/Paraprofessional PL (Convocation)
 27 – First Day for STRIDES Students
 28 – NVCC in session

September (20)				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

2 - Labor Day (STRIDES/NVCC Closed)

October (23)				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November (17)				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

5 – STRIDES Teacher/Paraprofessional PL (STRIDES closed)
 27-29 - Thanksgiving Recess (STRIDES/NVCC closed)

December (15)				
M	T	W	Th	F
2	3	4	5	6
9	10	*11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

11 – Professional Learning Day - *Early Dismissal (STRIDES students attending afternoon NVCC classes will be provided support)
 9 – NVCC last day of Fall semester
 23 -31 - Holiday Vacation (STRIDES/NVCC closed)

January (21)				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	*29	30	31

1 – New Year’s Day (STRIDES/NVCC closed)
 20 - Martin Luther King Day (STRIDES/NVCC closed)
 NVCC Spring session start - TBD
 29 – Professional Learning Day - *Early Dismissal (STRIDES students attending afternoon NVCC classes will be provided support)

February (18)				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

17 – 18 – Winter Break (STRIDES closed)

March (16)				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

10-14 – STRIDES/NVCC tentatively closed
 NVCC Spring Recess – TBD
 28 – STRIDES/NVCC in session (STRIDES Teacher PL, Substitute assigned)

April (21)				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

18 – Good Friday (STRIDES/NVCC closed)

May (21)				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	*14	15	16
19	20	21	22	23
26	27	28	29	30

14 – Professional Learning Day - *Early Dismissal (STRIDES students attending afternoon NVCC classes will be provided support)
 26 - Memorial Day (STRIDES/NVCC closed)

June (4)				
M	T	W	Th	F
2	3	4	5	◆6
◆9	◆10	◆11	◆12	◆13
◆16	17	18	19	20
*23	24	25	26	27
30				

5 - Last Day for STRIDES Students/Staff
 6 – STRIDES Teacher/Paraprofessional PL
 ◆6 - ◆16 - Snow/emergency days
 ◆*23 - Last Possible Day for Students/Staff (includes 7 snow/emergency days) *Early Dismissal

Inclement weather/emergency days will be made up on June 6th through June 16th as needed. If more than 7 days are needed, days will be taken from spring vacation beginning with March 10th. The last day for students is expected to be no later than June 16th. Students will not be in school more than 180 days.

Professional Learning Days – If the opening of school is delayed on a Professional Learning Day, the Professional Learning Day is cancelled, and students will be in school until regular dismissal time.

Approved by the Board of Education:
 June 6, 2024