

Policy Subcommittee Special Meeting

Thursday, May 30, 2024 7:00 PM

Meeting Access: Policy Subcommittee (5/30/24 at 7:00 p.m.) Web:
<https://zoom.us/j/97466663871> Dial In: (929) 205-6099 Meeting ID: 974 6666
3871, 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. APPROVAL OF MINUTES

II.A. May 1, 2024 - Special

III. INFORMATION/ACTION ITEMS

III.A. Increasing Educator Diversity Presentation

III.B. Policy 4111.3 – Increasing Educator Diversity

III.C. Policy 3453 – School Activity Account

III.D. Policy 5118 – Nonresident Students - Residency
Policy Update

III.E. Elementary School Structure

IV. OTHER

V. ADJOURNMENT

BOARD OF EDUCATION, NEW FAIRFIELD, CT
Policy Subcommittee Meeting

Name of Subcommittee: Policy Meeting type: Special
Date of Meeting: 5/1/24 Place of Meeting: Zoom
Members present: Kathy Baker, Amy Johnson, Kimberly LaTourette, Samantha Mannion
Members absent:
Other attendees: Kris Woleck, Paul Gouveia
Minutes submitted by: Kathy Baker
Meeting Access: Meeting Access: Policy Subcommittee (5/1/24 at 6:00 p.m.)
Web: <https://zoom.us/j/98764409767> Dial In: (929) 205-6099 Meeting ID: 987 6440 9767

The meeting was called to order at 6 p.m.

II. APPROVAL OF MINUTES

A. February 28, 2024 – Regular

Motion: To approve the minutes of the February 28, 2024, meeting as presented

Made by: Samantha Mannion

Seconded by: Kim LaTourette

Recording of Vote: All in favor

III. INFORMATION/ACTION ITEMS

A. Policy 5141.5 - Suicide Prevention/Intervention - Dr. Woleck gave the highlights of this policy which has been in place. The state is giving guidance around risk factors so that staff are aware of them.

Motion: To move Policy 5141.5 – Suicide Prevention/Intervention as written to the full board for consideration

Made by: Samantha Mannion

Seconded by: Kathy Baker

Recording of Vote: All in favor

B. Policy 5118 – Nonresident Students - Residency Policy Update

Dr. Woleck said that this is an update to this policy and information only. Paul has been putting strategies in place to address this issue. The Administrative Cabinet has given some input as well. A multi-prong approach is in place - Registrar of Voters, property transfers, registration of cars, lease/host verification, etc. Paul is working to strengthen this policy in regard to illegal leases and looking to have notarized documentation that the lease/host documentation is accurate. Paul is working closely with zoning on this as well. Thirteen students have been unenrolled, four students ended up not enrolling and fourteen are still under investigation. Some of the students were identified as special ed, which is a huge savings.

It is illegal to lie about residency.

V. INFORMATION ITEMS - None

VI. OTHER – None

VII. ADJOURNMENT

Motion to adjourn: Made by: Samantha Mannion

Seconded by: Kathy Baker

Recording of vote: All in favor

Meeting adjourned at: 6:26 p.m.



**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. 2. Research job boards and social media outlets that have distribution to diverse populations and beyond local proximity for recruitment and advertising of vacancies. 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. 4. Explore internships and program partnerships with higher education institutions and certification programs to provide pathways for non-certified staff (paraeducators, supervisory aides) to consider certification and bring aspiring educators to our schools. 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 (HR, CO administrators, and building administrators) using the CSDE Diversity Training Module . 7. Utilize the EdSight Secure Educator Diversity Dashboard resources and tools to analyze district data and inform ongoing recruitment planning and processes.	Director of Human Resources, Central Office administrators, Building administrators	1. Recruitment fairs / job fairs Complete by: April, 2025 2. Job Boards / Social media outlets Complete by: March, 2025 3 & 4. Expand outreach network / contact HEI re: internships Complete by: February, 2025 5. Audit job descriptions and job postings Complete by: January, 2025 6. Educate recruitment staff Complete by: October, 2024 7. Utilize EdSight Secure Educator Diversity Dashboard Ongoing

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,	1. Listening sessions for first year, non-tenured, and staff of diverse backgrounds or bilingual Complete by: End of

<p>2. Informal check-ins with certified and non-supervisory staff, 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>Superintendent of Schools</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>January 2025</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.

Personnel-Certified/Non-Certified

Minority Recruitment Plan

The Board of Education (Board) recognizes that fundamental to a quality education is the need to provide students with an opportunity to interact with students and educators from different racial, ethnic and economic backgrounds.

In accordance with Sections 10-4a(3) and Section 10-220(a) of the Connecticut General Statutes, the Board of Education has developed the following written plan for minority educator recruitment:

1. All recruiting sources will be informed in writing of the Board's non-discrimination policy.
2. The Board will develop contacts with local training and educational institutions, including those with high minority enrollments, to publicize job openings within the school district and to solicit referrals of qualified minority candidates.
3. The Board will develop contacts with local minority community organizations to publicize job openings within the school district and to solicit referrals of qualified minority candidates.
4. The Board will maintain, or expand, as appropriate, its help-wanted advertising to include print and/or broadcast media that is targeted to minorities.
5. The Board will participate in local job fairs, including those that are sponsored by the minority community organizations or otherwise targeted toward minorities.
6. The Board, or its designee, will maintain records documenting all actions taken pursuant to this plan, including correspondence with recruitment agencies and other referral sources, job fair brochures and advertising copy.
7. The Board will review on an annual basis the effectiveness of this plan in increasing minority applicant flow and attracting qualified candidates for employment.

The Board shall make appropriate efforts to encourage, recruit, employ, and promote qualified minorities especially where under-utilized in the District's work force. Beginning with the school year commencing July 1, 2020 and each school year thereafter, the Board will utilize the strategies and resources made available to it by the State Department of Education's Minority Teacher Recruitment Policy Oversight Council to assist in meeting Connecticut's annual goal of hiring at least two hundred fifty new minority teachers and administrators, of which at least thirty percent are men.

Personnel-Certified/Non-Certified

Minority Recruitment Plan (continued)

For purposes of the “Minority Teacher Candidate, Certification, Retention and Residency Year Program, (*Residency Program*)” the following definitions are applicable:

1. “**Minority**” is defined as individuals whose race is defined as other than white or whose ethnicity is defined as Hispanic or Latino as used by the U.S. Census Bureau.
2. “**Minority candidate**” is defined as a person who is a minority and is employed as a school paraprofessional or an associate instructor with a Board of Education.
3. “**Residency program**” is defined as a State Board of Education (SBE)-approved certification program in which participants serve in (1) a position that otherwise would require professional certification and (2) a full-time position for 10 school months at a Board of Education under the supervision of (a) a certified administrator or teacher and (b) a supervisor from the Regional Educational Service Center (RESC) or a private, nonprofit teacher or administrator operating the certification program.

The “Residency Program”

Alliance District Requirements

In addition, as a designated “alliance district” the Board of Education, beginning with the 2022-2023 school year will include in its plan submitted to the SDE for funding its plan to partner with an operator of a residency program in order to enroll minority candidates and place them in the District as part of the residency program.

As a participating Board, it will apply to the Commissioner of Education, at a time and in a manner the Commissioner prescribes, to receive a payment as established in law to cover specified costs.

The payments made or grants awarded may be used for costs associated with the:

1. enrollment of minority candidates in a residency program,
2. certification process for the minority candidates,
3. hiring of the minority candidates following the successful completion of a residency program, or
4. retention of minority candidates as certified employees of the school district.

The Board may hire a minority candidate who has successfully completed the residency program.

Personnel-Certified/Non-Certified

Minority Recruitment Plan (continued)

Non-Alliance District Option

The District will partner with a residency program operator to enroll minority candidates and place them in the district as part of the “Residency Program.” Following the minority candidate’s successful completion of the residency program, the Board may hire the minority candidate.

The Board will apply to the Commissioner of Education, at a time and in a manner the Commissioner determines, to receive a grant for any of the allowed costs described in the law. The Commissioner may, within available appropriations, award a grant to a non-alliance board of education for any of the allowed costs.

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 98-252)
- 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.

Policy adopted: August 19, 2010
Policy revised: December 6, 2018
Policy revised: March 5, 2020
Policy revised: March 3, 2022

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

Business/Non-Instructional Operations

Student Activity Funds- Account

The Principal of each school is authorized to establish and maintain an Activity Fund in accordance with State law. The purpose of the Fund shall be to ensure proper management, safe-keeping, and accountability for monies belonging to classes and student organizations acting under the name of the school; monies raised and disbursed as a result of student activities such as publications, plays, and social events; monies which come to the school as gifts or donations.

The Principal or his/her designee shall be responsible for the proper management and accounting for the Fund in keeping with procedures prescribed by the Director of Finance. The Principal shall provide the Superintendent and Business Office with a monthly report on the condition of the activity accounts. All accounts shall be subject to audit.

Legal Reference: Connecticut General Statutes

10-237 School activity funds

Policy adopted: September 16, 2010

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Business/Non-Instructional Operations

Financial Control

Student Activity Account Implementation

The Principal of each school shall be responsible for the implementation of this policy.

The following is the state law pertaining to the control of Student Activity funds:

~~*Section 10-237. School activity funds. (1) Any town board of education may establish and maintain in its custody a school activity fund through which it may handle (a) the finances of that part of the cost of the school lunch program not provided by town appropriations, (b) the finances of that part of the cost of driver education courses furnished by such board of education and not provided by town appropriations and (c) such funds of schools and school organizations as such board from time to time determines to be desirable, which funds may include amounts received as gifts or donations for purposes of scholarships or student loans. Whenever a board of education establishes a school activity fund, it shall designate one of its members or some other person to serve as treasurer of such fund and shall fix his salary, which shall be paid from the regular town appropriation for school purposes. Such treasurer shall be bonded and shall keep separate accounts for each school lunch program, for each driver education program and for each school fund and each school organization fund included in the school activity fund and shall make expenditures from such fund in the manner and upon such authorization as the board of education by regulation prescribes, provided the control of school funds and the funds of all school organizations shall remain in the name of the respective schools and organizations. The accounts of the school activity fund shall be considered town accounts and shall be audited by the town auditor in the same manner as all other town accounts. (2) The accounts of any public school lunch program, whether maintained directly by the board of education or through an agent, shall be kept in accordance with regulations prescribed by the board of education and may include a petty cash fund on the imprest basis and shall be subject to the regular audit of town accounts as provided in section 7-392. (1953, 1955, S.953d; 1959, P.A. 672, S. 4; 163, P.A. 493.)~~

~~*History: 1959 act added subdivision (b) of subsection (1); 1963 act added to subdivision (c) provision regarding gifts and donations for scholarships and student loans.~~

Business/Non-Instructional Operations

Financial Control (continued)

Student Activity Account Implementation (continued)

All student activity accounts within the New Fairfield schools will be kept in compliance with the state law as well as the local regulations as set forth by the New Fairfield Board of Education.

The Principal of each school will be designated as the Treasurer of the account in his school. The Treasurer and any other member of his staff who handles money regularly in the administration of the account will be bonded for \$5,000.

Overview

All schools that have activity funds will maintain a set of records in accordance with acceptable accounting procedures.

The basic accounting system will be simple, yet flexible enough to be expanded with increased school functions.

Although many people may be involved in the operation of the student activities account, one person, the Principal, will have overall responsibility for the operation of the activities account.

Each club or organization will have a treasurer whose job it will be to keep an up-to-date set of financial records.

Whenever a transaction takes place there must be identifying data in terms of a signature and date to identify the person who authorized the transaction.

Overall Procedure

All student activities money will be kept in checking or savings accounts under the control of the Principal. No withdrawals may be authorized without his/her signature and that of at least one other person so designated as the advisor or cosigner.

Activity Funds Management

Statement of Purpose

The Board of Education recognizes that student body business, including the raising and expending of money, provides educational experiences and co-curricular activities beyond those provided by the core curriculum. Therefore, it encourages those activities.

Business/Non-Instructional Operations

Financial Control (continued)

Student Activity Account Implementation (continued)

Procedures

a) All Student Activity Funds may be raised and spent only for the enrichment and direct benefit of the students. No funds shall be used for personal gain or the private enjoyment of any employee of the New Fairfield School System.

b) The building principal has the sole responsibility for the funds designated to his/her building and this responsibility may not be delegated.

c) The Director of Business and Operations shall act as custodian of these funds and shall supervise the accounting, collection, disbursement, and investment (if feasible) of all Student Activity Funds. This activity shall be in accordance with State of Connecticut laws and sound fiduciary practice. The fund(s) shall be audited yearly by the Independent Audit firm engaged to audit the regular Board of Education accounts at Board of Education expense.

d) Disbursement shall be requested by TWO signatures, generally the principal and the activity advisor, and shall be accompanied by appropriate invoices, receipts and/or proper explanation of the reason for the disbursement. The Director of Business and Operations must approve all expenditure requests. All checks will require two signatures, generally the Director of Business and Operations and the Superintendent or designee.

e) Deposits must be made directly to the Student Activity Fund not more than three days from the collection and in no case should such funds be allowed to accumulate in school buildings.

d) The Director of Business and Operations shall act as Chairman of a committee appointed by the Superintendent which consists of at least two administrators. Such committee shall meet when necessary to draft administrative procedures for the conduct of the Student Activity Fund.

e) When the purpose for a fund has been satisfied, any balance shall be transferred to the principal's fund for the appropriate building. In the case of class funds: A class in its senior year shall determine at a regularly called meeting its preference for the disposition of any funds remaining after all financial obligations have been discharged. Such disposition shall be subject to the review and approval of the administrations. Any sums of money for which no disposition has been made shall be transferred to the school's general scholarship and awards account of the school activity fund after the first class reunion or ten (10) years, whichever is sooner.

It is the obligation of the senior class advisor to assure that the senior class and its officers are advised of this policy.

Business/Non-Instructional Operations

Financial Control (continued)

Student Activity Account Implementation (continued)

Legal reference: Connecticut General Statutes

10-237 School activity funds

Regulation approved: October 19, 2000
Regulation reapproved: June 21, 2007

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

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 Family Member living with Property Owner

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

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

INSERT DECLARATION OF LEGAL RESIDENCY (AS FORM #3) HERE

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: _____

Construction

Concepts and Roles in Planning for Educational Facilities

Construction

This policy governs major renovation and construction projects which are determined through budgetary process. Projects which are implemented by the local legislative body and are not maintenance oriented are governed by this policy. For Cap and Non projects see Policy- 7110. Regular maintenance and repair are part of ongoing operations and are not governed by this policy.

Concepts and Roles in Planning for Educational Facilities

It shall be the policy of the Board of Education to plan for educational facilities. The Board shall maintain an instrument for determining the need for new facilities or for major facility improvements. The instrument shall be reviewed at least biannually. The instrument may incorporate local demographics, community use of educational facilities, projected enrollments, local educational philosophies and policies, existing and planned educational programs, existing facilities, and the ability of the local electorate to provide needed facilities.

The policy reflects the responsibility of the Board of Education to plan for education facilities and the local legislative body's responsibility to raise funding for and to construct needed educational facilities. This policy governs major renovation and construction projects. The definition of a major renovation or construction project is determined through budgetary process. Projects which are implemented by the local legislative body and are not maintenance oriented are governed by this policy.

A. Goals and Objectives

- (1) Identify an educational need for a new facility or renovation to an existing facility.
- (2) Plan for a new facility or renovation to an existing facility.
- (3) Gain public approval for the construction or renovation of a facility.
- (4) Construct or renovate a facility in cooperation with the Town's Permanent Building Committee.

B. Assumptions

This policy assumes all educational programs will be housed in spaces that comply with all applicable building codes and regulations. Further, this policy assumes that spaces provided to educational programs shall not hinder the attainment of educational goals and objectives and that the goal of the Board of Education is to provide facilities with the best possible conditions for attaining educational goals.

Construction

Concepts and Roles in Planning for Educational Facilities (continued)

C. Community

- (1) It is recognized that public educational facilities are constructed primarily for public educational activities, but are owned by the public and will be made available for public use wherever that use does not adversely effect educational activities. The design of educational facilities shall take into consideration public use and make accommodations for that use wherever practical and consistent with building use practices. Some of the community uses which shall be considered include recreation, use of facilities for emergency shelters and by non-profit organizations.
- (2) Community demographic information will be considered. Information to be considered shall include road maps with existing and planned sidewalks, maps and descriptions of existing and planned industrial and housing changes, population statistics and local and regional planning studies past, present, and future.

D. Enrollment

The projection of student enrollment is an essential element in educational facility planning. However, any projection is based upon assumptions and subject to inherent weaknesses. Projections will be considered the best estimate at a given point in time. Therefore, enrollment projections shall be updated annually or when new data becomes available or when assumptions change or prove untrue.

- (1) The methods that may be used to predict enrollment include cohort survival, students per dwelling unit and/or percentage of total population.
- (2) Some of the statistics concerning enrollment which will be maintained include the past 5 (five) year enrollment, 8 (eight) year predictions, and enrollment summaries by school for past year, present year, and next year. Other statistics will include non-public school enrollment by grade level and students with identified learning disabilities by district and by grade for each school. Existing school districting maps and plans to redistrict will be included.

E. Educational Philosophies and Policies

To the extent that educational philosophies and policies affect facilities, they will be considered in the development of the educational facility plans.

Construction

Concepts and Roles in Planning for Educational Facilities (continued)

F. Educational Programs

Educational facilities must be based on the activity to be housed. Facilities that do not conform fully hinder fulfillment of the goals and objectives of the programs housed as well as the philosophy and objective of the curriculum.

G. Facilities

Planning for educational facilities will take into consideration the capacity of existing facilities and systems and their adequacy to house existing educational programs and the physical condition of the facilities.

(1) The instrument will consider individual building inventories consisting of construction dates, renovation dates, floor plans, legal capacity by space, type of construction, listing of educational spaces and handicap access information. Such information will also be shared with the Town's Permanent Building Committee.

(2) Retirement of Buildings

A building operated by the school district may be retired from use when the Board of Education determines that it is no longer useful to the district and/or is unsuitable to the current needs or projected needs of the district. Recognizing that the closure of a facility may well be an emotional one, the Board of Education will appoint a committee representing a cross-section of opinion in the school district and the community as well as representing the people in the area served by the facility to study the issue and to recommend alternatives for the Board to consider, including retirement, alternative use, remodeling, continuation in use, or any other recommendations the committee might choose to make.

When a building is retired and determined to no longer serve an educational purpose it shall be returned to the Town and shall no longer be operated or maintained by the Board of Education.

(3) Naming of Facility

It shall be the prerogative of the Board of Education to establish the need and appropriateness for naming any school unit, which includes all outdoor and indoor facilities of the school. When the need has been determined, guidelines will be established by the Board of Education and input will be sought from members of the community.

Construction

Concepts and Roles in Planning for Educational Facilities (continued)

H. Finance

The Town has the responsibility of funding the construction of educational facilities. The Board of Education recognizes the need to plan new facilities, in cooperation with the Town's Permanent Building Committee, within the Town's ability to pay. Therefore, liaison shall be established with the Town when a particular need is determined for new facilities or for improvement to existing facilities. After a project has been identified an estimate of the cost will be developed and given to the Town for consideration and inclusion in the Town's long-range Capital Improvement Plan.

All possible sources of funds that will help defray direct costs to the local taxpayers including, but not limited to, State Department of Administration Services grants and Federal grants will be investigated. Funding options shall be discussed with the Board of Finance as early as possible following identification for the need of a construction project.

I. Conclusions

A list of facility inadequacy and/or future needs shall be developed and presented to the Board of Education for their consideration.

Legal Reference: New Fairfield Code of Ordinances, Division 8, Building Committee

Policy adopted: May 1, 2003
Policy revised: June 21, 2007
Policy revised: June 19, 2008
Policy revised: December 4, 2008
Policy revised: June 6, 2019

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut