

Policy Subcommittee Meeting

Wednesday, September 25, 2024 7:00 PM

Meeting Access: Policy Subcommittee (9/25/24 at 7:00 p.m.) Web:

<https://zoom.us/j/98282125208> Dial In: (929) 205-6099 Meeting ID: 982 8212 5208, 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. APPROVAL OF MINUTES

II.A. June 12, 2024 - Regular

III. ACTION ITEMS

III.A. Policy 5131.81 – Electronic Devices

III.B. Policy 6172.3 – Educational Instruction under
Parental Direction (Home Schooling)

III.C. Policy 2400 – Evaluation of the Superintendent

IV. INFORMATION ITEMS

V. OTHER

VI. ADJOURNMENT

BOARD OF EDUCATION, NEW FAIRFIELD, CT
Policy Subcommittee Meeting

Name of Subcommittee: Policy Meeting type: Regular
Date of Meeting: 6/12/24 Place of Meeting: Zoom
Members present: Amy Johnson, Kimberly LaTourette, Samantha Mannion
Members absent: Kathy Baker
Other attendees: Ken Craw, Carrie DePuy
Minutes submitted by: Kimberly LaTourette
Meeting Access: Policy Subcommittee (6/12/24 at 6:00 p.m.) Web:
<https://zoom.us/j/98212416374> Dial In: (929) 205-6099 Meeting ID: 982 1241 6374

The meeting was called to order at 6:01 p.m.

II. APPROVAL OF MINUTES

A. May 30, 2024 – Special

Motion: To approve the minutes of the May 30, 2024, special meeting as presented

Made by: Samantha Mannion

Seconded by: Kim LaTourette

Recording of Vote: All in favor

III. INFORMATION/ACTION ITEMS

A. Policy 3453 – Student Activity Account

Carrie DePuy and Samantha Mannion worked together to re-write this policy from scratch. It is primarily about the management of class funds and says that at the end of senior year, the class must decide on how to delegate the funds. If they do not decide, the funds will be evenly distributed to the hardship account and scholarships. The funds will be held for a maximum of 10 years in case the class decides to use the money for a 10-year reunion. Carrie and Barbara Schwalbe have been reaching out to past class advisors to see how they would like to use the funds being held, some since 1981, and plan on putting something in the paper or on social media to make an attempt to connect with other class officers.

Motion: To move Policy 3453 - Student Activity Account to the full Board for consideration

Made by: Samantha Mannion

Seconded by: Kim Latourette

Recording of Vote: All in favor

Later in the meeting, this motion and second was withdrawn so that the rules can be suspended.

B. Policy 5112 – Age of Attendance – Dr. Craw introduced this policy and explained how it goes along with the change in kindergarten cut off. The policy is clear with the timeline, notification process, and assessment.

Motion: To move Policy 3453 and Policy 5112 to the full Board for consideration and to suspend the rules

Made by: Samantha Mannion

Seconded by: Kim Latourette

Recording of Vote: All in favor

C. Policy 1330 – Use of School Facilities

This policy is being brought to the subcommittee following the Field Fees Committee meeting this past Monday. This revision would not take place for fall sports because some teams have begun their registration already. We are increasing the per participant per season fee from \$40 to \$50. This will take effect September 1, 2024. The board had previously approved this amount and then after some discussion and public comment at another Field Fees Committee meeting earlier in the spring, the board rescinded it. It is back for approval now. There was a brief discussion about how the field fees collected are not expected to cover the total cost of the field replacement in the future, but would be used to help offset the cost. There was also a brief discussion of

looking into putting a certain amount of money each year into capital, if we have the funding, to go towards the future replacement.

Motion: To move Policy 1330 to the full board, and to suspend the rules

Made by: Samantha Mannion

Seconded by: Amy Johnson

Recording of Vote: All in favor

V. INFORMATION ITEMS – None

VI. OTHER – None

VII. ADJOURNMENT

Motion to adjourn: Made by: Samantha Mannion

Seconded by: Kimberly LaTourette

Recording of vote: All in favor

Meeting adjourned at: 6:24 p.m.

DRAFT

POLICY GUIDANCE

Personal Technology Use in Schools

The Connecticut State Board of Education (Board), in support of its Position Statement on Personal Technology Use in Schools, offers the following guidance for districts to consider when drafting and adopting policies to restrict access to cell phones during the school day. This guidance emphasizes creating engaging spaces for learning to mitigate the negative impact that cell phones have on student learning. Included in this guidance are considerations for specific policies and practices in elementary, middle, and high school based on developmental readiness and maturity. Specific recommendations are provided for appropriate roles and responsibilities for local and regional boards of education and administrators in policy development; for school leaders and educators in ensuring consistent policy implementation; for families and students in supporting and complying with the district policy; and for higher education institutions and the Connecticut State Department of Education in preparing and supporting educators, school leaders, administrators, and local and regional boards of education.

A comprehensive policy should include language that incorporates age-appropriate restrictions that align with developmental considerations of students and the structure of the school day in each grade-band and school.

- **Elementary School**

- The policy for elementary school students should focus on removing cell phones from the classroom to maximize academic, social, and emotional development. Elementary school students' school day environments and experiences and classroom activities should create spaces that encourage personal interaction among peers.
- Specific procedures for collecting and isolating cell phones upon arrival at school or in the classroom may be necessary to ensure compliance with the policy.

- **Middle School**

- The policy for middle school students should also focus on removing cell phones from the school day or classroom. Developmentally, this age group is particularly vulnerable to the negative effects of excessive personal technology use and has a difficult time controlling their impulses. Concurrently, middle school students experience increased autonomy and independence during the school day, which can lead to increased opportunity for cell phone misuse.
- Possession of cell phones in this age group is likely to be viewed as a rite of passage into adulthood, so communication and application of policies that restrict use must be developed in consideration of the specific challenges of middle school students.

- **High School**

- The policy for high school students regarding school day access and use should still be restrictive; however, as appropriate, high school students may be developmentally ready to take more ownership of controlling excessive use and understanding responsibilities regarding technology use to better prepare them for life after high school.
- Inappropriate and potential illegal use of technology is likely to increase in high school on and off school grounds, including accessing and sharing inappropriate content and cyberbullying, requiring inclusion of expectations regarding technology use in the student Code of Conduct.
- Cell phones that are turned off and kept out of sight create classroom environments where students are less likely to be distracted by interruptions, can focus more on learning, and allow educators to concentrate on instruction instead of constantly monitoring student cell phone use. The policy should therefore address high school students having cell phones on their person during class.

Responsibilities of local boards of education and superintendents of schools in developing a Personal Technology Use in Schools Policy

- Engage and elicit feedback from school leaders, educators, families, students, and relevant stakeholders in the development and adoption of a policy that aims to mitigate the negative impact of unrestricted access to personal technology in schools.
- Consider the development of associated regulations that align with the policy and provide for professional learning of all school staff in the implementation of the policy.
- Ensure that the foundation for the Personal Technology Use in Schools policy is districtwide in its vision, scope, and implementation.
- Consider the unique vulnerabilities and opportunities of different student developmental stages to create age-appropriate segments of the districtwide policy.
- At all age levels, behavioral expectations related to technology should be included in the student Code of Conduct to address issues such as cyberbullying, accessing/sharing inappropriate content, recording or taking photographs without consent, plagiarism, and the unapproved use of artificial intelligence (AI) software and applications.
- Embed a Personal Technology Use in Schools policy within a broader, intentional digital educational strategy. Consider a systemic approach toward developing digital literacy and citizenship to ensure that it is comprehensive and equips students from Kindergarten through Grade 12 with the skills and tools necessary to safely navigate online spaces.
- Assist families in understanding healthy uses of technology, setting ground rules, utilizing parental controls on devices, and ways to monitor technology use.
- Review and update the district policy regularly to address future technological devices, online platforms, and emerging threats.
- Consult board legal counsel during policy drafting and as needed to ensure compliance with applicable federal and state laws and alignment with best practices. Areas to consider include: school personnel access to content on student personal technology devices; consequences for violations of board policy or student Code of Conduct; accessing or disseminating inappropriate, harmful, or illegal content; material created on personal devices that may fall under the Family Education Rights and Privacy Act (FERPA) or constitute part of an educational record; and access for students with disabilities or medical needs as outlined in individualized education programs (IEP) and Section 504 accommodations.

Responsibilities of school leaders and educators in supporting consistent implementation of the policy

• School Leaders:

- Engage educators, families, and students in a mindful introduction to the Personal Technology Use in Schools Policy that is sensitive to the concerns of all involved.
- Support educators in learning about the policy and the consistent, uniform application and enforcement of the district policy and associated regulations.
- Provide educators with professional development on best practices for incorporating technology into classroom lessons and activities using allowable school-issued devices.
- Develop a graduated response to inappropriate personal technology use that encourages students to see the value in a cell-phone-free space and creates opportunities to develop positive skills related to technology use.
- Create a process for exceptions to the Personal Technology Use in Schools policy based on a student's specific needs and as appropriate according to each student's individualized education program (IEP), Section 504 accommodations, individualized health care plan, or learning plan.
- Create a positive environment regarding media and technology by incorporating digital citizenship education as part of the curricula.

- **Educators:**

- Recognize that impulse control is a skill that needs to be developed and that students require support and instruction to establish healthy and responsible relationships with technology and social media.
- Create engaging lessons that foster in-person group work and collaboration among peers to strengthen students' interpersonal skills, peer interaction, and social communication.
- Model the digital habits and the utilization of personal technology and social media in alignment with the district policy.
- Participate in professional learning opportunities related to supporting positive digital habits, digital citizenship, and integrating the effective use of technology in the classroom.

Responsibilities of families, caregivers, and students to support the implementation of and adherence to the policy

- **Families and Caregivers:**

- Promote student engagement in learning by being mindful of communicating with students via cell phone during the school day and encourage children to use planning and problem-solving skills, coping strategies, and in-school supports to help foster independence.
- Support school initiatives to create technology-free spaces that allow students to fully participate in their education while encouraging in-person connections with peers and adults.
- Model a healthy relationship with social media and screen time at home and reduce the use of technology as a tool for occupying young children.
- Consider using age-appropriate parental controls on smartphones to encourage the development of healthy relationships with technology.
- Establish open lines of communication with children and have regular conversations regarding the safe and responsible use of technology.

- **Students:**

- Request to participate in opportunities to provide feedback in the development of the district policy and grade-band specific policies, as appropriate.
- Follow the district Personal Technology Use in Schools policy and the student Code of Conduct.
- Engage in lessons and classroom discussions related to social and emotional learning, digital citizenship, media literacy, and the responsible use of technology.
- Encourage peers to use technology and social media appropriately, including being aware of and limiting the frequency in which they check their cell phones.
- Report concerning and inappropriate cell phone use and online behavior by peers to a principal, teacher, school counselor, psychologist, social worker, or any trusted adult in the school building.

Responsibilities of state-level partners in preparing educators and supporting districts in developing and implementing district policies

- **Higher Education Institutions (Educator Preparation Programs):**

- Participate in initiatives related to technology use in schools, including the development of model curricula for digital citizenship, media literacy, and responsible use of technology and social media.
- Prepare pre-service candidates to effectively create a positive learning environment in accordance with the Connecticut Common Core of Teaching, focusing on evidence-based approaches to incorporating 21st century technology in the classroom.
- Prepare pre-service candidates to develop student skills and dispositions to respond to real-world digital challenges in safe, effective, and thoughtful ways.
- Contribute to the field of emerging research and best practices related to personal technology use by children and adolescents.

- **Connecticut State Department of Education (CSDE):**

- Develop a Kindergarten through Grade 12 Model Curricula for Digital Citizenship, Media Literacy, and Responsible Use of Technology and Social Media.
 - Provide professional learning and technical assistance on the effective integration and implementation of the Kindergarten through Grade 12 Model Curricula.
 - Continue to invest in resources that assist school districts in policies that address emerging technologies.
 - Monitor future national guidance and federal resources for dissemination to aid districts in maintaining prevailing content in district policies.
 - Coordinate and partner with state agencies, policymakers, and stakeholders to support district efforts in policy development and implementation.
 - Continue support of and collaboration with the research community to gather data to support district policies and elevate best practices.
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Students

Electronic Devices

Use of Private Technology Devices by Students

Students may possess privately owned technological devices on school property and/or during school sponsored activities, in accordance with the mandates of this policy and any applicable school practices as articulated in the attachments to this policy and in each school's respective student handbook. The New Fairfield Board of Education ("Board") considers allowing students to bring to school such devices to be a privilege and not a right. The Board reserves the right to revoke this privilege if a student fails to adhere to the following guidelines and/or the Board's acceptable use and student discipline policies.

Students at Consolidated School and Meeting House Hill School who choose to bring a privately owned technological device to school must keep the device in their backpack, locker, and/or cubby.

Parents and/or guardians must read and sign the attached agreement form within the first week of school.

Definitions

Board Technology Resources

For the purposes of this policy, "Board Technology Resources" refers to the Board's computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources used by the school district and accessible by students.

Privately Owned Technological Devices

For the purposes of this policy, "Privately Owned Technological Devices" refers to privately owned wireless and/or portable electronic hand-held equipment that can be used for word processing, wireless Internet access, image capture and recording, sound recording, information transmitting and/or receiving, storing, etc. These devices may include, but are not limited to, eReaders, personal laptops, smartphones, network access devices, and tablets.

Use of Privately Owned Technological Devices

Privately owned technological devices may not be used during instructional time, except as specifically permitted by instructional staff. Students at all schools will be permitted to use privately owned technological devices on field trips at the discretion of the teacher.

Students

Electronic Devices

Use of Privately Owned Technological Devices (continued)

Use of any such device for an improper purpose is prohibited. Improper purposes include, but are not limited to:

- Sending any form of harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime);
- Gaining or seeking to gain unauthorized access to Board technology resources;
- Damaging Board technology resources;
- Accessing or attempting to access any material that is obscene or contains pornography;
- Cyberbullying;
- Taking pictures without the specific permission of the subject of the picture;
- Using a privately owned technological device to violate any school rules, including the unauthorized recording (photographic or audio) of another individual without the express permission of the individual or a school staff member; or
- Taking any action prohibited by any Federal or State law.

Search of Privately Owned Technological Devices

A student's privately owned technological device may be searched if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Any such search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Responsibility for Privately Owned Technological Devices

Students are responsible for the safety and use of their privately owned technological devices. If a privately owned technological device is stolen, lost, or damaged, a report should be made to the building principal, who will investigate the loss in a manner consistent with procedures for stolen or damaged personal property. Students and parents should be aware that the Board is not liable for any privately owned technological device that is stolen, lost, or damaged while at school. Furthermore, the Board shall not be liable for any data plan charges or any other costs associated with the use of private technological devices. For that reason, students are advised not to share or loan their privately owned technological devices with other students.

Students shall take full responsibility for their device and shall keep it safely stored when not in use. Classroom teachers will determine the best storage location for such devices. Students are required to take home their privately owned technological devices at the end of each school day.

Students

Electronic Devices (continued)

Disciplinary Action

Misuse of the Board's technology resources and/or the use of privately owned technological devices to access or utilize the Board's technology resources in an inappropriate manner or in a manner inconsistent with this policy will not be tolerated and will result in disciplinary action. For students, a violation of this policy may result in loss of access privileges, a prohibition on the use and/or possession of privately owned technological devices on school property, and/or suspension or expulsion in accordance with the Board's policies related to student discipline.

Access to Board Technology Resources

It is the policy of the New Fairfield Board of Education to permit students, using their privately owned technology devices, to access the Board's computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources used by the school district and accessible by students. Additionally, it is the expectation of the Board of Education that students who access these resources while using privately owned technology devices will act at all times appropriately in ways which are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws.

Through the publication and dissemination of this policy statement and others related to use of the Board's computer systems, as well as other instructional means, the Board educates students about the Board's expectations for technology users.

The Board technology resources shall only be used to access educational information and to promote learning activities both at home and at school. The Board considers access to its technology resources to be a privilege and not a right. Students are expected to act at all times appropriately in ways which are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws when using the Board technology resources. Failure to do so will result in the consequences outlined herein and in other applicable policies (including, but not limited to, the Safe School Climate Plan, the Student Discipline Policy and the Use of Computers Policy).

Students must abide by the procedures outlined in this policy and all policies and applicable regulations outlined in the Board's computer use and other applicable policies. Students will be given specific information for log-on and access procedures using school accounts. No user may deviate from these log-on/access procedures. Students are advised that the Board's network administrators have the capability to identify users and to monitor all privately owned technological devices while they are logged on to the network. Students must understand that the Board has reserved the right to conduct monitoring of Board technology resources and can do so despite the assignment to individual users of passwords for system security. Any password systems implemented by the Board are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user. The system's security aspects, message delete function and personal passwords can be bypassed for monitoring purposes.

Students

Electronic Devices

Access to Board Technology Resources (continued)

Therefore, students should be aware that they should not have any expectation of personal privacy in the use of privately owned technological devices to access Board technology resources. This provision applies to any and all uses of the Board's technology resources and also any privately owned technological devices that access the same.

Harm to Board Technology Resources

Any act by a student using a privately owned technological device that harms the Board's technology resources or otherwise interferes with or compromises the integrity of Board technology resources will be considered vandalism and will be subject to discipline and/or appropriate criminal or civil action.

- (cf. 5114 – Suspension and Expulsion/Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.8 – Off School Grounds Misconduct)
- (cf. 5131.82 – Restrictions on Publications and Written or Electronic Material)
- (cf. 5131.911 – Bullying)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)

Legal References: Connecticut General Statutes
 10-233j Student possession and use of telecommunications devices
 31-48d Employees engaged in electronic monitoring required to give prior
 notice to employees.
 53a-182 Obstructing free passage: Class C misdemeanor.
 53a-183 Harassment in the second degree: Class C misdemeanor.
 53a-250 Definitions.
 Electronic Communication Privacy Act, 28 U.S.C. §§2510 through 2520.
 Eisner v. Stamford Board of Education, 440 F. 2d 803 (2nd Cir 1971)
 Trachtman v. Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S.
 925 (1978)
 Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562
 (1988)
 Bethel School District v. Fraser, 478 US 675 (1986)
 Tinker v. Des Moines Independent Community Dist., 393 US 503, (1969)

Policy adopted: September 16, 2010
Policy amended: June 21, 2018

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

**Bring Your Own Device Student (BYOD) Agreement
New Fairfield Middle School
New Fairfield High School**

The use of technology to provide educational material is a privilege at school that we wish all students to have beginning in grade six. When abused, privileges will be taken away. When respected, they will benefit the learning environment tremendously.

Students and parents who bring their own device must adhere to the Student Code of Conduct as well as all Board policies, particularly the Internet Acceptable Use and Internet Safety. Additionally, students must adhere to the following:

Devices are to be used for instructional purposes connected to the approved curriculum, not to cheat on assignments or tests, not to plagiarize, not to post information, photos, or videos not authorized by the teacher, and not to make personal phone calls or send text messages during instructional time.

Students acknowledge the following:

- Only the school's Internet should be accessed. Attempts will not be made to bypass the local connection.
- The District's network filters will be applied to one's connection to the Internet and attempts will not be made to bypass them.
- Only authorized data can be accessed. Infecting the network with a virus, Trojan, or program designed to damage, alter, or destroy the network; and hacking, altering, or bypassing security policies are not allowed.
- The District has the right to collect and examine any device that is suspected of causing problems or was the source of an attack or virus infection.
- As we are working to achieve a more paperless environment, printing from personal laptops will not be possible.
- As we do not have enough outlets for all students to charge their devices in classrooms, each student is encouraged to charge his or her own device prior to bringing it to school daily.
- Using a personal device to transmit or share inappropriate content during the school day or outside of the school day that disrupts the school environment will result in the loss of BYOD privileges. Additional consequences may be applied depending upon the circumstances. Transmission of material of a bullying nature or sexual nature will not be tolerated.
- Devices cannot be used during assessments, unless otherwise directed by a teacher.
- Students must immediately comply with teachers' requests to shut down devices or close the screen.
- Devices, particularly cell phones, must be in "Do Not Disturb" mode, or its equivalent, and stored in backpacks, lockers, purse or other personal belonging during instructional time, unless otherwise directed by a teacher. At the middle school students may be required to put their devices in a "parking lot" that hangs in the classroom. Teachers reserve the right to confiscate devices of students who do not comply with this daily expectation according to the following progression after a warning:

- 1st offense: Confiscation of device by the teacher. Returned to student at the end of the class period.
- 2nd offense: Confiscation of device by the teacher and submitted to the main office. Returned to student at the end of the school day by main office staff.
- 3rd offense (or two 2nd offenses in different classrooms): Confiscation of device by the teacher and submitted to the main office. Parent notified. Device must be picked up by a parent/guardian in the main office.
- 4th offense (or multiple offenses in different classrooms): Loss of BYOD privileges for a period of time to be determined by the administration.
- Refusal to allow for the confiscation of a device or compliance with loss of BYOD/BYOT privileges may result in additional disciplinary action.
- Students are not permitted to transmit or post photographic images/videos of any person on campus on public and/or social networking sites.
- Students should only access files on the computer or Internet sites that are relevant to the classroom curriculum and suggested by a teacher.
- Personal devices may not be used to cheat on assignments or tests, not to plagiarize, or for non-instructional purposes, such as making personal phone call and text/instant messaging, during instructional time.
- Personal devices may not be used to send inappropriate e-messages during the school day or outside of the school day that may disrupt the school environment.

As a student, I understand and will abide by all on this agreement through all of my years at the middle school/high school. I further understand that any violation is unethical and may result in the loss of my device privileges as well as other disciplinary action.

As a parent, I understand that my child will be responsible for abiding by the policy pertaining to this program and its guidelines through all of my child's years at the middle school/high school. I have read and discussed them with him/her and s/he understands the responsibility s/he has in the use of their personal device.

Signature of Student: _____ Signature of Parent: _____

Printed Name: _____ Printed Name: _____

Date: _____ Date: _____

Total revision

Instruction

Educational Instruction under Parental Direction (Home Schooling)

Guidelines for Home Instruction

Parents wishing to educate children in the home may do so in compliance with Connecticut General Statutes and regulations of the Connecticut State Board of Education. Parents file with the Superintendent of Schools in the town in which they reside a Notice of Intent form (attached to this policy) that provides basic information about the program to be provided to their child. A Notice of Intent is effective for up to one school year and is filed annually.

If decisions are made by parents or guardians to return children who for a time have been educated at home to local schools, school staff shall provide an appropriate return to the public schools.

Children educated at home are considered to be non-public school students and are not part of the system’s educational responsibility and are not part of the school system.

Legal Reference: Connecticut General Statutes

[10-184 Duties of parents.](#)

[10-220 Duties of Boards of Education.](#)

[Regulations of the Connecticut State Board of Education](#)

Policy adopted:	December 19, 2002	NEW FAIRFIELD PUBLIC SCHOOLS
Policy readopted:	February 1, 2007	New Fairfield, Connecticut
Policy readopted:	November 6, 2008	
Policy revised:	August 13, 2020	Suspension of Partial Enrollment Section of Policy
Policy revised:		

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

NOTICE OF INTENT INSTRUCTION OF STUDENT AT HOME

Name of Student _____ Date of Birth: _____

Name of Parent/Guardian: _____

Address: _____

Home Phone #: _____ Cell Phone #: _____

Parent/Guardian Email Address: _____

Name of Teacher/Program: _____

The subjects to be taught are:	YES	NO
Required:		
Reading/Language Arts	_____	_____
Reading	_____	_____
Writing	_____	_____
Spelling	_____	_____
English Grammar	_____	_____
Geography	_____	_____
Mathematics	_____	_____
Science	_____	_____
U. S. History	_____	_____
Citizenship (Including a study of Town, State and Federal Governments)	_____	_____
Physical Education/Health	_____	_____

Total Number of Days Scheduled for Instruction: _____

Teacher's Methods of Assessment of Student Progress: _____

I acknowledge and accept full responsibility for the education of my child in accordance with the requirements of state law.

Parent Signature Date

I only acknowledge receipt of this form and render no opinion as to the appropriateness of the planned program.

Superintendent Signature

Instruction

Educational Instruction under Parental Direction (Home Schooling)

Guidelines for Home Instruction

The New Fairfield Public Schools utilize the following procedures related to home instruction:

Full-Time Home Instruction

1. The parents must file, with the Superintendent of Schools, a New Fairfield Public Schools Notice of Intent form which outlines basic information about the program to be provided to their child. A Notice of Intent will be effective for up to one school year.
2. Filing must occur at least 10 days before the start of the home instruction program.
3. When the district receives a Notice of Intent, it will be checked for completeness and kept as part of the District's permanent records. A complete form provides basic program information including the name of the student, birth date, address, phone, name of the teacher, subjects to be taught.
4. Must provide proof of New Fairfield residence.
5. A parent, by filing a Notice of Intent, acknowledges full responsibility for the education of their child in accordance with the requirements of state law. Receipt of a Notice of Intent in no way constitutes approval by the school district of the content or effectiveness of a program of home instruction.
6. If a parent fails to file a Notice of Intent or files an incomplete form, a certified letter shall be sent to the parent requesting compliance within ten days.
7. Any continued refusal by the parent to comply with the reasonable request of the school district for completion and filing of the Notice of Intent may cause the child to be considered truant.
8. The school district shall not accept or require a Notice of Intent for any child younger than seven years or older than eighteen years of age.

The following Partial Enrollment of Home Schooled Students in New Fairfield Public Schools section of this policy has been suspended, effective August 13, 2020.

~~Partial Enrollment of Home Schooled Students in New Fairfield Public Schools~~

~~In addition to all of the above cited guidelines home schooling parents who wish their child to participate in selected academic programs offered by the New Fairfield Public Schools shall adhere to the following guidelines:~~

- ~~1. Home schooled children who seek partial enrollment shall enroll in the New Fairfield Public Schools only for the purposes of participating in a designated curricular program and for use in creating class lists, reporting addresses, and emergency contact information. Enrollments shall not be reported to the State Department of Education unless and until their participation exceeds four hours daily or its equivalent.~~

Instruction

Educational Instruction under Parental Direction (Home Schooling)

Guidelines for Home Instruction

~~Partial Enrollment of Home Schooled Students in New Fairfield Public Schools~~ (continued)

- ~~2. — Prior to partial enrollment, all home schooled students shall present evidence to the school nurse of compliance with all relevant state regulations and Board of Education policy regarding immunization and completion of physical examination. Parents **must** complete the Emergency Information card before students can attend any class or activity.~~
- ~~3. — Home schooled students who are accepted for partial enrollment shall be transported to and from school at their parent's expense. Parents are responsible for making arrangements for such transportation. It is the responsibility of the parents and the student to adhere to a daily admission and dismissal procedure as outlined, in writing, by the school's principal.~~
- ~~4. — Home schooled students shall be assigned to classes for which they enrolled on a space-available basis. Teacher selection is to be the responsibility of the school's administration.~~
- ~~5. — Home schooled students who seek partial enrollment in the New Fairfield Public Schools shall be enrolled for a minimum of two hours daily or its equivalent, unless a waiver of this requirement is granted by the Superintendent. Participation in field trips shall be permitted only when such trips are deemed, by the principal in consultation with the classroom teacher, to be integral to completion of a course in which the student is enrolled.~~
- ~~6. — It is the responsibility of the home schooled student to adhere to the schedule of classes in which he/she is enrolled. Adherence to adjustments of the class or school schedule by the school authorities is the responsibility of the student and/or his parents.~~
- ~~7. — A student may apply to the high school principal to discuss the awarding of credits. Students who wish to earn credits should prepare a portfolio of completed work for each course. Credits awarded will denote "P" for pass, not a letter grade. The student may be required to demonstrate knowledge learned through district assessments. The decision of the high school principal in such cases shall be final.~~
- ~~8. — Home schooled students who are accepted for partial enrollment are subject to the discipline and attendance regulations established and published by the school. It is the responsibility of the parent to obtain a copy of all school regulations.~~
- ~~9. — Home schooled students who seek partial enrollment in the New Fairfield Public Schools shall be covered for injury or liability under the existing coverage only during the period of their participation in a program supervised by the New Fairfield Public Schools.~~

Instruction

Educational Instruction under Parental Direction (Home Schooling)

Guidelines for Home Instruction

~~Partial Enrollment of Home Schooled Students in New Fairfield Public Schools~~ (continued)

- ~~10. — Home schooled students who are partially enrolled in the New Fairfield Public Schools are eligible to participate in co-curricular activities upon approval of the Superintendent in consultation with the high school principal.~~
- ~~11. — Home schooled students who are partially enrolled in New Fairfield Public Schools shall complete all forms required for attendance.~~

Policy adopted:	December 19, 2002	NEW FAIRFIELD PUBLIC SCHOOLS
Policy readopted:	February 1, 2007	New Fairfield, Connecticut
Policy readopted:	November 6, 2008	
Policy revised:	August 13, 2020	Suspension of Partial Enrollment Section of Policy

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

NOTICE OF INTENT INSTRUCTION OF STUDENT AT HOME

Name of Student _____ Date of Birth: _____

Name of Parent/Guardian: _____

Address: _____

Home Phone #: _____ Cell Phone #: _____

Parent/Guardian Email Address: _____

Name of Teacher/Program: _____

The subjects to be taught are:	YES	NO
Required:		
Reading/Language Arts	_____	_____
Reading	_____	_____
Writing	_____	_____
Spelling	_____	_____
English Grammar	_____	_____
Geography	_____	_____
Mathematics	_____	_____
Science	_____	_____
U. S. History	_____	_____
Citizenship (Including a study of Town, State and Federal Governments)	_____	_____
Physical Education/Health	_____	_____

Total Number of Days Scheduled for Instruction: _____

Teacher's Methods of Assessment of Student Progress: _____

I acknowledge and accept full responsibility for the education of my child in accordance with the requirements of state law.

Parent Signature Date

I only acknowledge receipt of this form and render no opinion as to the appropriateness of the planned program.

Superintendent Signature Date

Administration

Evaluation of Superintendent

It is the responsibility of the Board of Education to maintain and improve the quality of administration and instruction in the public school system. In this regard, the Board will formally evaluate the Superintendent each year in accordance with guidelines and criteria mutually determined and agreed to by the Board and the Superintendent.

Through the evaluation of the Superintendent, the Board will strive to accomplish the following:

1. Clarify for the Superintendent his/her role in the school system as seen by the Board.
2. Clarify for all Board members the role of the Superintendent in light of his/her job description and the immediate priorities among the responsibilities agreed upon by the Board and the Superintendent.
3. Develop harmonious working relationships between the Board and the Superintendent.
4. Provide effective administrative leadership for the school system.

(cf. 4115 – Evaluation)

Legal Reference: Connecticut General Statutes

10-151b Evaluation by superintendents of certain education personnel.
(amended by PA 04-137, An Act Concerning Teachers' Evaluations and
P.A. 12-116 An Act Concerning Educational Reform)

Policy adopted: March 1, 2007
Policy revised: December 6, 2012

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Administration

Evaluation of Administrators

Evaluations of certified staff below the rank of Superintendent shall be conducted in accordance with the guidelines adopted by the State Board of Education under Connecticut General Statutes 10-151b, as amended and such other guidelines as are mutually agreed upon by the Board and the “teachers’ and administrators’ representative” under the Teacher Negotiations Act. Further, claims of failure to follow such guidelines shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004.

Administrators will be evaluated annually. The annual evaluation will consist of one of three parts:

- A. Development, implementation and evaluation of annual performance objectives.
- B. Professional growth.
- C. Appraisal of fulfillment of responsibilities contained within applicable job description.

Performance objectives for administrators will contain the following minimum essentials:

- A. Procedures for achieving the district's goals and objectives.
- B. A statement of specific local, division, school or department objectives and procedures for achieving those objectives.
- C. Appraisal.
- D. Procedures for involving staff members in instructional decision making (where applicable).
- E. Procedures for involvement of the community in division, school, or department activities and decisions related to the division, school or department program (where applicable).
- F. Procedures for program improvement, monitoring and evaluation (where applicable).

Conferences will be scheduled with the Superintendent or designee in June or July each year to discuss and evaluate the preceding year's job performance and personal growth plans; to discuss tentative and final job performance and personal growth plans for the succeeding year; and to discuss and sign the Superintendent's or designee's written evaluation summary. The Superintendent may invite members of the Superintendent's administrative team to assist in reviewing and evaluating the job performance plan.

The annual evaluation will be placed in the administrator's permanent personnel file.

Regulation approved: March 1, 2007
 Regulation revised: December 6, 2012

NEW FAIRFIELD PUBLIC SCHOOLS
 New Fairfield, Connecticut

New Fairfield Public Schools Superintendent Evaluation Form (2024-25)

Please see "New Fairfield Public Schools Superintendent Evaluation Form
Instructions" before filling out this form.

Rating Scale

Ineffective	Partially Effective	Effective	Highly Effective
Performance does not meet the criteria and requires significant improvement	Performance is inconsistent and partially meets the criteria	Performance consistently meets the criteria	Performance has continually exceeded the criteria
<i>The superintendent's performance has not met expectations, having no positive impact on students, personnel, the board, and/or the community.</i>	<i>The superintendent's performance has partially met expectations, having some positive impact on students, personnel, the board, and/or the community.</i>	<i>The superintendent's performance has met expectations, having a positive impact on students, personnel, the board, and/or the community.</i>	<i>The superintendent's performance has had an exceedingly positive impact on students, personnel, the board, and/or the community.</i>

A	Professionalism	Ineffective	Partially Effective	Effective	Highly Effective
A1	Demonstrates integrity and professional, ethical, and moral behavior				
A2	Fosters a climate of teamwork, collaboration, mutual trust, and respect				
A3	Communicates well, listening, speaking, and writing effectively				
A4	Responds to concerns and complaints appropriately and in a timely manner				
A5	Inspires others, through strong leadership, to achieve high levels of performance				
A6	Seeks and accepts constructive criticism and is willing to admit mistakes				
A7	Assumes responsibility for personal actions and actions of subordinates				
A8	Respects and maintains confidentiality of student and personnel information				
A9	Maintains professional demeanor, appearance, and physical and emotional wellness				
A10	Strives for personal and professional growth				
	Overall rating:				

Comments:

B	Educational Leadership	Ineffective	Partially Effective	Effective	Highly Effective
B1	Applies current research of educational issues to recommend the best curriculum, programs, and instructional practices				
B2	Monitors and assesses the effectiveness of curriculum and instruction and their alignment with state standards				
B3	Identifies and implements appropriate curriculum changes based on measurement and data				
B4	Provides oversight of teaching staff, setting high expectations for their performance				
B5	Ensures proper and effective use of technology by teachers and students to enhance student learning				
B6	Provides services meeting the needs of special education students and their families, following applicable laws and policies				
B7	Maintains programs for health and safety of students				
	Overall rating:				

Comments:

C	Organizational Management	Ineffective	Partially Effective	Effective	Highly Effective
C1	Works toward achieving district vision, mission and goals, keeping the board, staff, and community apprised of progress				
C2	Works collaboratively to develop strategic plan and long and short term goals consistent with that plan				
C3	Recruits and retains the most qualified teachers, administrators and other personnel				
C4	Plans and implements a personnel evaluation system that identifies the strengths and weaknesses of employees				
C5	Works effectively with district bargaining units and seeks to improve bargaining outcomes that best serve students and the district				
C6	Oversees implementation of budgeted capital improvements according to capital improvement plan				
C7	Employs various processes for gathering, analyzing, and using data for decision making				
C8	Ensures information technology systems are maintained and data is protected				
C9	Ensures schools are safe, secure, and well maintained				
C10	Maintains up-to-date job descriptions for all personnel				
C11	Visits schools and classrooms regularly to monitor and experience the learning environment				
C12	Identifies and plans for staff succession				
	Overall rating:				

Comments:

D	Business and Fiscal Management	Ineffective	Partially Effective	Effective	Highly Effective
D1	Meets and works collaboratively with the board and appropriate personnel to determine priorities for budgeting				
D2	Prepares a budget that reflects district vision, mission and goals				
D3	Prepares a budget taking into account the district's current and projected future fiscal position				
D4	Manages the budget process through its various phases of development, from requirements gathering through town approval				
D5	Maintains a relationship of mutual trust and respect with the town Board of Finance				
D6	Communicates the value of the proposed budget and how it will benefit the schools and town				
D7	Seeks and obtains all applicable grants and ensures all accounting and administering follows established rules				
D8	Aligns and adjusts resources within the parameters of the budget to meet district priorities				
D9	Reports regularly to the school board on the financial condition of the district				
D10	Ensures proper accounting within budget				
	Overall rating:				

Comments:

E	Policy and Governance	Ineffective	Partially Effective	Effective	Highly Effective
E1	Implements, monitors, and enforces board policy				
E2	Respects the policy-making authority and responsibility of the board				
E3	Recommends policies and procedures that help implement district vision, mission, and goals				
E4	Recommends new or revised policies based on changes to law, statutes, and regulations				
E5	Works with the board to keep existing policy up to date through regular review				
E6	Informs all constituents of changes to policy				
E7	Complies with federal, state, and local statutes and regulations				
E8	Works with the board to create meeting agendas				
E9	Publishes meeting notices and cancellations, agendas, and supporting materials with sufficient notice				
	Overall rating:				

Comments:

F	Relationship with the Board	Ineffective	Partially Effective	Effective	Highly Effective
F1	Prepares for, attends, and participates in all regular and special board meetings				
F2	Offers advice to the board regarding emerging educational and district issues, making appropriate recommendations to address them				
F3	Informs the board regularly with complete, accurate, and timely information				
F4	Informs the board about new federal, state, and local laws, rules, and regulations				
F5	Informs board members promptly of incidents involving students, personnel, or other board members, and gives them timely status updates of ongoing cases				
F6	Maintains a collaborative, team relationship with the board				
F7	Understands roles and responsibilities vs. those of the board, and works with the board to define them				
F8	Gives the board information they request, and is forthcoming with that information, positive or negative				
F9	Shares information equally with all board members, and provides information requested by one board member to all board members				
F10	Orients new board members and supports their professional development by seeking out and communicating development opportunities				
	Overall rating:				

Comments:

G	Personnel Relationships	Ineffective	Partially Effective	Effective	Highly Effective
G1	Maintains a collaborative working relationship with administrators, teachers, and staff				
G2	Involves appropriate personnel in planning and decision making				
G3	Seeks employee input for creating and updating district vision, mission, goals, and core values				
G4	Delegates authority and responsibility to personnel, as appropriate				
G5	Establishes a culture that encourages employees to take risks, while requiring accountability for results				
G6	Motivates and inspires growth and development of personnel, providing the resources to do so				
G7	Keeps employees informed of changes that may affect them or the district				
G8	Works to resolve employee grievances fairly and quickly				
	Overall rating:				

Comments:

H	Relationship with the Community	Ineffective	Partially Effective	Effective	Highly Effective
H1	Works to build support for our schools by demonstrating their value to the community				
H2	Seeks community input for planning and problem solving for our schools				
H3	Responds to community raised issues appropriately and in a timely manner				
H4	Is accessible and approachable by community members				
H5	Informs the community of school activities, events, achievements, and issues				
H6	Communicates effectively through all forms of media				
H7	Attends community and school-sponsored events				
H8	Promotes multicultural awareness, gender sensitivity and the appreciation of diversity in the community.				
	Overall rating:				

Comments:

These are the district's highest priority goals for 2024=25

I	Annual District Goals	Ineffective	Partially Effective	Effective	Highly Effective
11					
12					
13					
	Overall rating:				

Comments:

Evaluation Summary

	Standard	Ineffective	Partially Effective	Effective	Highly Effective
A	Professionalism				
B	Educational Leadership				
C	Organizational Management				
D	Business and Fiscal Management				
E	Policy and Governance				
F	Relationship with the Board				
G	Personnel Relationships				
H	Relationship with the Community				
I	Annual District Goals				

Comments: