

Board of Education Regular Meeting 2024

Thursday, December 19, 2024 7:00 PM

BOE Meeting Access: BOE (12/19/24 at 7 p.m.) Web:

https://zoom.us/j/99828093597 Dial In: (929) 205-6099 Meeting ID: 998 2809 3597 , 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF THE MINUTES

III.A. December 5, 2024 - Regular

IV. APPROVAL OF THE AGENDA

- V. **PUBLIC PARTICIPATION** - *The Board welcomes public participation. Pursuant to our Board Policy, public participation is limited to no more than three (3) minutes per speaker and a total of no more than thirty (30) minutes total for the entire meeting. Individuals who wish to speak longer are encouraged to attend any and all related subcommittee meetings where most of the board's groundwork is done. We value your input, but due to these time limitations, we ask you to be concise and to observe the rules of common courtesy. [9320(a) of Board Bylaws]*

VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS

VI.A. Chairman's Report

VI.B. Superintendent's Report

VI.C. Student Representatives' Report

VI.D. Committee Reports

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

VI.D.2. Curriculum (*Tim Blair*)

VI.D.3. Policy (*Samantha Mannion*)

VI.D.4. Field Fees (*Ed Sbordone*)

VI.E. Liaison Reports

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

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

VII. INFORMATION ITEMS

VII.A. New Fairfield High School/Consolidated School

Building Project Update

VII.B. NFPS Orchestra Program Development and Course Proposal (*Strategic Planning Goal: Curriculum & Instruction*)
(*First Review*)

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

VII.C.1. Policy 2400 – Evaluation of the Superintendent

VII.C.2. Policy 6146 – Graduation Requirements

VIII. **ACTION ITEMS**

VIII.A. Personnel Report

VIII.B. FY26 Budget Assumptions (*Second Review*)

VIII.C. Cybersecurity Grant

VIII.D. FY24 Unexpended Funds

VIII.E. Capital Improvement Plan

VIII.F. Board of Education Policy

VIII.F.1. Policy 5114 – Suspension and Expulsion/Due Process

VIII.G. Board of Education 2025 Policy Subcommittee Meeting Dates

VIII.H. New Fairfield Public Schools 2025-26 Draft Calendar

VIII.I. Acceptance of Donation - Old Timers Association of Greater Danbury

IX. **PUBLIC PARTICIPATION** - *The Board welcomes public participation. Pursuant to our Board Policy, public participation is limited to no more than three (3) minutes per speaker and a total of no more than thirty (30) minutes total for the entire meeting. Individuals who wish to speak longer are encouraged to attend any and all related subcommittee meetings where most of the board's groundwork is done. We value your input, but due to these time limitations, we ask you to be concise and to observe the rules of common courtesy. [9320(a) of Board Bylaws]*

X. **FUTURE AGENDA ITEMS**

XI. **BOARD MEMBER COMMENTS**

XII. **ADJOURNMENT**

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

The New Fairfield Board of Education held a regular meeting on Thursday, December 5, 2024, at 7:00 pm in New Fairfield Community Room, 33 Route 37, New Fairfield.

MINUTES – December 5, 2024

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

ABSENT: None

ALSO PRESENT: Superintendent of Schools Dr. Kenneth Craw, Assistant Superintendent of Curriculum and Instruction Dr. Kristine Woleck, High School Principal James D’Amico, Middle School Principal Karen Gruetzner, Elementary School Principal Allyson Story, Selectman Tom Perkins,

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

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF MINUTES

A. November 7, 2024 - Regular meeting - Approved by consensus.

IV. APPROVAL OF AGENDA - Approved by consensus

V. PUBLIC PARTICIPATION

Christine Creter, Terry Eagan and Linda Hubbard spoke of concerns with the recent turnover of nurses in the schools.

VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS

A. Chairman’s Report - Dominic Cipollone spoke of the importance of the entire community together to improve the well-being of all the students.

B. Superintendent’s Report- Dr. Kenneth Craw and Assistant Superintendent of Curriculum and Instruction Dr. Kristine Woleck presented Sarah Sanborn with a plaque to honor her as New Fairfield “Teacher of the Year.”

C. Student Representatives’ Reports

Senior Representative Emilia Sedlak spoke of the following:

- The Senior Class is hosting a “Diaper Drive” throughout the month of December to benefit foster families.
- The 2025 Yearbook is currently for sale on the school’s website. Family and business ads are due by January 28th.
- The Festival of Culture will be held on Saturday, February 1st from 10 a.m. to 2.p.m.

Junior Representative Ella Skogstrom spoke of the following:

- The next payment for the Washington, DC trip is due by Dec. 20th the final payment is due on January 10th.
- School will be closed for Christmas Break beginning Monday, December 23rd and will resume on Thursday, January 2nd.

D. Committee Reports

1. Curriculum - Tim Blair noted that this subcommittee met on November 25th and discussed technology and recognized Director of Technology Paul Gouveia and his staff. They discussed a strategic plan for artificial intelligence and curriculum. There will be another Curriculum subcommittee meeting on December 16th.
2. Policy - Samantha Mannion noted that this subcommittee met on November 20th and reviewed updated requirements for graduation and the policy concerning the forms for the Superintendent's evaluation.
3. Special Education Ad Hoc - Kimberly LaTourette noted that this committee met on December 5th. Interim Director of Pupil Personnel Services Monika Krepsztul spoke of her new role and shared some pictures of the new STRIDES location. An information night for parents was held for the Early Learning Center program. The lottery for the typical peers will be held in January. The Unified Sports Volleyball season just ended. New Fairfield students were able to attend a Unified Homecoming Dance at Joel Barlow School. The Ad Hoc committee discussed the nursing situation in the district and it was noted that the pool for substitute nurses has increased.

E. Liaison Reports

1. Board of Finance - Ed Sbordone gave a summary of recent BOF meetings:
 - BOF Medical subcommittee meeting November 19th - Consultant Tom Kowalchik spoke of the projections for 2025-2026 and the possibility of an increase to the amount budgeted for the medical fund. He noted that claims were over budget for October and gave a breakdown for the first four months of the fiscal year, two months were under budget and two months were over budget. The Medical subcommittee is looking into the possibility of joining the Eastern Connecticut Health Medical Collaboration. The next subcommittee meeting will be held on December 17th at 3:30 in the Town Hall Annex.
 - BOF regular month meeting November 20th - The BOF discussed the Medical fund and capital projects. The meeting calendar for 2025 was approved. The next meeting of the BOF will be Wednesday, December 18th. There will be a joint BOF and BOE meeting on February 19th. The BOE and BOS will present their budgets to the BOF on Saturday, March 1st.
 - The next BOF Capital subcommittee meeting will be held on December 9th at 3:00 p.m. via zoom.
2. Parks and Recreation Commission - Greg Flanagan noted that this commission met on November 25th and discussed Summer Programs. The members attended the Freedom of Information training session. The Turkey Run was successful and the commission discussed details for the Holiday Light Parade.
3. Calendar Committee - Ed Sbordone noted that the calendar committee met on November 18th and reviewed two different draft calendars for the 2025-2026 year. The committee voted on one to recommend to the full board.

VII. INFORMATION ITEMS

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

High School Principal James D'Amico noted that the propane issue in the Culinary Arts kitchens has been fixed. He thanked Culinary Arts Teacher Andrea Forzaglia for her patience and creativity while this issue is being addressed. Dr. Craw thanked Director of Buildings and Grounds Phil Ross and staff for their work with this issue. The propane issue in the Science Rooms will be addressed next.

B. FY 2026 Budget Assumptions

Dr. Craw spoke of Budget Assumptions and noted that the biggest factors in developing the budget are enrollment and salaries. He noted that enrollment is comparable to previous years. There was a brief discussion of revenue generated from ELC tuition and Sherman student tuition. Other factors to consider are shared services and how the Sherman tuition revenue is allocated. Capital projects to be discussed include the removal

of the underground storage tank at the Middle School, additional classrooms needed at the Middle School and Rebel Turf replacement. A draft Capital Project plan will be presented that the December 19th BOE meeting.

C. New Fairfield Public Schools 2025-2026 Draft Calendar

Dr. Craw reviewed the draft calendar for the 2025-2026 school year. There was a brief discussion of the dates and times for Parent/Teacher conferences. This will be reviewed by the Curriculum subcommittee.

D. Student Attendance

Dr. Craw compared absentee rates for 2022, 2023 and 2024 and gave a breakdown of schools. He spoke of the importance of good attendance for both students and staff.

E. Board of Education Policy (Second Reading)

1. Policy 5114 - Suspension and Expulsion Due Process

F. Board of Education Policy (First Reading)

1. Policy 2400 - Evaluation of Superintendent
2. Policy 6146 - Graduation Requirements

VIII. ACTION ITEMS

A. Personnel Report

MOTION: Kathy Baker made a motion to recommend to the full Board the approval of the Personnel Report for December 4, 2024, as recommended by the administration. Greg Flanagan seconded the motion. **IN**

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

B. Board of Education Regular Meeting Dates

MOTION: Kathy Baker made a motion to recommend to the full Board the approval of the 2025 Board of Education Regular and Board of Education Subcommittee meeting dates as presented excluding Policy subcommittee meeting dates. Samantha Mannion seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone

C. Superintendent Evaluation Process

Samantha Mannion gave a brief description of the updated evaluation forms.

MOTION: Samantha Mannion made a motion to recommend to the full Board the approval of the Superintendent's evaluation form. Kimberly LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone

IX. PUBLIC PARTICIPATION - None

X. FUTURE AGENDA ITEMS - There was a request for an update on the School Climate and it was noted that this should go to the Policy subcommittee first.

XI. BOARD MEMBER COMMENTS

Greg Flanagan assured the public that he takes the concerns about the turnover of the nurses very seriously. Kim LaTourette encouraged everyone to be an upstanding team member.

XII. ADJOURNMENT

MOTION: Dominic Cipollone made a motion to adjourn the meeting at 8:16 p.m. Greg Flanagan seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone

Respectfully submitted,
Suzanne Kloos

New Fairfield Public Schools

New Course Proposal

Directions:

Before completing this form, please discuss this proposal with the appropriate administrator(s) in your school. Complete this proposal form thoroughly, and attach any supporting documentation that would help the Board of Education's Curriculum Sub-Committee understand this proposal better. Be sure that you adhere to all deadlines, and be certain to acquire all required signatures. To ensure that a course can be properly planned for, if it is intended for a coming school year, please complete it by October 31. All other proposals can be forwarded at any time of the year.

Course Being Proposed: HS Orchestra

Proposal submitted by: Casey Hounsell and Jack Giuliano

School: New Fairfield High School

1. Indicate the department/grade level in which this course/program will run.

Visual and Performing Arts: 9-12 Orchestra (non-audition ensemble)

2. Please indicate if the new course or instructional program is a semester long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

This will be a year-long course open to students in grades 9-12.

3. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.

New Fairfield Public Schools has a strong tradition of supporting the arts, as evidenced by the strength of its existing band, choir, theater, and music technology program. The district has expanded its performing arts programming to meet the evolving needs and interests of its students.

Over the past several years, the district has grown an orchestra program at the elementary school and through the middle school grades. Students who have participated in this orchestra program at the elementary and middle school are now positioned to enter the high school in order to continue to play instruments such as violin, viola, and cello, and expand to such instruments as bass.

We look now to extend the orchestra program into New Fairfield High School for students currently in the program (now in eighth grade) to continue to this next step in their progression. Introducing an orchestra would honor the district's commitment to the orchestra program specifically and performing arts broadly, meet the needs of our current and future students, and strengthen our existing high school music department.

4. Please indicate the target population for this proposal.

The targeted population for this course proposal are the current middle school orchestra students (11 eighth graders, 10 seventh graders, and 6 sixth graders) as they progress from the middle school into the high school beginning in the 25-26 school year. This course would also allow current high school students who previously did not continue with a stringed instrument in high school to have the option to return to that instrument.

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

The orchestra program at the high school would be an additional program to the current music department.

6. List any prerequisites for this course or instructional program.

While intended for students who have participated in orchestra in middle school, this class would be open to all students of all skill levels in grades 9-12.

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

Orchestra is a performance-based ensemble course designed for students who play string instruments (violin, viola, cello, and double bass). The class focuses on developing individual and ensemble musicianship through the study and performance of a diverse repertoire. Students will improve their technical skills, music reading, and musicality while expanding their understanding of music theory and music history. Participation in rehearsals and performances, including concerts and festivals, is an essential component of the course. This class is open to students of all skill levels, grades 9-12.

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

Establishing orchestra at the high school level would provide a sequential string program, grades 3-12, in the district, ensuring students have consistent access to high-quality instruction from elementary through high school. Such a coherent program can allow for students to continue to pursue orchestra post-high school if desired or maintain an appreciation and enjoyment of a string instrument throughout their lives. This orchestra program would also then mirror the current band and choir programs, ensuring equity across all musical disciplines. In addition, it would provide the opportunity for collaboration between band, choir, and orchestra, enriching the overall music education experience for all students.

9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

The curriculum would be split into 2 expansive units in which students learn new techniques and musical skills that fall under the NAFME standards for their grade levels. Each one of these units will be facilitated with proper musical selection and demonstration. Their learning and growth each semester will culminate in a winter and spring concert which will serve as an assessment for their progress. The end goal of this course is to provide students with genuine performance skills and strategies that will assist in all musical endeavors as well as public demonstration.

10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment and space needs.

This course requires an additional 1.0 FTE who would implement the high school and middle school strings program. In terms of resources, some funds in the performing arts budget would be needed to provide sheet music and instrument maintenance supplies. The current high school band and chorus rooms are available spaces for the orchestra and schedules will be coordinated to allow for access. Instruments and other supplies in the program are also supported by the Fine Arts Boosters and other grants from the PTO.

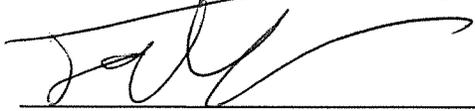
11. If this course will require a textbook, what is the title and cost estimate of a likely text?

Concert repertoire - 3-4 winter concert songs, 3-4 spring concert songs, 3-4 district concert songs, estimated at \$65/song.

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

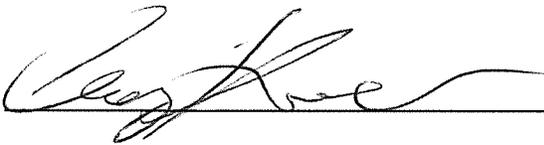
This course continues the current district goal of expanding the strings program throughout the schools. It will complete the high school curriculum to provide performing arts ensemble courses for band, chorus, and strings currently available in grades 3-8. It would also allow a continuation of the already-established classes as well as establish a culminating course for string students.

Signatures of those making this proposal:

 12/10/24

Teacher

Date

 12/10/24

Department Chair (if applicable)

Date

New Course Proposal Form
Updated January 2020

 12/11/24
Principal **Date**

 12/11/24

Assistant Superintendent

Date

New Course Proposal Form
Updated January 2020

Orchestra in New Fairfield

Building a Seamless Program for our Young Musicians



Board of Education Curriculum Subcommittee
New Fairfield Public Schools
December 16, 2024



Orchestra in New Fairfield

Elementary Student String Numbers (Grades 3-5)

- 2022-23: Total students = 95
- 2023-24: Total students = 107
- 2024-25 (current): Total students = 115

NFMS Student String Numbers (Grades 6-8)

- 2022-23: Total students = 14
- 2023-24: Total students = 24
- 2024-25 (current): Total students = 27
- 2025-26 (anticipated): Total students = 35

Orchestra in New Fairfield

Current Elementary Student String Numbers (2024-25)

Grade 3	Grade 4	Grade 5
51	35	29

Current NFMS Student String Numbers (2024-25)

Grade 6	Grade 7	Grade 8
6	10	11

Moving Forward

- **Initiate an orchestra program at NFHS:** To address our current 8th grade students needs and bring back current high school students who may have been unable to play in past years.
- **Include middle school orchestra lessons for 6th-8th grade students:** To strengthen skill development and mirror the current band program at the middle school.
- **Ensure consistency of lessons for all 3rd-5th grade students:** To build foundational skills and success for students that can be brought forward in the middle and high school years.

The Benefits

Building a **sequential, grade 3–12 strings program** allows us to:

- Provide students with consistent access to high-quality instruction from elementary through high school.
- Mirror the current band & choir programs for equity across musical disciplines.
- Provide opportunities for collaboration between band, choir, and orchestra, enriching the overall music education experience for all students.
- Strengthen our music program when compared to other districts locally, in the state and nationally.

Next Steps

- **HS Orchestra Course Proposal** (*NFHS Program of Studies*)
- **One additional full-time orchestra teacher**
 - Allows us to hire a certified, high-quality teacher to transition our program to the high school and ensure staffing for lessons at the middle school.
 - Ensures all students across levels in the district (Grades 3-12) have access to orchestra lessons and playing in an ensemble. Access to lessons as well as ensemble opportunities ensures skill development to grow a strong program of young musicians.

Q & A

- **Is there space to accommodate expanding the NFPS Orchestra Program?**
 - The NFHS band and orchestra room will be scheduled collaboratively.
 - We continue to assess space for lessons and ensemble at NFMS per our space utilization study.
- **Will there be enough students moving forward?**
 - Current 8th grade orchestra students have indicated their interest in continuing to pursue orchestra next year and some current high school students (9-12) may also join.
 - Our enrollment in strings at NFES continues to grow.
- **Will the additional teacher have a full schedule?**
 - The additional staffing will provide for both HS orchestra and strings lessons across the MS and ES; both string teachers in the district will have a full schedule across the three buildings.
- **Do we have the resources/equipment to support a program at the High School?**
 - We continue to provide for music supplies in our district and school curriculum budgets and build instrument options. The PTO and FAPA Boosters have been wonderful partners as well.

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. Board of Education members will make every effort to participate in the Superintendent evaluation process, including being present at the annual evaluation meeting. Only Board of Education members who attend the annual evaluation meeting can participate in the evaluation process.
4. Develop harmonious working relationships between the Board and the Superintendent.
5. 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
Policy revised:

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

NEW FAIRFIELD PUBLIC SCHOOLS

Regulation revised:

December 6, 2012

New Fairfield, Connecticut

Regulation reviewed:

Instruction

Graduation Requirements

Introduction

In order to graduate from New Fairfield High School a student must earn a minimum of 26 credits in grades 9 through 12 (unless exceptions have been made by a duly convened planning and placement team, or otherwise in accordance with C.G.S. section 10-221a) and must have met the credit distribution requirements. When students participate in the Senior Enrichment Experience (SEE) program, they will earn graduation credits for all courses in which they have earned a passing grade at the start of their involvement in the program. Students who earn a passing grade for college coursework at accredited universities may submit official transcripts to the high school principal for consideration for credit approval. Students must also meet three performance standards: English Language Arts, Mathematics, and Science. These standards define the areas of literacy that the New Fairfield Public School District feels all students should know and be able to do.

Credit Distribution Requirement for the Classes of 2019 – 2022:

• English	4 credits
• Mathematics	3 credits
• Social Studies	3 credits
	(including at least ½ credit in Civics or American Government)
• Science	3 credits
• Health/Physical Education	2 credits
• World Language	1 credit
• School and Community Service	.5 credit
• Personal Finance	.5 credit
• Fine/Applied Arts	2 credits*
• Capstone (including SEE Project)	1 credit
• Electives	6 credits

* One credit may be earned if a student takes two world languages for four (4) years.

Instruction

Graduation Requirements (continued)

Credit Distribution Requirement for the Class of 2023 – 2025: ~~and beyond:~~

- **Humanities** **9 credits**
 - English* *4 credits*
 - Social Studies* *3 credits*
 - *including 1 credit of United States History*
 - American Government* *.5 credit*
 - Fine & Performing Arts (FAPA)* *1 credit*
 - English, Social Studies, or FAPA** *.5 credit*
- **STEM** **9 credits**
 - Mathematics* *3 credits*
 - Science* *3 credits*
 - Career & Technical Education (CTE)* *1 credit*
 - Mathematics, Science, or CTE** *2 credits*
- **Physical Education & Health** **2 credits**
 - Physical Education & Wellness* *1 credit*
 - Health & Safety Education* *1 credit*
- **World Language** **1 credit**
- **Personal Finance** **.5 credit**
- **School & Community Service** **.5 credit**
- **Senior Enrichment Experience /** **1 credit**
 - Attributes of the Graduate* *NFPS Vision of the Learner*
- **Open Credits** **3 credits**

Instruction

Graduation Requirements

Credit Distribution Requirement for the Class of 2026 and beyond:

- **Humanities** **9 credits**
 - English* *4 credits*
 - Social Studies* *3 credits*
 - *including 1 credit of United States History*
 - American Government* *.5 credit*
 - Fine & Performing Arts (FAPA)* *1 credit*
 - English, Social Studies, or FAPA** *.5 credit*
 - **STEM** **9 credits**
 - Mathematics* *3 credits*
 - Science* *3 credits*
 - Career & Technical Education (CTE)* *1 credit*
 - Mathematics, Science, or CTE** *2 credits*
 - **Physical Education & Health** **2 credits**
 - Physical Education & Wellness* *1 credit*
 - Health & Safety Education* *1 credit*
 - **World Language** **1 credit**
 - **Personal Finance** **.5 credit**
- *To be applied towards credits required in Humanities or STEM requirements or as an elective credit.*
- **School & Community Service** **.5 credit**
 - **Senior Enrichment Experience /** **1 credit**
Attributes of the Graduate **NFPS Vision of the Learner**
 - **Open Credits** **3 credits** **To fulfill the total of 26 credits**

* If a student takes two world languages for four (4) years, one open credit in Humanities (English, Social Studies, or FAPA) or STEM (Mathematics, Science, or CTE) may be earned.

Per statute (C.G.S. 221a(f)) the determination of eligible credits is at the discretion of the Board of Education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The Board may permit a student to graduate during a period of expulsion if the Board determines the student has satisfactorily completed the necessary credits. The graduation requirements shall apply to any student requiring special education except when the Planning and Placement Team (PPT) determines the requirement not to be appropriate.

A **credit is defined as** ~~shall consist of~~ not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, (2) through online coursework or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

Instruction

Graduation Requirements (continued)

Academic Advancement Program

The Board of Education permits students in grades eleven and twelve to substitute (1) achievement of a passing score on an existing nationally recognized examination, approved by the State Department of Education, or series of examinations approved by the State Board of Education, (2) a cumulative grade point average determined by the State Board of Education and (3) at least three letters of recommendation from school professionals (defined in 10-66dd), for the required high school graduation requirement. The State Board of Education will issue an Academic Advancement Program Certificate to any student successfully completing such program. The Academic Advancement Program Certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a Connecticut public institution of higher education.

All students must carry seven classes each semester. Seniors may carry six classes and petition for early release if they have 20 credits, are in good academic standing and have the approval of their parents/guardians.

Diplomas of Distinction

The Board of Education recognizes students who exceed the credit requirements for graduation by rewarding a Diploma of Distinction based on the requirements set forth below.

Beginning with the Class of 2023, Diplomas of Distinction may also be earned by students who complete the requirements of College and Career Pathways, as defined in the New Fairfield High School Program of Studies.

~~Credit Distribution Requirement for Diploma of Distinction for the Classes of 2019 – 2022:~~

- English 4 credits
- Math 4 credits
- Science 4 credits
- Social Studies 3 credits
- World Languages 3 credits (in the same language at high school)
- Health & P.E. 2 credits
- Fine/Applied Arts 2 credits*
- School & Community Service .5 credit
- Personal Finance .5 credit
- Capstone (including SEE Project) 1 credit
- Additional 3, 4, or 5 weight elective .5 credit (during the senior year)
- Must earn a total of 26 credits

* One credit may be earned if a student takes two world languages for four (4) years.

Instruction

Graduation Requirements (continued)

Credit Distribution Requirement for Diploma of Academic **Distinction:** ~~for the Class of 2023 and beyond:~~

- **Humanities** **9 credits**
 - English* 4 credits
 - Social Studies* 3 credits
 - *including 1 credit of United States History*
 - American Government* 0.5 credit
 - Fine & Performing Arts (FAPA)* 1 credit
 - English, Social Studies, or FAPA** .5 credit
- **STEM** **9 credits**
 - Mathematics* 4 credits
 - Science* 4 credits
 - Career & Technical Education (CTE)** 1 credit
- **Physical Education & Health** **2 credits**
 - Physical Education & Wellness* 1 credit
 - Health & Safety Education* 1 credit
- **World Language** **3 credits (in the same language)**
- **Personal Finance** **.5 credit**
 - *To be applied towards credits required in Humanities or STEM requirements or as an elective credit.*
- **School & Community Service** **.5 credit**
- **Senior Enrichment Experience /** **1 credit**
 - Attributes of the Graduate* **NFPS Vision of the Learner**
- **Open Credits** **To fulfill the total of 26 credits**
1 credit

* If a student takes two world languages for four (4) years, one open credit in Humanities (English, Social Studies, or FAPA) or CTE may be earned.

To receive a Diploma with Highest Distinction a student in addition to all of the above, must complete the following:

~~For the Class of 2021 and 2022:~~

~~Earn a score in the top band of the Next Generation Science Assessment; and earn a 1280* on the SAT or a 26 Composite Score on the ACT.~~

~~*Equivalent to scoring in the top band of the SAT EBRW and Math sections as defined by Connecticut State Department of Education.~~

~~The Diploma of Highest Distinction will not be available beyond the Class of 2022.~~

Instruction

Graduation Requirements (continued)

Diplomas of Distinction in a College and Career Pathway: ~~for the Class of 2023 and beyond:~~

Students may earn a Diploma of Distinction in the following areas, to be designated as such on their official transcript:

Diploma of Allied Health Distinction
Diploma of Arts & Design Distinction

The requirements of College and Career Pathways shall be:

- Meeting the credit distribution requirements for graduation from New Fairfield High School
- Meeting the pathway-specific course requirements set forth in the New Fairfield High School Program of Studies, including a minimum of one course in which post-secondary credit may be earned
- Completion of 30 hours of work immersion in the college and career pathway area
- Participation in co-curricular activities as approved by the New Fairfield High School administration and school counseling office

FAFSA Requirement for Classes Graduating in 2027 and Thereafter

Students graduating in 2027 and beyond are required to have satisfied one of the following prior to graduation:

- (1) completed a FAFSA;
- (2) for students without legal immigration status, completed and submitted to a public institution of higher education an application for institutional financial aid; or
- (3) completed a waiver of completion of the FAFSA and/or financial aid application, as applicable, on a form prescribed by the Commissioner of Education, signed by the student's parent or guardian or signed by the student if the student is eighteen or older.

On and after March 15 of each school year, a principal or designee, ~~school counselor, teacher, or other certified educator~~ may complete the waiver on behalf of any student who has not satisfied the above requirements if such principal or designee, ~~school counselor, teacher, or other certified educator~~ affirms that they have made a good faith effort to contact the parent/guardian and ~~or~~ student about completion of such applications.

Instruction

Graduation Requirements (continued)

District's Performance Standards

English Language Arts (ELA)

Definition:

Students should be able to communicate effectively in a variety of ways, both verbally and in writing. As part of this goal, students must demonstrate proficiency at reading a variety of materials and responding appropriately. This may include making connections between a variety of sources, using problem-solving strategies, and interpreting and evaluating information.

Objectives: The student will be able to:

- read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- produce effective and well-grounded writing for a range of purpose and audiences.
- employ effective speaking and listening skills for a range of purposes and audiences.
- engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Assessment:

Students will take the Connecticut SAT School Day in Evidence-based Reading and Writing. If a student does not take the SAT, s/he must create a piece of writing that follows the Writing Process Model and produce a publishable, superior product. This writing sample will then be evaluated using a locally created assessment rubric.

Instruction

Graduation Requirements

District's Performance Standards

English Language Arts (ELA) (continued)

Implementation:

Students will have numerous opportunities in all English/Language Arts and Social Studies classes to produce writing samples using the Writing Process Model.

Assistance:

For assistance, students may go to the Learning Center, National Honor Society Tutorial Service, and/or receive one-on-one consultation with a classroom teacher.

Mathematics

Definition:

Students should become mathematical problem solvers, learn to communicate mathematically, learn to reason mathematically, learn to value mathematics, and become confident in their ability to do mathematics. While it is still important for students to be able to calculate and manipulate mathematical symbols, the focus is on technology and application of knowledge and skills.

Objectives: The student will be able to:

- explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- solve a range of well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
- clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
- analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Assessment:

Students will take the Connecticut SAT School Day. If a student does not take the SAT, s/he must meet one of the following criteria for the standard:

- Achieve a C+ or better in three math courses required for graduation, or
- Complete a performance-based learning assessment demonstrating the above skills.

Instruction

Graduation Requirements

District's Performance Standards

Mathematics (continued)

Implementation:

Students will have numerous opportunities in all mathematics classes to complete performance-based learning assessment activities.

Assistance:

For assistance, students may go to the Learning Center, National Honor Society Tutorial Service, and/or receive one-on-one consultation with a classroom teacher.

Science

Definition:

To meet graduation requirements in science, the student will be able to master scientific methodology as a basis of inquiry for all problem solving and decision making challenges.

Objectives: The student will be able to:

- define a problem and identify dependent and independent variables.
- form a hypothesis after gathering information about the problem.
- design an experiment.
- collect data through quantitative and qualitative observation.
- use the data to support or disprove the hypothesis.
- use technology to present the data in accordance with meeting the district technology standard.

~~For the Class of 2020 and beyond:~~

Students will take the Next Generation Science Assessment. If a student does not take the Science State Mastery Assessment, s/he must meet one of the following criteria for the standard:

Assessment:

- Achieve a C+ or better in three science courses required for graduation, or
- Conduct a field-based research project, or
- Complete a science research project and presentation.

Instruction

Graduation Requirements

Science (continued)

Implementation:

Students will have numerous opportunities in all science activities to complete projects using the scientific method.

Assistance:

It is strongly recommended that students who are working on a field-based research project or science research project take a fourth year of science in order to work with a science teacher for help with his/her project. Students producing a field-based research project or science research project will use the Learning Center for mentoring in the implementation of their project.

Special Circumstances

- Transfer students – Consideration will be given to a student who transfers into New Fairfield after the first three years of high school.
- Special Education students – The IEP will outline the expected performance standards for a student in special education.
- 504 students – Considerations will be given to modifications provided by the appropriate 504 plan.
- The Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes.
- The Board of Education shall award a high school diploma to any person who (1) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941 to December 31, 1946, inclusive, (2) did not receive a diploma as a consequence of such work, and (3) has been a resident of the state for at least fifty (50) consecutive years.

Notification:

Of teachers:

In September of each school year, or as soon as the scores are available, the School Counseling Department will provide a list of juniors and seniors who have not met performance standards for graduation. This list will be sent to Department Heads of each specific subject area.

Instruction

Graduation Requirements (continued)

Notification:

Of students:

At the end of the year, the School Counseling Department will notify all juniors who have not met a performance standard for graduation. At the beginning of each school year, the School Counseling Department will notify seniors as to their status relative to the performance standard requirements for graduation. They will include the options available for the student. Successful completion of a performance standard will be included on the final report period of the junior year or on the first report period it is met in the senior year.

Of parent/guardian(s):

At the beginning of each school year, the School Counseling Department will notify, in writing, the parent(s)/guardian(s) of any senior who has not yet met one or more of the performance standards for graduation. Successful completion of a performance standard will be included on the final report period of the junior year or the first report period it is met in the senior year.

Appeals

- Students should submit their appeal to the Principal within 20 days of receiving their score. The appeal should include the rubric along with a statement explaining why the student feels the score is incorrect. An independent assessor will score the performance standard.
- The Chief Academic Officer or his/her designee will name the independent assessor.
- The outcome of this assessment will be sent to the Principal who will share this information with the student and parent(s)/guardian(s).

Connecticut Seal of Biliteracy

~~Commencing with the graduating class of 2018, and for each graduating class thereafter, the~~
The Board of Education, utilizing criteria established by the State Board of Education, may/shall affix the “Connecticut State Seal of Biliteracy” to a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. “Foreign language” means a world language other than English and includes American Sign Language and any other language spoken by a ~~federally recognized~~ Native American tribe. The Board of Education shall include on such student’s transcript a designation that the student received the “Connecticut Seal of Biliteracy.”

Instruction

Graduation Requirements (continued)

Student Success Plans

The Board shall create a student success plan for each enrolled student, beginning in grade six. Such plan shall include a student's career and academic choices in grades six to twelve, inclusive. Beginning in grade six, such student success plan shall provide evidence of career exploration in each grade including, but not limited to, careers in manufacturing. The Board shall utilize the Department of Education's issued and revised guidance regarding changes to such student's success plan. In creating such student success plan, consideration shall be given to career and academic choices in computer science, science, technology, engineering and mathematics.

~~On or after July 1, 2021, the student success plan shall be created, if possible, in collaboration with each student and the student's parent/guardian. On or after July 1, 2022, the~~

The student success plan shall, to the extent that it does not conflict with the career choices of the student or his/her parent/guardian, include an academic plan that is in compliance with the Board's challenging curriculum policy.

Legal Reference: Connecticut General Statutes

10-5 State high school diploma; "honors diploma." Payment of fees; exceptions. (as amended by PA 17-29)

10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247 and P.A. 14-230).

10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results.

10-16(1) Graduation exercises. (As amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Appeals Establishment of Graduation Dates).

10-221a High school graduation requirements as amended by P.A. 08-138, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes and P.A. 13-247, Budget Implementer Bill, P.A. 15-237, An Act Concerning High School Graduation and P.A. 16-4(SS), section 310, P.A. 17-42, An Act Concerning Revisions to the High School Graduation Requirements, P.A. 17-29, An Act Concerning Connecticut's Seal of Biliteracy, P.A. 19-58 An Act Promoting Careers in Manufacturing to Public School Students and P.A. 21-199 Section 4, An Act Concerning Various Revisions to the Education Statutes.

P.A. 13-108, An Act Unleashing Innovation in Connecticut Schools.

P.A. 13-247, An Act Implementing Provisions of the State Budget.

Instruction

Graduation Requirements (continued)

Policy adopted: December 2, 2004
Policy revised: December 7, 2006
Policy revised: April 3, 2008
Policy revised: November 6, 2008
Policy revised: November 17, 2011
Policy revised: March 6, 2014
Policy revised: October 30, 2014
Policy revised: April 21, 2015
Policy revised: March 3, 2016
Policy revised: November 2, 2016
Policy revised: March 2, 2017
Policy revised: June 15, 2017
Policy revised: March 1, 2018
Policy revised: March 7, 2019
Policy revised: May 6, 2021
Policy revised: January 6, 2022
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

MISSION STATEMENT

New Fairfield High School strives to provide a safe educational environment in which students *respect* the right for all to become *engaged* learners and responsible citizens who *belong, excel* and *lead* within a diverse society and changing world.

CORE VALUES & BELIEFS STATEMENT

New Fairfield High School is committed to all students achieving high academic standards and personal wellness, enabling continuous growth through authentic, flexible pathways. By prioritizing connectedness and compassion, we empower all members of our learning community to take ownership of our individual and collective development as we foster the *Attributes of the Graduate* **VISION of the Learner.**

ATTRIBUTES of the GRADUATE VISION of the LEARNER

(21st Century Learning Expectations)

DELETE THIS CHART

<u>Critical Thinker</u>	<u>Problem Solver</u>	<u>Effective Communicator</u>	<u>Productive Citizen</u>
<i>Improves the quality of understanding by skillfully analyzing, assessing, and constructing new knowledge within different contexts.</i>	<i>Engages in the process and act of finding the best solution(s) to a difficult or complex issue.</i>	<i>Uses a variety of methods to communicate persuasively and effectively, including written, spoken, visual, or audio discourse, appropriate to task, purpose, and audience.</i>	<i>Actively participates, demonstrates, and contributes in the responsibilities related to classroom, community, state, national and global issues.</i>
A. Synthesize and make connections through analysis, interpretation, and evaluation of collected information, including prior knowledge from multiple disciplines.	A. Observe and evaluate situations in order to define problems and specify successful outcomes.	A. Organize and express thoughts and ideas in a concise and purposeful manner, supported by spoken and textual evidence and logic.	A. Demonstrate a commitment to personal and community health and wellness.
B. Construct, justify, and refute arguments using sound reasoning and evidence to draw conclusions.	B. Conduct background research to collect artifacts/information related to problem.	B. Use appropriate language and mode(s) of communication for the given audience, context and purpose.	B. Listen to, interact with and respect the varying perspectives of others.
C. Engage in the process of analyzing, reconsidering, and questioning understandings by considering different perspectives, biases, and opinions within a broad context of issues.	C. Generate possible solutions and use evidence to choose a solution(s).	C. Integrate and synthesize information gathered from multiple sources including active speaking and listening.	C. Recognize and demonstrate ethical values and behavior in both the academic environment and the greater communities.
	D. Develop and carry out a plan to implement the chosen solution(s).	D. Use the conventions of standard English language, including grammar, syntax, punctuation, and vocabulary.	D. Demonstrate digital responsibility appropriate to task.
	E. Evaluate the best solution and persevere in attempting to solve challenging problems.		E. Volunteer to enhance community life.

ADD THIS CHART

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

It is the goal of New Fairfield High School to develop multiple valid and reliable assessments along with the flexible pathways necessary for students to demonstrate ~~the Attributes of the Graduate~~ **the Vision of the Learner**. At this time, attaining ~~the Attributes of the Graduate~~ **the Vision of the Learner** is not a graduation requirement. However, it is the intention of the Board of Education to require attaining ~~the Attributes of the Graduate~~ **the Vision of the Learner** prior to graduation in the future.



**New Fairfield Public Schools
Budget Assumptions
December 2024
FY 2026**

The Superintendent will develop and present a budget request to the Board of Education that is transparent, fiscally responsible, and ensures continuous improvement and reflects the mission, vision, priorities and strategic plan of the District.

The following factors will be considered in developing the Superintendent’s Recommended FY 2026 Operating Budget:

1. The administration will recommend a budget that is framed by New Fairfield Public Schools:
 - a. Vision of a Learner - Graduates of the New Fairfield Public Schools are: Knowledgeable Scholars; Talented Communicators; Critical and Creative Thinkers; Engaged Global Citizens, and, Self-determined; and Self-Reliant Individuals.
 - b. NFPS Strategic Plan - Three aspirational goals, addressing curriculum, instruction, and wellness, have been established in support of the NFPS Vision of a Learner.
 - c. Attendance Goal - Continue efforts to reduce the student chronic absenteeism rate to under 8% and achieve at least a 95% staff attendance rate.
 - d. Resources for Learning - Defined as finances, facilities, operational systems, and human resources. Adequate resources are a foundational component for New Fairfield to achieve its Vision of the Learner.
2. The district will continue to explore and implement opportunities to be more cost effective, and to avoid and contain costs wherever possible.
 - a. Staffing - Review current staffing models for cost efficiencies, where possible. Decisions around staffing will be driven by their potential impact on raising student achievement while honoring the commitment to be fiscally responsible.
 - b. Operations - Areas for exploration for cost containment include transportation, energy, technology services and continuing to partner with the town agencies to achieve the greatest efficiencies possible.

- c. Programs and Services - The schools and departments will develop strategies to accomplish the same results with efficient and effective approaches, employing innovative strategies to optimize outcomes at the lowest cost to the community.
 - d. Grants - In order to reduce the strain on the general budget, the District will explore alternative funding sources including grants and incentive programs from the state and federal governments as well as private organizations.
3. Enrollment for the current school year is comparable to last year. The NESDEC projected enrollment data indicates that enrollment will remain remarkably stable for the foreseeable future. Therefore, it is anticipated that staffing levels will remain relatively constant as well.
 4. Class size goals (K-5) are employed in determining the appropriate number of elementary sections at each grade level. The table below lists the class size goals that have been applied in the past as well as the current average class sizes on October 1, 2024.

Grade	K	1	2	3	4	5
Class Size Goals	18-20	18-20	20-22	20-22	20-22	20-24
24-25 Average Class Sizes	18	19	22	21	21	24

5. Employee salaries will be the primary driver of the FY 26 operating budget. Costs associated with the negotiated settlements and upcoming negotiations with our employee unions will be included in the FY 26 operating budget. Of the five bargaining groups, settlements with our teachers’ association (largest unit), administrators’ association and the secretarial association have been completed. Negotiations with the custodial and paraprofessional bargaining units will take place concurrent with this budget season.
6. Continue to fulfill obligations to provide Pupil Services and Special Education programs and services. Meet all Federal and State mandates that pertain to Connecticut school districts, including IDEA and Section 504. These costs can increase at any point during the year due to unanticipated costs for students requiring services based on individual needs.
7. Revenue generated from student tuition will be applied as an offset to related staffing and transportation costs incurred for the operation of the Early Learning Center (ELC) program and the education of Sherman tuition students. Staffing costs associated with the ELC program were offset by \$168,000 in the FY 25 budget. Historically, costs associated with the transportation and education of Sherman high school students have not been applied directly to the BOE operating budget. In an effort to be more transparent, the FY 26 budget will

include an offset of approximately \$80,000 for Sherman high school student transportation costs.

8. The cost of consumable goods and services will be based on existing contracts and estimated to reflect inflation costs where we do not have contractual increases in place.
9. The BOE employs a shared business services model with the town in which 50% of the finance department's employee salaries are shared, including the Town Finance Director's salary. The BOE's Director of Business and Operations salary is fully funded through the BOE budget. The most recent shared services agreement for the finance department between the BOE and Town is dated 2006 and should be updated in collaboration with the town to reflect the current needs of both entities.
10. Turnover savings is defined as the amount of savings when more experienced staff retire or leave the district and new staff are hired at a lower salary. Historically, the district budgeted \$300,000 in turnover savings, which is no longer achievable in a small district such as New Fairfield that does not have a lot of teacher turnover. We are also experiencing a teacher shortage nationally, with fewer highly-qualified educators entering the profession, thus making it more difficult to replace teachers. The FY 26 budget will be year two of a three-year plan to reduce the budgeted amount for turnover savings by another \$50,000 increment. The budgeted amount for turnover savings for the FY 26 budget will be \$200,000.
11. Provide all staff with an ongoing high-quality professional learning program in support of the district's strategic plan.
12. The budget will provide resources to support the multi-year technology replacement plan.
13. Capital Budget - There are critically important projects that should be undertaken in FY 26, including but not limited to:
 - a. The middle school underground storage oil tank must be replaced in 2025 in accordance with state regulations.
 - b. Funding is required to address the lack of classrooms at the middle school to operate essential programs, such as orchestra, chorus, general music, talented & gifted, intervention and world language. The orchestra program currently operates out of a hallway, while the chorus and general music classes facilitate their programs in the old high school cafeteria. This budget will include a funding request for the NFPS facilities department to refurbish existing spaces to accommodate these programs, as it did for STEAM and the library at a considerable savings to the town.

December 17, 2024

To: Kenneth G. Craw, Ed. D., Superintendent of Schools

From: Paul Gouveia, Director of Technology

Cc: Carrie DePuy, Director of Business and Operations

Re: Cybersecurity Grant Award

I am pleased to report that both the New Fairfield Public Schools and the Town of New Fairfield were awarded a competitive Cybersecurity grant from the Connecticut Division of Emergency Management and Homeland Security (DEMHS). The New Fairfield Public Schools will be awarded \$316,708 and the Town of New Fairfield will be awarded \$108,000 to improve our network's cybersecurity by adding Multi-Factor Authentication (MFA) and Endpoint Detection Response (EDR).

The acquisition of this grant will have several benefits to both the Board of Education and Town, including:

- Bolstering our network and data defenses;
- Limiting our exposure to possible threats from emerging cybercrime sectors;
- Avoiding costly and time-consuming repairs to our system and recovering of information resulting from cybercrime;
- Mitigating large budget increases that would have otherwise been required to improve the network infrastructure;
- Reducing the BOE FY 26 and FY 27 technology budget requests by approximately \$150K each year.
- Requiring a fractional commitment of 10% of the award spread out over a five-year period dating back to 2022 to receive this funding.

The following is more information regarding MFA and EDR.

- Multi-Factor Authentication: MFA requires a second form of authentication (in addition to a standard password) to log in to all sensitive data systems, such as email, financial systems and employee databases.
- Endpoint Detection Response: EDR will give us next generation device and cloud protection. EDR can detect a compromised device or system and take automatic action to quarantine and contain the breach before it becomes major.

FY 24 Unexpended Funds Proposed Allocation Pending Audit

Public Act No. 24-45, Sections 7 and 8, authorizes the Board of Education to deposit fiscal year 2023-24 unexpended funds of approximately \$209K into its capital and non-lapsing account provided that the amount does not exceed two percent of the budgeted appropriation for fiscal year 2023-24. The projected \$209K represents less four tenths of a percent (.4%) of the fiscal year 2023-24 budget; therefore, the full amount is eligible to be deposited into the account by the Board of Education.

The new law permits the Board of Education to use the funds for educational expenditures and capital and non-recurring expenditures. Pending the final audit for fiscal year 2023-24, the administration is recommending that the Board of Education deposit unexpended funds into its capital and non-recurring account and authorize the following expenditures totaling \$209,768:

Unanticipated Expense	Amount	Explanation
Trailer Install	\$8,000	Set-up cost for a new bus trailer as a result of the project no longer covering this cost.
Bus Trailer Rental	\$16,000	Annual rental cost due to the continued delay of the permanent bus lot location.
Bus Parking Lot Modification	\$1,500	Costs to safely accommodate the new bus trailer.
Stadium Lights Removal	\$7,750	Cost to remove old stadium lighting
Fiber Lease	\$13,500	Cost to maintain fiber lease as a result of the building project
Elevator Repair	\$20,210	Cost to repair MS elevator adjacent to the rear parking lot near the pool entrance.
Degree Upgrades (2024-25)	\$60,000	Confirmed Degree updates by Oct. 1 Deadline

Non-Certified Retirement Benefit	\$20,000	Pay out for retirees in accordance with non-certified union contracts
Title Grants	\$27,000	FY25 loss of federal funding
Restoration of Middle School Classrooms	\$35,808	Required to establish appropriate classroom space for orchestra, chorus, general music, gifted & talented and world language programs.
Total	\$209,768	

**NEW FAIRFIELD PUBLIC SCHOOLS
CAPITAL IMPROVEMENT PLAN
2024-2025 through 2028-2029**

PROJECTS FUNDED AND COMPLETED IN 2023-2024

2023-2024	SCHOOL	PROJECT	COSTS
Complete	Middle School	Remove and Replace Flooring in the Cafeteria and G Lobby area	62,000
Complete	Middle School	Study of MS Programmatic Space Needs (Old HS Cafe & Facility Maint. Garage)	15,000
Deferred	Middle School	Masonry	25,000
Complete	Meeting House Hill School	Install new AC units in 4 Classrooms	33,000
Complete	Meeting House Hill School	Install AC unit in the STEAM Room	12,000
Complete	District Wide	Trade-in and Replace F350 Dump Truck, Plow and Sander	60,675
			207,675

PROJECTS FUNDED AND TO BE COMPLETED IN 2024-2025

2024-2025	SCHOOL	PROJECT	COSTS
In Process	District Wide	Replace Student Transportation Van	50,000
In Process	High School	Replace Stadium Turf & Track (reflects offset from Field Fees)	600,000
In Process	Middle School	Creation of Middle School Outdoor Recess Space - Masonry	25,000
In Process	Middle School	Replace 4 Classroom Carpets	9,000
Complete	Middle School	Replace Intercom Front End, Classroom Speakers and Phones	33,327
In Process	Middle School	District Storage Garage	25,000
Complete	Middle School	Create STEAM Classroom in previous SOC location	52,250
			794,577

ONGOING CAPITAL IMPROVEMENTS

YEAR REQUESTED	SCHOOL	PROJECT	* ESTIMATED COSTS
2025-2026	Middle School	Remove & Replace 10,000 GAL. Underground Heating Oil Tank	465,000
	Middle School	Conversion of MS cafeteria into music classrooms	TBD
	District Wide	Annual Contribution for Turf Replacement	50,000
	District Wide	Replace Buildings and Grounds Rack Truck	60,000
	District Wide	Safety and Security Investments	TBD
2026-2027	High School	Replace Old HS Gym HVAC Systems	330,000
	Middle School	Replace 25 exterior Door Units	175,000
	Middle School	Replace Pool HV & Dehumidification Unit	225,000
	District Wide	Flooring System Replacements	60,000
	District Wide	Annual Contribution for Turf Replacement	50,000
			840,000
2027-2028	Elementary School	Engineer renovation to the Waste Water Pre Treatment Plant	50,000
	Elementary School	Install Central AC system on Second floor	200,000
	Middle School	Replace 100 window shade units	50,000
	Middle School	Replace Fire Alarm System	275,000
	Middle School	Feasibility Study for MS Renovate as New: Roof, Mechanicals, Classrooms	75,000
	District Wide	Annual Contribution for Turf Replacement	50,000
			700,000
2028-2029	District Wide	Replace parking lot and Roadway Paving	350,000
	High School	Replace Rebel Turf (reflect offset for Field Fees)	300,000
TOTAL ONGOING CAPITAL IMPROVEMENTS			1,975,000

NOTES:

* **Dollar figures are estimates only**; detailed design, planning, and more accurate financial projections are developed after a design professional is hired. Also, with any building project there is a significant risk of escalation if PCB's and/or asbestos are discovered.

CABE's newest version of this policy.

Students

Suspension and Expulsion/Due Process

The New Fairfield Board of Education is committed to creating a safe, orderly, and supportive learning environment for all students, staff, and visitors. This policy aims to balance the necessity of maintaining safety and order within our schools while adhering to progressive discipline and restorative practices, which seeks to address and correct inappropriate behavior while promoting accountability, personal growth, and the repair of harm.

Students are expected to comply with school rules and Board policies and may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive to the educational process and violates Board policy.

Policy Objectives

1. **Ensure Safety and Order:** Maintain a secure and disciplined school environment conducive to learning and free from violence, threats, and disruptive behaviors.
2. **Promote Equity and Fairness:** Apply disciplinary measures in an equitable, consistent, and unbiased manner, ensuring that all students are treated with dignity and respect.
3. **Support Progressive Discipline:** Implement a progressive discipline model that focuses on intervention and prevention strategies to address and correct student behavior before it escalates.
4. **Implement Restorative Practices:** Incorporate restorative practices that emphasize accountability, reparation of harm, and the restoration of relationships within the school community.
5. **Encourage Personal Responsibility:** Foster a sense of personal responsibility and self-discipline in students, helping them to understand the consequences of their actions and to make better choices in the future.
6. **Engage Families and Communities:** Involve parents, guardians, and community members in the disciplinary process to support students in their behavioral and academic growth.

Policy Guidelines

1. **Clear Expectations and Communication:**
 - Establish and communicate clear behavioral expectations and the consequences of violating them.
 - Ensure that all students, staff, and parents/guardians are aware of the discipline policy and procedures.

Students

Suspension and Expulsion/Due Process

Policy Guidelines (continued)

2. Progressive Discipline Framework:

- Utilize a tiered approach to discipline that escalates in response to the severity and frequency of the behavior.
- Implement early intervention strategies such as counseling, mentoring, and behavior modification plans to address minor infractions.

3. Restorative Practices:

- Employ restorative practices such as mediation, peer counseling, and restorative circles to address conflicts and repair harm.
- Encourage students to take responsibility for their actions and to actively participate in the resolution process.

4. Consistent and Fair Application:

- Ensure that disciplinary measures are applied consistently and fairly across all student populations.
- Monitor and address any disparities in the application of disciplinary actions to prevent discrimination or bias.

5. Supportive Interventions:

- Provide support services such as counseling, social work, and mental health resources to help students address underlying issues contributing to behavioral problems.
- Develop individualized behavior plans for students with recurring or severe behavioral issues.

6. Engagement and Collaboration:

- Engage families in the disciplinary process through regular communication and involvement in restorative practices.
- Collaborate with community organizations and resources to support students and families in addressing behavioral and social-emotional needs.

7. Training and Professional Development:

- Provide ongoing training for staff on progressive discipline, restorative practices, and culturally responsive approaches to student behavior.
- Encourage staff to develop skills in conflict resolution, de-escalation techniques, and positive behavior support.

Students

Suspension and Expulsion/Due Process

Policy Guidelines (continued)

Review and Accountability

The New Fairfield Board of Education will regularly review the effectiveness of its discipline policy, incorporating feedback from students, staff, parents, and the community. Data on disciplinary actions and their outcomes will be collected and analyzed to ensure continuous improvement and the achievement of policy objectives.

By adopting this balanced approach to discipline, the New Fairfield Public School District aims to create a school environment where all students can learn, grow, and succeed while feeling safe and supported.

A. Definitions

1. **“Exclusion”** shall be defined as any denial of public school privileges to a student for disciplinary purposes.
2. **“Removal”** shall be defined as an exclusion from a classroom for all or a part of single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. **“In-School Suspension”** means an exclusion from regular classroom activity for no more than five consecutive days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Such suspensions shall be served in any school building under the jurisdiction of the Board of Education.
4. **“Suspension”** means an exclusion from school privileges or from transportation services, provided such exclusion shall not extend beyond the end of the school year in which suspension was imposed. An out-of-school suspension for students in grades 3-12 shall not exceed ten days. An out-of-school suspension imposed for children in preschool to second grade shall not exceed five days.

All suspensions shall be in-school unless the administration determines for any student in grades three through twelve that (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student (grades three to twelve) shall be excluded from school during the period of the suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary issues that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary issues through means other than out-of-school suspension or expulsion, including positive support strategies.

Students

Suspension and Expulsion/Due Process

A. Definitions (continued)

4. Suspension (continued)

A student in grades preschool to two, inclusive, may be given an out-of-school suspension if it is determined by the administration that such suspension is appropriate based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons. In addition, a person's duty as a mandated reporter to report suspected child abuse or neglect is not limited by this provision.

5. **"Expulsion"** shall be defined as an exclusion from school privileges for any student in grades three to twelve, inclusive, for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year. To be expelled, the student's conduct must be found to be both violative of a Board policy and either seriously disruptive of the educational process or endangering persons or property.

Unless an emergency exists, no student shall be expelled without a formal hearing provided whenever such student is a minor, the notice shall also be given to the parents or guardians of the student at least five business days before such hearing, not including the day of such hearing. If an emergency exists, such hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning the parent's or guardian's and the student's legal rights and concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent or guardian of the student shall have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

6. **"Emergency"** shall be defined as a situation under which the continued presence of the student in the school imposes such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
7. **"Days"** is defined as days when school is in session.
8. **"School-sponsored activity"** is defined as any activity sponsored, recognized or authorized by the Board of Education and includes activities conducted on or off school property.
9. **"Possess"** means to have physical possession or otherwise to exercise dominion or control over tangible property.

Students

Suspension and Expulsion/Due Process

A. Definitions (continued)

10. **“Deadly weapon”** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles. A weapon such as a pellet gun and/or airsoft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm.
11. **“Firearm”** as defined in 18 U.S.C. §921, means 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition “destructive device” means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein. A “destructive device” does not include an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.
12. **“Vehicle”** means a **“motor vehicle”** as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.
13. **“Martial arts weapon”** means a nunchakum kama, kasari-fundo, octagon sai, tonfa or chinese star.
14. **“Dangerous Drugs and Narcotics”** is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.
15. **“Alternate education”** means a school or program maintained and operated by the Board of Education that is offered to students in a nontraditional setting and addresses their social, emotional, behavioral and academic needs. Such program must conform to SBE guidelines and conform to C.G.S. 10-15 and 16 (180 days/900 hours).
16. **“Dangerous Instrument”** means any instrument, article, or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a “vehicle” or a dog that has been commanded to attack.
17. **“Seriously disruptive of the educational process”** means, as applied to off-campus conduct, any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

Students

Suspension and Expulsion/Due Process (continued)

B. Removal from Class

1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.
2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for removal.
3. No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the Building Principal or his/her designee and granted an informal hearing in accordance with the provisions of this policy, as stated in G(3).
4. A school principal or other school administrator shall notify a parent or guardian of a student whose behavior has caused a serious disruption to the instruction of other students, caused self-harm or caused physical harm to a teacher, another student or other school employee not later than twenty-four hours after such behavior occurs. Such notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.

Any teacher of record in a classroom may request a behavior intervention meeting with the crisis intervention team for the school, for any student whose behavior has caused a serious disruption to the instruction of other students, or caused self-harm or physical harm to such teacher or another student or staff member in such teacher's classroom. The crisis intervention team shall, upon the request of such teacher and notifying such student's parent or guardian, convene a behavior intervention meeting regarding such student. The participants of such behavior intervention meeting shall identify resources and support to address such student's social, emotional and instructional needs. Not later than seven days after the behavior intervention meeting, the crisis intervention team shall submit to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.

C. Exclusion from Co-Curricular and Extra-Curricular Activities

Participation in co-curricular and extra-curricular activities is a privilege and not an entitlement. Students involved in such programs are expected to follow all school rules and demonstrate good citizenship. Failure to do so may result in partial or complete exclusion from said activities and programs. Activities include, but are not limited to, athletic programs, musical or drama productions, clubs, field trips, and school trips out-of-state and abroad.

Students

Suspension and Expulsion/Due Process

D. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct which may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy) includes conduct on school grounds or at a school-sponsored activity (including on a school bus), and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.
7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.
9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.

Students

Suspension and Expulsion/Due Process

D. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion (continued)

15. Unlawful possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), vapor products, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term “electronic nicotine delivery system” shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product. For the purposes of this Paragraph 15, the term “drugs” shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.
16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
17. Unlawful possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as “bongs,” pipes, “roach clips,” vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.
18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.

Students

Suspension and Expulsion/Due Process

D. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion (continued)

20. Trespassing on school grounds while on out-of-school suspension or expulsion.
21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.
24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.
26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.
27. Possession and/or use of a cellular telephone, radio, walkman, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
29. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.
30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
31. Hazing.

Students

Suspension and Expulsion/Due Process

D. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion (continued)

32. Bullying, defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying directed at another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, which:
- a) causes physical or emotional harm to such student or damage to such student's property;
 - b) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 - c) creates a hostile environment at school for such student;
 - d) infringes on the rights of such student at school; or
 - e) substantially disrupts the education process or the orderly operation of a school.

Bullying includes, but is not limited to, repeated written, oral or electronic communications or physical acts or gestures based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.

Students

Suspension and Expulsion/Due Process (continued)

E. Scope of the Student Discipline Policy

a. Conduct on School Grounds or at a School-Sponsored Activity

Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board.

b. Conduct off School Grounds

1. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violative of a publicized policy of the Board. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in section Conn. Gen. Stat. § 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol.

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider whether such off-campus conduct involved the illegal use of drugs.

F. Mandatory Expulsion

It shall be the policy of the Board to expel a student, grades preschool, and kindergarten to twelve, inclusive, for one full calendar year if:

1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. 53A-3; or the student, off school grounds, did possess such firearm in violation of C.G.S. 29-35 or did possess and use such a firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. 21-277 and 21a-278.
2. Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing officer finds that the student did so possess or so possess and use, as appropriate, such a weapon or firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.
3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.

Students

Suspension and Expulsion/Due Process

F. **Mandatory Expulsion** (continued)

4. A firearm, as defined by C.G.S. 53a-3 includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, black jack, bludgeon or metal knuckles.
5. A student enrolled in a preschool program provided by the Board of Education, state or local charter school or interdistrict magnet school shall not be expelled from such school except that a student shall be expelled for one calendar year from such preschool program pursuant to the mandatory expulsion requirement in compliance with the Gun-Free School Act, as described in this section.

G. **Suspension Procedure (as modified in Public Act 24-45, Sections 13 and 14)**

1. ~~The administration of each school shall have the authority to invoke suspension for a period of up to ten days or to invoke in-school suspension for a period of up to ten school days of any student for one or more of the reasons stated in paragraph D, above, in accordance with the procedure outlined in this paragraph. Suspensions shall be in-school suspensions unless the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension. The administration may also consider a student's previous disciplinary problems when deciding whether an out-of-school suspension is warranted, as long as the school previously attempted to address the problems by means other than an out-of-school suspension or an expulsion.~~

~~The administration is expected to use the guidelines developed and promulgated by the Commissioner of Education to help determine whether a student should receive an in-school or out-of-school suspension.~~

All suspensions shall be in-school suspensions, except the Board of Education may authorize the administration of schools under its direction to impose an out-of-school suspension on any student in:

1. Grades three to twelve, inclusive, if, resulting from a due process hearing:
 - a. The administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension;
 - b. The administration determines that an out-of-school suspension is appropriate for such student based on evidence of:

**A firearm; currently defined by 18 U.S.C. 921, is any weapon that can expel a projectile by an explosive action and includes explosive devices, incendiaries, poison gases, and firearm frames, receivers, mufflers or silencers.*

Students

Suspension and Expulsion/Due Process

G. Suspension Procedure (as modified in Public Act 24-45, Sections 13 and 14) (continued)

- i. Previous disciplinary problems that have led to suspensions or expulsion of such student, and
 - ii. Efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies; **or for grades preschool to two if during the due process hearing:**
2. The administration determines that an out-of-school suspension is appropriate for such student based on evidence that such student's conduct on school grounds is behavior that causes physical harm;
3. Requires that such student receives services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program, or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, for such student upon such student's return to school immediately following the out-of-school suspension; and
4. Considers whether to convene a planning and placement team meeting for the purposes of conducting an evaluation to determine whether such student may require special education or related services.

An out-of-school suspension shall not exceed ten school days for students in grades 3-12.

An out-of-school suspension shall not exceed five school days for children in preschool through 2 grade.

An in-school suspension may be served in the student's school or any school building under the jurisdiction of the local or regional board of education, as determined by such board.

The administration shall also have the authority to suspend a student from transportation services whose conduct while awaiting or receiving transportation violates the standards set forth in paragraph D, above. The administration shall have the authority to immediately suspend from school any student when an emergency exists as that term is defined in paragraph A, above.

If an emergency situation exists, the hearing outlined in paragraph G (3) shall be held as soon as possible after the exclusion of the student.

5. In the case of suspension, the administration shall notify the student's parents and the Superintendent of Schools not later than twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of his/her suspension.

Students

Suspension and Expulsion/Due Process (continued)

G. Suspension Procedure (as modified in Public Act 24-45, Sections 13 and 14) (continued)

6. Except in the case of an emergency, as defined in paragraph A, above, a student shall be afforded the opportunity to meet with the administration and to respond to the stated charges prior to the effectuation of any period of suspension or in-school suspension. If, at such a meeting the student denies the stated charges, he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based. The administration shall then determine whether or not suspension or in-school suspension is warranted. In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, or expulsion.
7. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.
8. No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.
9. No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.

H. Expulsion Procedures

1. The Board of Education may, upon recommendation of the Superintendent of Schools, expel any student for one or more of the reasons stated in this policy if in the judgment of the Board of Education, such disciplinary action is in the best interest of the school system.
2. Upon receipt of a recommendation for expulsion from the Superintendent of Schools the Board shall, after giving written notice, at least five (5) business days before such hearing, to the student and his parents or guardian, if said student is less than 18 years of age, conduct a hearing prior to taking any action on the expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing but in such case even a hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning the student's and his/her parent's/guardian's legal rights and concerning legal services that are provided free of charge or at a reduced rate that are available locally (CT Legal Service a source of such services) and how to access such services. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

Students

Suspension and Expulsion/Due Process

H. Expulsion Procedures (continued)

3. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.

Alternatively, the Board may appoint an impartial hearing officer composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

4. A special education student's handicapping conditions shall be considered before making a decision to expel. A Planning and Placement Team (PPT) meeting must be held to determine whether the behavior or student actions violative of Board of Education standards set forth in policy governing suspension and expulsion are the result of the student's handicapping condition.
5. The procedure for any hearing conducted under this paragraph shall at least include the right to:
 - a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing and a statement of the legal jurisdiction under which the hearing is to be held and a statement that students under sixteen years old who are expelled and students between sixteen and eighteen who have been expelled for the first time and who comply with conditions set by the Board of Education, must be offered an alternative educational opportunity;
 - b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;
 - c. The opportunity to be heard in the student's own defense;
 - d. The opportunity to present witnesses and evidence in the student's defense;
 - e. The opportunity to cross-examine adverse witnesses;
 - f. The opportunity to be represented by counsel at the parents'/student's own expense; and
 - g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services;
 - h. The opportunity to have the services of a translator, to be provided by the Board of Education whenever the student or his/her parent or legal guardian do not speak the English language;
 - i. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.

Students

Suspension and Expulsion/Due Process

H. Expulsion Procedures (continued)

6. The record of the hearing held in any expulsion case shall include the following:
 - a. All evidence received and considered by the Board of Education;
 - b. Questions and offers of proof, objections and ruling on such objections;
 - c. The decision of the Board of Education rendered after such hearing; and
 - d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing and the official transcript, if any or if not transcribed, any recording or stenographic record of the hearing.
7. Rules of evidence at expulsion hearings shall assure fairness, but shall not be controlled by the formal rules of evidence, and shall include the following:
 - a. Any oral or documentary evidence may be received by the Board of Education but, as a matter of policy, irrelevant, immaterial or unduly repetitious evidence may be excluded. In addition, other evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension, or expulsion may be received for considering the length of an expulsion and the nature of the alternative educational opportunity, if any, to be offered;
 - b. The Board of Education shall give effect to the rules of privilege by law;
 - c. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;
 - d. Documentary evidence may be received in the form of copies or excerpts;
 - e. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts;
 - f. The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of the material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed;
 - g. A stenographic record or tape-recording of any oral proceedings before the Board of Education at an expulsion hearing shall be made provided, however, that a transcript of such proceedings shall be furnished upon request of a party with the cost of such transcript to be paid by the requesting party. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.

Students

Suspension and Expulsion/Due Process

H. Expulsion Procedures (continued)

- h. Decisions shall be in writing if adverse to the student, and shall include findings of fact and conclusions necessary for the decision. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
8. For any student expelled for the first time and who has never been suspended, except for a student who has been expelled based on possession of a firearm or deadly weapon, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.

I. Notification

1. All students and parents within the jurisdiction of the Board of Education shall be informed, annually, of Board Policy governing student conduct by the delivery to each said student of a written copy of said Board Policy.
2. The parents or guardian of any minor student either expelled or suspended shall be given notice of such disciplinary action no later than 24 hours of the time of the institution of the period of expulsion or suspension.
3. The notice of an expulsion hearing shall be given at least five (5) business days before such hearing to the student and his/her parents or guardians, if said student is less than 18 years of age shall include information concerning the parent's/guardian's and the student's legal rights and concerning legal services that are provided free of charge or at a reduced rate that are available and how to access such services. The notification shall **reference the maximum number of suspension days before the expulsion days proceed. (5 consecutive days for students in pre-school to second grade, 10 consecutive days for students in grades 3-12)**, a statement that an attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student shall be notified of the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

J. Stipulated Agreements

In lieu of the procedures used in this section, the Administration and the parents (or legal guardians) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parents (or legal guardians) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation.

Students

Suspension and Expulsion/Due Process

J. Stipulated Agreements (continued)

If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

K. Students identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”)

If the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”), it shall off an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

L. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act (“IDEA”)

A. Suspension of IDEA students

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an “IDEA student”) who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

Students

Suspension and Expulsion/Due Process

L. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act (“IDEA”) (continued)

B. Expulsion and Suspensions that Constitute Changes in Placement for IDEA Students

Notwithstanding any provision to the contrary, if the administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:

1. The parents of the student must be notified of the decision to recommend for expulsion (or to suspend if a change in placement) on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to recommend for expulsion (or to suspend if a change in placement) was made.
2. The school district shall immediately convene the student’s planning and placement team (“PPT”), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made.

The student’s PPT shall consider the relationship between the student’s disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student’s behavior was a manifestation of his/her disability.
3. If the student’s PPT finds that the behavior was a manifestation of the student’s disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student’s PPT finds that the behavior was not a manifestation of the student’s disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

Students

Suspension and Expulsion/Due Process

L. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act (“IDEA”) (continued)

C. Transfer of IDEA Students for Certain Offenses:

School personnel may transfer an IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:

1. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
2. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

The following definitions shall be used for this subsection XII. C.

1. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.
2. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).
3. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
4. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

M. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 (“Section 504”)

- A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:
 1. The parents of the student must be notified of the decision to recommend the student for expulsion.

Students

Suspension and Expulsion/Due Process

M. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) (continued)

2. The district shall immediately convene the student’s Section 504 team (“504 team”) for the purpose of reviewing the relationship between the student’s disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student’s behavior was a manifestation of his/her disability.
 3. If the 504 team finds that the behavior was a manifestation of the student’s disability, the Administration shall not proceed with the recommended expulsion.
 4. If the 504 team finds that the behavior was not a manifestation of the student’s disability, the Administration may proceed with the recommended expulsion.
- B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team shall not be required to meet to review the relationship between the student’s disability and the behavior that led to the recommendation for expulsion.

N. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center

- A. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.
- B. If a student who committed an expellable offense seeks to return to a school district after participating in a diversionary program or having been detained in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

O. Alternative Educational Opportunity

The Board of Education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled, an alternative educational opportunity which shall be equivalent to alternative education, as defined, by C.G.S. 10-74j with an individualized learning plan, (1) if the Board provides such alternative education, or (2) in accordance with the standards adopted by the State Board of Education (by 8/15/17), which includes the kind of instruction to be provided and the number of hours to be provided, during the period of expulsion.

Students

Suspension and Expulsion/Due Process

O. Alternative Educational Opportunity (continued)

Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational opportunity shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes. Any expelled student who is between the ages of sixteen (16) and eighteen (18) not previously expelled and who wishes to continue his or her education shall be offered such an alternative educational opportunity if he or she complies with conditions established by the Board of Education. other than the one from which the student has been excluded.

Such alternative educational opportunity may include, but shall not be limited to, the assignment of a student (who is seventeen (17) years of age or older) to any such adult education program or placement of such student in a regular classroom program of a school

Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school under C.G.S. 10-184. In determining the nature of the alternative education opportunity to be offered under this Section, the Board of Education may receive and consider evidence of past disciplinary issues which have led to removal from a classroom, suspension, or expulsion.

The Board of Education is not obligated to provide such alternative educational opportunity to any student eighteen years of age or older. The Board of Education is also required to offer such alternative educational opportunity, as defined, to any student between the ages of sixteen and eighteen who is expelled because of conduct which endangers persons, and involved the following, on school grounds or at a school-sponsored event:

1. Possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon, or
2. Offering an illegal drug for sale or distribution.

If the Board expels a student for the sale or distribution of a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform the agency of its action. If a student is expelled for possession of a firearm, deadly weapon, dangerous instruments (those that can be used to cause death or serious injury) or martial arts weapons the Board shall report the violation to the local police department.

This provision shall not apply to students requiring special education who are described in subdivision (1) of sub-section (e) of C.G.S. 10-76a. The alternative educational opportunity for any such student shall be established by the IEP team (PPT) in accordance with the procedures described above.

P. Other Considerations

1. If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for the notice of an expulsion of a student in grades nine through twelve, inclusive, based on possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the Board determines that the student's conduct and behavior in the years following such expulsion warrants an expungement or if the student graduates from high school.

Students

Suspension and Expulsion/Due Process

P. Other Considerations (continued)

2. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.
3. If a student in grades preschool to eight, is expelled based on possession of a firearm or deadly weapon, the Board may expunge from the students' cumulative education record the notice of the expulsion and the conduct for which the student was expelled if the Board determines that the conduct and behavior of the student in the years following such expulsion warrants an expungement.
4. The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S.10-233d(a). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.
5. Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.
6. A student expelled for possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon shall have the violation reported to the local police department.
7. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.
8. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board of Education/Superintendent of Schools (choose which). Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.
9. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, The Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the local Board of Education. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.

Students

Suspension and Expulsion/Due Process (continued)

Q. Change of Residence During Expulsion Proceedings (continued)

A. Student moving into the school district

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.
2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

B. Student moving out of the school district:

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

R. Compliance with Documentation and Reporting Requirements

- A. The Board of Education shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).
- B. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- D. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. §53a-3, the violation shall be reported to the local police.

Students

Suspension and Expulsion/Due Process (continued)

Readmission of Student from a Residential Placement

A District student who has committed an expellable offense who seeks to return to a District school, after participating in a diversionary program or having been detained in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement, for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District shall not expel the student for any additional time for the offense(s).

Students and parents shall be notified of this policy annually.

Legal Reference: Connecticut General Statutes
4-176e through 4-180a. Contested Cases. Notice. Record, as amended
10-74j Alternative education (PA 15-133)
10-222d Safe school climate plans. Definitions. Safe school climate assessments.
10-233a through 10-233f Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111, PA 11-126, PA 14-229, PA 15-96, PA 16-147 and PA 17-220, and PA 19-91.
10-233l Expulsion and suspension of children in preschool programs
19a-342a Use of electronic nicotine delivery system or vapor product prohibited.
29-38 Weapons in vehicles
53a-3 Definitions.
53a-217b Possession of Firearms and Deadly Weapons on School Grounds.
53-344b Sale and delivery of electronic nicotine delivery system or vapor products to minors.
53-206 Carrying of dangerous weapons prohibited.
PA 15-96 An Act Prohibiting Out-of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two.
GOALS 2000: Educate America Act, Pub. L. 103-227.
Title III - Amendments to the Individuals with Disabilities Education Act. Sec. 314 (Local Control Over Violence)

Students

Suspension and Expulsion/Due Process (continued)

Legal Reference: (continued)

Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994

P.L. 105-17 The Individuals with Disabilities Act, Amendments of 1997.

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1400 et seq.

18 U.S.C. §921 – Definitions of “firearms”

18 U.S.C. §930(g)(2) – Definition of “dangerous weapon”

18 U.S.C. §1365(h)(3) – Identifying “serious bodily injury”

21 U.S.C. §812(c) – Identifying “controlled substances”

Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth, Sections 13-14

Public Act 24-93 An Act Concerning Various and Assorted Revisions to the Education Statutes, Section 11 and Section 12

Policy adopted: May 2, 2002
Policy amended: September 19, 2002
Policy amended: October 6, 2005
Policy amended: December 20, 2007
Policy amended: September 18, 2008
Policy amended: December 17, 2009
Policy amended: August 19, 2010
Policy amended: November 17, 2011
Policy amended: October 30, 2014
Policy amended: November 19, 2015
Policy amended: March 2, 2017
Policy amended: December 5, 2019

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Provision of an Alternative Educational Opportunity for Eligible Expelled Students

The following procedures shall be followed, in concert with policy #5114/5131/5144 (*choose which*) by District personnel pertaining to the required provision of an alternative educational opportunity for expelled students eligible for such program.

Options for Alternative Educational Opportunity

The District shall provide an alternative educational opportunity for eligible expelled students by exercising one of the following two permissible options.

1. Enroll the student in an alternative education program which is compliant with requirements for such programs, including the length of school year and number of hours, with an individualized learning plan IF the district provides such alternative education, (*use of this option requires the alternative education program to comply with C.G.S. 10-74j which requires adherence to C.G.S. 10-15 and 10-6 requiring a minimum of 180 days and 900 hours of actual school work per year*) and the program is appropriate for the student.
OR
2. Provide the student with an alternative educational opportunity in accordance with the State Board of Education (SBOE) adopted standards, including through an alternative education program offered by another school district or operator. (*A standard program for its alternative educational opportunity providing such program meets the other requirements of the Standards, including the individualized learning plan.*)

State Department of Education (SDE) Positions to Consider

1. In order to properly implement the provision of an alternative educational opportunity to expelled students, whether the District implements option #1 or #2 above, the District must comply with the SBOE adopted (1/3/18) Standards.
2. SDE “expects that, in most cases, school districts will determine that enrollment in an alternative education program...is the appropriate alternative educational opportunity” for an expelled student. Such an alternative education program could be operated by the local district or another provider.
3. There may be “unusual cases” where placement in an alternative education program may not be appropriate or available.
4. The alternative educational opportunity must be “full-time” and “comprehensive,” and such opportunity for learning is comparable to a regular school setting. (*This provides the district that does not provide placement for the expelled student in alternative educational program some flexibility in developing an alternative educational opportunity that provides comparable learning opportunities for the expelled student without dictating a certain number of minimum instructional hours, but, per the Standards, must be “full-time” and “comprehensive.”*)
5. Assignment to homebound instruction will not satisfy the “Guiding Principles” of the Standards.

Requirements of Standards for Alternative Educational Opportunities for Students Who Have Been Expelled

Guiding Principles

Consistent with the *Guidelines for Alternative Education Settings*, these standards are grounded in the conviction that alternative educational opportunities for students who have been expelled should exhibit the following characteristics:

- whole student approach that addresses the personal, social, emotional, intellectual, work skills, safety, and security needs of all students in addition to academic content (including the Connecticut Core Standards);
- full time, comprehensive experience, where the learning is comparable to what the student would experience in a regular school environment;
- instruction that is based on a curriculum aligned to the Connecticut Core Standards unless modified as indicated by goals and objectives of an Individualized Education Program (IEP);
- high expectations that are consistent with LEA goals and Connecticut state standards including the belief that all students are capable and can be successful regardless of their discipline history; and
- research/evidence-based practices with student success in mind including the engagement of parents/guardians and families as well as community partners, as appropriate.

These principles are unlikely to be satisfied by assignment to homebound instruction.

Requirements of Standards for Alternative Educational Opportunities for Students Who Have Been Expelled

The SBOE adopted Standards for Alternative Educational Opportunities require the District to:

1. Provide a full time, comprehensive alternative educational opportunity, with a focus on an opportunity for learning that is comparable to those in a regular school setting.
2. Notify parents/students at the time of expulsion of the right to apply for early readmission, which can be granted at the discretion of the Board of Education or the Superintendent, if the Board delegates this authority to the Superintendent (C.G.S. 10-233(j)). (*The criteria for early readmission should be recorded in the individualized learning plan (ILP)*).
3. Meet with parents/guardians prior to placement to provide information about potential alternative educational opportunities and a placement meeting to finalize such placement. (*Such meeting can take place directly after the expulsion hearing.*)
4. Consult with relevant school personnel knowledgeable about the student's academic, social and behavioral history to help in the determination of an appropriate alternative educational opportunity.

5. Involve the PPT for expelled special education students who are determined to have educational programming and placement during the period of expulsion in accordance with the Individuals with Disabilities Act (IDEA).
6. Develop an Individualized Learning Plan (ILP) to address:
 - Information pertaining to the student’s academic and behavioral needs and appropriate academic and behavioral goals and interventions including the core classes and current placement or progress in the curriculum of those classes at the time of expulsion.
 - Benchmarks to measure progress towards the goals and progress towards graduation. *(This will include monitoring attendance, work completion, and progress toward meeting the coursework’s academic standards.)*
 - Reviewing the student’s progress and communicating that progress to parent/guardian or student. *(What would be done for students generally.)*
 - Transfer of records to/from the alternative educational provider and the school from which the student was expelled.
 - Language pertaining to the possibility of early readmission to the school from which the student was expelled.
7. Monitor progress of student performance and placement. *(This must be done and documented at least once per marking period, review of the student’s ILP and make any needed adjustments.)*
8. Adopt procedures to address a student’s transition from an alternate educational opportunity to the student’s regular school. *(The criterion for readmission is the completion of the expulsion period.)*

Procedural Steps to be taken by District following the Expulsion of a Student to Provide the Required Alternative Educational Opportunity

The Superintendent or his/her designee is responsible for the fulfillment of the following:

1. Determine the eligibility of the expelled student for an alternative education opportunity.
 - a. The student is under the age of sixteen (16) and must be offered an alternative educational opportunity.
 - b. The student is between the ages of sixteen (16) and eighteen (18) and has not been previously expelled and wishes to continue his or her education shall be offered such an alternative educational opportunity. *(The District is not obligated to provide an alternative educational opportunity to students in this age bracket who have been previously expelled, even if the prior expulsion occurred before the student was sixteen years of age.)*
 - c. The student is eighteen years of age or older and the Board of Education is not obligated to provide an alternative educational opportunity.

- d. Other considerations:
 - i. Any parent/guardian of an expelled student who does not choose to have his or her child enrolled in an alternative educational opportunity shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes regarding school attendance.
 - ii. A student seventeen (17) years of age or older may be assigned to an adult education program and not be required to withdraw from school per C.G.S. 10-184.
 - iii. The student may be placed in a regular classroom program of a school other than the one from which the student has been excluded.
 - iv. A student expelled for the sale or distribution of a controlled substance, shall be referred to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof.
 - v. A student expelled for possession of a firearm, deadly weapon, dangerous instruments (those that can be used to cause death or serious injury) or martial arts weapons shall be reported to the local police department.
 - vi. An expelled special education student's alternative educational opportunity shall be established by the IEP team (PPT).
2. Determine the appropriate option for the alternative educational opportunity option to be offered to the expelled student.
 - a. Enroll the student in an alternative education program operated by the District which is compliant with requirements for such programs, (hours, length of school year and number of hours) with an individualized learning plan IF the district provides such alternative education.
 - b. Provide the student with an alternative educational opportunity in accordance with the SBOE adopted standards, including through an alternative education program offered by another school district or operator. (A standard program for its alternative educational opportunity providing such program meets the other requirements of the Standards, including the individualized learning plan.)
3. Consult with relevant school personnel knowledgeable about the student to obtain information regarding the student's academic, social and behavioral history that will help inform the decision concerning an appropriate alternative educational opportunity. The input shared by school personnel may be gathered via written reports.
4. Meet with the student's parent(s)/guardian(s) prior to placement to provide information concerning the potentially appropriate alternative educational opportunities for the student.

5. Hold a placement meeting after parents/guardians have been informed and the appropriate school personnel have shared information regarding the student.
 - a. Explore all alternative educational opportunities at this meeting.
 - b. The placement decision should be made at this meeting.
 - c. Other considerations:
 - i. Parents/students, at the time of expulsion, should be informed of the right to apply for early readmission, which can be granted at the discretion of the Board of Education or Superintendent (*if the BOE delegates this authority to the Superintendent under C.G.S. Section 10-233d(j)*).
 - ii. Any criteria for early readmission to the school from which the student has been expelled should be recorded in the Individualized Learning Plan (ILP).
6. Development of an Individualized Learning Plan (ILP) to inform and direct the student's learning goals and activities for the duration of the expulsion.
 - a. After placement in the alternative education opportunity, an ILP must be developed to govern the student's programming during period of the expulsion.
 - b. Develop the ILP through collaboration among school personnel, the student and the parent/guardian.
 - c. Reference student records with information relevant to the alternative educational opportunity. (*student success plan, Individualized Education Program (IEP) under special education, Section 504 Plan, Individualized Health Plan, and/or other academic and behavioral data.*)
 - d. The student's ILP is to contain:
 - i. The student's academic and behavioral needs and appropriate academic and behavioral goals and interventions;
 - ii. The student's core classes at the time of expulsion;
 - iii. The student's current placement or progress in the curriculum of those classes so that the student has an opportunity to continue to progress in the LEA's academic program and earn graduation credits, if applicable;
 - iv. Benchmarks to measure progress towards the goals and ultimately, progress towards graduation;
 - v. Timing and method for reviewing the student's progress and for communicating that progress to the parent/guardian or student; (*For most students, monitoring and reviewing the student's progress will include monitoring the student's attendance, work completion and progress toward meeting the relevant academic standards for particular coursework, and thus progressing toward graduation, if applicable.*)
 - The progress monitoring of student performance and placement must be done and documented at least once per marking period, including a review of the ILP and the making of any necessary adjustments.

- vi. Such progress to be communicated to the parent/guardian and/or student with the same frequency as similar progress for students in the regular school environment is reported and communicated to parents/guardians or students;
 - vii. Provision for the timely transfer of the student's records both from the student's school to the alternative educational opportunity provider, and also from the alternative educational opportunity provider to the student's school; and
 - viii. The possibility of early readmission to the school from which the student was expelled and the early readmission criteria.
 - ix. A process for transition planning based upon the following considerations:
 - Efforts to readmit students at semester start points at the high school level to facilitate re-entry;
 - A plan to transfer the student's credits and record back to the school from which the student was expelled;
 - The student's needs for academic and other supports upon return to the home school environment; and
 - Efforts to connect returning students with opportunities to participate in extracurricular activities to support student engagement and general health and development.
7. If a determination is made that placement in the current alternative educational opportunity is no longer beneficial to an expelled student but it is also inappropriate to have the student return to the school from which the student was expelled, a plan for different alternative educational opportunities should be developed, following the procedure outlined above.
 8. Students who have a student success plan as mandated by state law, such plan may inform the ILP but does not replace the ILP.

Procedures for Alternative Educational Opportunities for Expelled Students

Applicability of these Administrative Regulations

These procedures apply in cases when, pursuant to state law, a District student school is entitled to an alternative educational opportunity during an expulsion.

Responsible Personnel

The building principal or his/her designee of the school from which the student has been expelled, is responsible for compliance with these procedures relative to the student who is being provided with the alternative educational opportunity.

Student Placement Procedures

- A. After a student has been expelled, and unless extraordinary circumstances exist, the building principal, or his/her designee(s), will take the following steps:
 - a. Meet with the expelled student's parent(s)/guardian(s) prior to the student's placement in an alternative educational setting to provide information concerning the potentially appropriate alternative educational opportunities for the student and to inform the parent(s)/guardian(s) and student of the right to apply for early readmission to school in accordance with Conn. Gen. Stat. Section 10-233d(j).
 - b. Consult with relevant school personnel from the school from which the student was expelled, who are knowledgeable about the student, to obtain information regarding the student's academic, social, and behavioral history that will help inform the decision concerning an appropriate alternative educational opportunity. Such information may be gathered by written reports.
 - c. After placement options have been shared with the parent(s)/guardian(s), a placement meeting is to be convened to explore all alternative educational opportunities and a placement decision is made.
- B. The educational programming and placement for expelled students who are eligible to receive special education and related services under the Individuals with Disabilities Education Act ("IDEA") shall be determined by the student's Planning and Placement Team ("PPT"). In such case, the above procedural steps (Section "A" shall not apply.)

Individualized Learning Plan

A. Development of the Individualized Learning Plan

After student placement into an alternative educational placement, the principal, or his/her designee, will develop an Individualized Learning Plan (“ILP”) that will govern the programming for the student for the period of expulsion. To develop the ILP, the principal, or his/her designee, will collaborate with school personnel from the student’s school, the student and the parent/guardian, and all relevant student records will be reviewed.

B. Contents of the Individualized Learning Plan

- a. The ILP will reference student records with information relevant to the provision of an alternative educational opportunity. These records may include:
 - i. Student success plan (for students who have a student success plan as mandated by state law, the student success plan may inform the ILP but does not replace the ILP);
 - ii. Individualized education program (“IEP”);
 - iii. Section 504 Plan;
 - iv. Individualized health care plan or emergency care plan; and/or
 - v. Other relevant academic and behavioral data.
- b. The ILP will address the following:
 - i. The student’s academic and behavioral needs and appropriate academic and behavioral goals and interventions, including the student’s core classes at the time of expulsion and the student’s current placement or progress in the curriculum for those classes so that the student has an opportunity to continue to progress in the Board’s academic program and earn graduation credits, if applicable;
 - ii. Benchmarks to measure progress towards the goals and ultimately, progress towards graduation;
 - iii. Provision for the timing and method for reviewing the student’s progress in the alternative educational opportunity and for communicating that progress to the parent/guardian or student. For most students, monitoring and reviewing the student’s progress will include monitoring the student’s attendance, work completion and progress toward meeting the relevant academic standards for particular coursework, and thus progressing toward graduation, if applicable. The student’s progress and grades will be communicated to the parents/guardians or student with the same frequency as similar progress for students in the regular school environment is reported and communicated to parents/guardians or students. The student’s progress and grades will also be reported to the school from which the student was expelled;

- iv. Provision for the timely transfer of the student's records both from the student's school to the alternative educational opportunity provider, and also from the alternative educational opportunity provider to the student's school; and
- v. The possibility of early readmission to the school from which the student was expelled and the early readmission criteria, if any, established by the Board of Education or Superintendent, as applicable.

Review of Student's Placement in Alternative Educational Opportunity and Individualized Learning Plan

- A. A review of the appropriateness of the placement must occur at least once per marking period.
- B. The placement review must include:
 - a. Review of the ILP to (1) assess progress and make adjustments as necessary and (2) determine its alignment with the goals of the student's IEP, where applicable; and
 - b. Consideration of opportunities for early readmission as set forth in the ILP, as established by the Board of Education or Superintendent, as applicable.

Transition Plan for Readmission

- A. Before a student is readmitted to the school from which the student was expelled, relevant staff should provide an opportunity to meet with the parents/guardians and student to discuss the student's readmission. As part of the readmission process and the student's ILP, the principal, or his/her designee, should consider:
 - a. Efforts to readmit the student at a semester starting point (at the high school level);
 - b. A plan to transfer the student's credits and records back to the school from which the student was expelled:
 - i. The District will award an expelled high school student appropriate high school credit for work satisfactorily completed during the period the student participates in the alternative educational opportunity and will transfer relevant records back to the school from which the student was expelled;
 - ii. The District will provide an expelled student transferring to a new school district a progress summary of all work completed during the course of the student's expulsion, and will indicate the course credit earned by the student for that work.
 - c. The student's need for academic and other supports upon returning to his/her school; and
 - d. Efforts to connect the returning student with opportunities to participate in extracurricular activities.

- B. In the event the principal, or his/her designee, determines that a student's alternative educational opportunity is no longer beneficial to the student, but it remains inappropriate to return the student to the school from which the student was expelled, a plan for a different alternative educational opportunity may be developed in accordance with these procedures.

Legal References: Connecticut General Statutes:
 10-233d Expulsion of students

 Federal law:
 Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, as
 amended by the Individuals with Disabilities Education Improvement Act
 of 2004, Pub. L. 108-446.
 Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).
 Connecticut State Department of Education, *Standards for Educational
 Opportunities for Students Who Have Been Expelled* (January 3, 2018).

[BOE LETTERHEAD]

(Date)

CERTIFIED MAIL - RETURN RECEIPT REQUESTED & U.S. MAIL

(Parent)¹
(Parent's Address)

(Non-custodial Parent, if applicable)
(Parent's Address)

Re: **Expulsion Hearing Concerning Student Name; d.o.b.**

Dear (Parent/Guardian):

In accordance with the (*name of district*) Board of Education Policy (*policy # & title*), I am writing to advise you that the (*name of district*) Board of Education (the "Board") will hold a formal hearing concerning your (*child*), (*Name of Student*) to consider the recommendation of (*name of administrator*) that (*he/she*) be expelled from school. [*In cases where the district uses a hearing officer, add the following: Please be advised that the Board has appointed Attorney [Name], Shipman & Goodwin LLP, to serve as an impartial hearing officer in this matter.*] This hearing is being held pursuant to Section 10-233d and Sections 4-176e to 4-180a, inclusive, and Section 4-181a of the Connecticut General Statutes and the (*name of district*) Board of Education Policy (*policy # & title*), a copy of which is enclosed. The Board (*OR the hearing officer*) intends to conduct the hearing in executive session, due to the confidential nature of this hearing.

The hearing will address the allegations that your (*child*) violated Board Policy (*cite Student Discipline Policy number and any other specific policy number on date*), by engaging in the following conduct:

(The law governing these hearings requires a short, plain statement of the facts to be included within this notice letter, and should be inserted here.

Example: carrying a knife on the school bus on a specified date and brandishing it at other students on the bus).

(State whether you considered such conduct to endanger persons or to be seriously disruptive of the educational process).

¹ If the student is aged 18 or older, this notice should be sent directly to the student, with copies to the parent(s).

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APPENDIX A
LETTER
(continued)

(If the student has admitted to this conduct, note the admission here).

The hearing has been scheduled for (*date, time, place*). (this notice must be given to the students/parents/guardian at least five (5) business days before the hearing.) You and your (*son/daughter*) are asked to attend this hearing. Your (*child*) has the right to be represented by an attorney or other advocate at your expense, has the right to cross-examine administration witnesses, and may present relevant evidence, both documentary and testimonial, concerning the allegations. The hearing will be the parties' sole opportunity to present such evidence. The Board (***OR the hearing officer***) may also question witnesses. An opportunity will also be given for the administration and your (*child*) or his/her representatives to present argument concerning the evidence presented at the hearing. If you need the services of a translator or an interpreter for this hearing, please let me know as soon as possible.

(If a manifest determination must be held prior to the expulsion hearing, add the following language: "Prior to the expulsion hearing, your son's/daughter's PPT team or Section 504 Team will determine if your child's conduct constitutes a manifestation of his/her disability." The expulsion hearing will be cancelled if the PPT or Section 504 Team determines that the conduct was a manifestation of your child's disability, otherwise, the hearings will proceed as scheduled.

You have the right to have the hearing postponed for up to one week to allow time to obtain representation except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

The administration may recommend expulsion from school for up to one calendar year. The Board (***OR the hearing officer***) has discretion to adopt any period of expulsion up to one calendar year.

As mentioned above, your (*child*) has a right to be represented, at your own expense, by legal counsel or other advocate at the expulsion hearing, has the right to cross-examine administration witnesses and may present relevant evidence, both documentary and testimonial, concerning the allegations. Obtaining an attorney or other representative is the responsibility of the family. Very low income families may be able to obtain free advice or legal representation through Statewide Legal Services, Inc. ("SLS"). To apply for such assistance, those families should contact SLS immediately at 1-800-453-3320.

In the event your (*child*) is expelled as a result of the scheduled hearing, and your (*child*) is between the ages of sixteen (16) and eighteen (18) and has not been expelled before, the Board shall offer to your (*child*) an alternative educational opportunity if she/he wishes to continue her/his education. Please be aware that the Board is not required to offer an alternate educational opportunity to any student between sixteen (16) and eighteen (18) years of age who have been previously expelled or to students eighteen (18) years of age or older.

If you have any questions, please call my office at (*number*).

Sincerely,
(*Name of Superintendent*)
(*Name of District*) Public Schools

cc: (*Name of District*), Chairman, (*Name of District*) Board of Education
(*Name of Special Education director*)
(*Name of Principal at school that student attends*)
(*Name of Board of Education Attorney, where applicable*)
(*Name of Administration's Attorney, where applicable*)

AGREEMENT

NAME OF SUPERINTENDENT, (Superintendent of Schools for NAME OF DISTRICT), NAME OF STUDENT and NAME(S) OF PARENTS (the parents of NAME OF STUDENT) agree as follows with respect to the Superintendent's request that NAME OF STUDENT be expelled from _____ School:

1. NAME OF STUDENT (D.O.B. _____) is currently enrolled as a _____ grade student at _____ School.
2. NAME OF STUDENT admits that he/she engaged in the following conduct on or about _____, 20__:
3. NAME OF STUDENT's conduct, as described above, violates _____ Board of Education Policy _____ (Student Discipline). (Cite other policies as appropriate. State whether such conduct is considered to endanger persons or be seriously disruptive of the educational process.) (If the student has admitted to this conduct, note the admissions here.)
4. Students are notified of applicable Board policies regarding prohibited conduct by publication in the student handbook.
5. A manifestation determination was made on _____ (*date*) concerning this conduct and it was determined that the conduct was not a manifestation of the student's disability. (optional for student with disabilities)
6. Subject to the approval of the _____ Board of Education (the "Board"), NAME OF STUDENT shall be expelled from school, effective _____, 20__ and continuing through _____, 20__, under the following conditions:

- a. During the period of expulsion, the Board will provide NAME OF STUDENT with an alternative education program deemed appropriate by the Administration, in accordance with the standards adopted by the State Board of Education. The student and his/her parent(s)/guardian(s) acknowledge that C.G.S. 10-233d provides that the District will provide, during the expulsion period, an alternative education, defined in C.G.S. 10-74j, with an individualized learning plan, if the District provides such alternative education,

OR

In lieu of a statutory alternative educational opportunity, the student and his/her parent(s)/guardian(s) agree that the District will provide said student with an alternative educational opportunity as follows. (Describe the alternative educational opportunity agreed to by the parties.)

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Appendix B
AGREEMENT
(continued)

- b. During the period of expulsion, NAME OF STUDENT will not be permitted to be on school grounds and will not be permitted to attend or participate in any school-sponsored activities, with the sole exception of his participation in the alternative education program.
- c. Prior to _____, the Superintendent will review NAME OF STUDENT's conduct, as well as his/her attendance and effort level in the alternative educational program, for the purpose of determining, in the Superintendent's sole discretion, whether NAME OF STUDENT should be readmitted to school on or about _____.
- d. If the Superintendent determines that NAME OF STUDENT should be readmitted to school early in accordance with the preceding section, and if NAME OF STUDENT subsequently commits any offense that would warrant suspension and/or expulsion under the policies of the Board, the Superintendent may reinstate NAME OF STUDENT's expulsion for the remainder of the expulsion period, through _____, without the need for any further proceedings before the Board.
- (optional section for expungement if this is the student's first expulsion):*
- e. Prior to _____, the Superintendent will review NAME OF STUDENT's conduct, attendance, and effort level since the expulsion, in order to determine, in the Superintendent's sole discretion, whether the record of the expulsion hearing should be expunged from the student's educational record as of _____.
7. All parties to this Agreement request that this Agreement be presented to the Board for the Board's consideration, in lieu of the submission of any other evidence by the Superintendent and/or NAME OF STUDENT or his/her parents, and they agree that this Agreement is sufficient for the Board to expel NAME OF STUDENT from school.
8. NAME OF STUDENT and HOME OF PARENT(S)/GUARDIAN(S) understand and acknowledge that, pursuant to C.G.S. 10-233d and Board policy, NAME OF STUDENT, is entitled to an expulsion hearing before the _____ Board of Education to contest said student's proposed expulsion. The student and his/her parent(s)/guardian(s) understands and acknowledge that at such hearing the student and his/her parent(s)/guardian(s) would have the right to call witnesses, to introduce documentary evidence, to cross examine Administration witnesses and to be represented by an attorney or other advocate at their own expense. Accordingly, NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) waive said student's right to an expulsion hearing pursuant to (C.G.S. 10-233(d)).

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Appendix B
AGREEMENT
(continued)

9. The Superintendent, NAME OF STUDENT and NAME OF PARENT understand that this Agreement is subject to the approval of the Board. In the event that the Board does not approve this Agreement, the Superintendent, NAME OF STUDENT and NAME OF PARENT agree that the expulsion hearing concerning NAME OF STUDENT shall be rescheduled to a mutually agreeable date for the purposes of conducting an evidentiary hearing before the Board concerning the Superintendent's expulsion request. NAME OF STUDENT and NAME OF PARENT agree that NAME OF STUDENT will remain out of school until the evidentiary hearing has been completed. NAME OF STUDENT and NAME OF PARENT also agree that the Board's consideration of this proposed Agreement will not disqualify any member of the Board from serving as a Board member in the evidentiary hearing, and they hereby waive any right to make such a claim in any proceeding in any forum.
10. NAME OF STUDENT and NAME OF PARENT enter into this Agreement voluntarily and with a full understanding of the provisions of this Agreement.

NAME OF SUPERINTENDENT
Superintendent of Schools

Date: _____

NAME OF STUDENT
Student

Date: _____

NAME OF MOTHER and/or
NAME OF FATHER
Parents of NAME OF STUDENT

Date: _____

Suggested sample regulation.

Students

Suspension and Expulsion/Due Process

Suspension

When the Principal or designee has determined that there is cause for suspension of a student, the following procedures shall be observed:

1. The student shall be given a hearing before the Principal or designee, at which time the charges against the student will be stated and the student will be given an opportunity to respond to the charge. This hearing must be granted except when an emergency situation exists, in which case the hearing must be held as soon after the suspension as possible. Nothing in the informal hearing shall be taken to prevent a more formal hearing from being held if the circumstances warrant. **An out-of-school suspension shall not exceed ten days for students in grades 3-12 and not exceed five days for children in pre-school to 2nd grade.**
2. The Principal or designee may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of the student.
3. The Principal or designee shall make every possible attempt to reach the parent or guardian of the student stating the charges against the student and the terms and conditions of the suspension.
4. Whether the telephone contact is made or not the Principal or designee shall forward a letter to the parent or guardian at the last known address according to school records (unless a newer address is determined) not later than twenty-four hours of the suspension, and offering the parent or guardian the opportunity for a conference to discuss the suspension.
5. Notice of the suspension shall be transmitted by the Principal to the Superintendent of Schools by the close of the school day following the commencement of the suspension, but no later than twenty-four hours of the commencement of the suspension.
6. Following a conference with the Principal or designee the parent or guardian may request the Superintendent to review the Principal's decision. Such review shall be completed and a written report issued to the student and parent or guardian, and to the Board of Education, within three (3) days of the receipt of such request. In examining the Principal's decision to suspend, the Superintendent shall obtain oral or written statements from the Principal or designee, the student, and the person(s) who witnessed and reported the incident(s) which resulted in the suspension. The Superintendent may call all concerned parties together for a conference, and take whatever other action is needed to determine the true facts of the matter.
7. If a student is eighteen or older, any notice required by Board policy and this regulation shall be given to the student.

Students

Suspension and Expulsion/Due Process (continued)

Suspension (continued)

8. Textbooks and homework are to be provided each student for the duration of the suspension period and the student shall be allowed to complete any classwork, including examinations, without penalty, which was missed during suspension.
9. The Superintendent shall report any unusually serious cases of student suspension to the Board of Education at the first meeting following such action.
10. Notice of a suspension for conduct endangering persons or property or seriously disruptive of the educational process and a description of the conduct leading to such suspension shall be included on the student's cumulative educational record. Such notice shall be expunged from the cumulative record by the Board if the student graduates from high school, except if such notice of expulsion is based on possession of a firearm or deadly weapon.
11. All suspensions shall be in-school suspensions unless the administration (1) determines that the student, in grades three through twelve, inclusive, being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary problems that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive support strategies.

A student in grades preschool through grade two, inclusive, may be given an out-of-school suspension if it is determined by the administration that such suspension is appropriate based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons.

12. The administration will use the guidelines developed and promulgated by the Commissioner of Education to help determine whether a student should receive an in-school or out-of-school suspension.
13. In-school suspension will be served in the school attended by the student. (or: In-school suspensions will be served by assigning the suspended student to one of the following schools: _____.)
14. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.

Students

Suspension and Expulsion/Due Process (continued)

Suspension (continued)

The foregoing procedure will be followed unless the student has had a total of ten (10) suspensions during the current school year, or has been suspended for a total of fifty (50) days during the current school year. If the student's proposed suspension would exceed either figure the suspension shall not take effect until so ordered by the Board of Education after a formal hearing such as that required for expulsion. If the Principal has reason to believe that the student's conduct endangers persons or property, is seriously disruptive of the educational process or is in violation of a Board policy, expulsion may be recommended.

Expulsion

The Board of Education or an impartial hearing officer, as defined in C.G.S. 10-233d, may expel any student in grades three through twelve, inclusive, whose conduct on school grounds or at a school sponsored activity has been found to be both violative of a Board policy and either seriously disruptive of the educational process or endangers persons or property.

In making a determination as to whether conduct is “seriously disruptive of the educational process,” the administration, Board of Education or impartial hearing officer may consider, but such consideration shall not be limited to; (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon as defined in Section 29-38 and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol.

The procedures leading to expulsion are as follows:

1. Requests for expulsion are to be directed to the Board of Education through the Superintendent of Schools.
2. Upon receipt of an expulsion request the Superintendent will conduct an inquiry within two (2) school days.
3. If after the inquiry the Superintendent or designee determines the student should be expelled, the Superintendent shall forward such request to the Board of Education within five days, after receipt of the request to expel.
4. Except in an emergency situation requiring the student's immediate removal, the Board shall conduct a hearing to be governed by the following procedures:
 - A. The student and parent or legal guardian must be given notice at least five business days prior to the date of the hearing.

Students

Suspension and Expulsion/Due Process (continued)

Expulsion (continued)

- B. The notice shall contain:

The date, time and place of the scheduled hearing.

The details of the grounds for the expulsion, including a narrative of the events leading to the expulsion, the names of any witnesses against the student, copies of any statements or affidavits of those witnesses, a detailed summary of any other information to be used in support of expulsion, including any record of past offenses or misbehavior, and whether any prior warnings or suspensions have been given, and the proposed penalty.

A statement of the student's, parent's/guardian's rights.

A statement that the Board is not required to offer an alternative educational opportunity to any student between 16 and 18 who was previously expelled. A student between the ages of 16 and 18 who is expelled for the first time and who complies with conditions set by the Board will be offered an alternative educational opportunity that is equivalent to "Alternative Education" as defined in Section 10-74, with an individualized learning plan.

- C. At the hearing the student shall have the right to testify and produce witnesses and other evidence in his/her defense and shall have the right to demand that any witnesses against him/her appear in person to answer questions.

In exceptional circumstances the Board or the impartial hearing panel may refuse to allow a witness against the accused student to appear, when the Board or panel believes that fear on the part of the witness would prevent the giving of accurate testimony. In such cases a verbatim statement of the witness's testimony must be given to the student.

A witness's unsubstantiated desire to remain anonymous is not such an exceptional circumstance as to justify dispensing with confrontation and questioning by the student.

- D. A student may be represented by any third party of his/her choice, including an attorney. The parent/guardian of the student have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.
- E. A student is entitled to the services of a translator, to be provided by the Board of Education, whenever the student or his/her parent or legal guardian do not speak the English language.

Students

Suspension and Expulsion/Due Process (continued)

Expulsion (continued)

- F. The Board or impartial hearing officer shall keep verbatim record of the hearing and the student or his/her parent or legal guardian shall be entitled to a copy of that record at his/her own expense.
 - G. The Board or impartial hearing officer shall report its final decision in writing to the student, stating the reasons on which the decision is based, and the penalty to be imposed. Said decision shall be based on evidence produced and derived at the hearing.
 - H. Except under unusual circumstances the parent or a minor student shall be notified of the Board action within twenty-four hours.
 - I. Whenever an emergency exists, the hearing provided for the above procedure shall be held as soon as possible after the expulsion.
5. Whenever the Board of Education or impartial hearing officer expels a student it shall offer an alternative education opportunity to students under the age of sixteen which shall be (1) alternative education* as defined by C.G.S. 10-74j with an individualized learning plan if the Board provides such alternative education or in accordance with State Board of Education standards indicating the kind of instruction and number of hours to be provided by a student enrolled in an alternative educational opportunity. The parent or guardian of such student has the legal right to reject such a program without being subject to the truancy law. The Board of Education shall make provisions for an alternative educational opportunity to expelled students between the ages of sixteen and eighteen, conditional upon the desire of the student to continue his/her education and compliance with conditions established by the Board. A student age 17 or older may be placed in an adult education program as an alternative educational opportunity. Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school under C.G.S. 10-184. Any special education student expelled for a misconduct not caused by the student's disability must be offered an alternative educational opportunity consistent with the student's needs during the period of expulsion.
6. If the Board expels a student for the sale or distribution of a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and shall inform the agency of its action.

**Alternative education is a school or program maintained and operated by a school board that is offered to students in a non-traditional setting and addresses their social, emotional, and behavioral and academic needs. (C.G.S. 10-74j)*

Students**Suspension and Expulsion/Due Process** (continued)**Expulsion** (continued)

7. Notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for the notices of an expulsion of a student in grades nine through 12, inclusive, based on possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the Board determines that the student's conduct or behavior in the years following such expulsion warrant an expungement or if the student graduates from high school.
8. If a student in grades kindergarten to eight, is expelled based on possession of a firearm or deadly weapon, the Board may expunge from the students' cumulative education record the notice of the expulsion and the conduct for which the student was expelled if the Board determines that the conduct and behavior of the student in the years following such expulsion warrants an expungement.
9. The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S. 10-233d(a). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with the provisions of 5 and 6 above.
10. Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.
11. The Superintendent shall recommend an expulsion hearing if there is reason to believe a student possessed a firearm or other dangerous instrument in or on real property, comprising any public school or at any school activity as defined in C.G.S. 10-233a or in conduct displayed off school grounds.
12. If a student enrolled in grades preschool through grade twelve, inclusive, is found to have possessed a firearm, dangerous instrument, dangerous weapon or martial arts weapon in or on the real property or a school or at any school function as defined in Section 10-233a, or on or off school property offered for sale or distribution a dangerous drug, he or she must be expelled for one calendar year. The expulsion period may be modified on a case by case basis by the Board of Education or hearing officer.
13. A student expelled for possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon shall have the violation reported to the local police department or State Police if the student is enrolled in a regional vocational-technical school.

Students

Suspension and Expulsion/Due Process (continued)

Expulsion (continued)

14. The Board will report annually to the Commission of Education, as prescribed, information pertaining to expulsions for weapons and/or dangerous instruments.
15. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board of Education (*alternative language - "at the discretion of the Superintendent of Schools"*) Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.
16. For any student expelled for the first time and who has never been suspended, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.
17. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.
18. The record of a student, grades 9 to 12 inclusive, expelled for possession of a firearm or deadly weapon, shall not be expunged.
19. The Board may expunge an expulsion in the years following the expulsion if the student has demonstrated conduct warranting an expungement.
20. A student in grades K-8 inclusive, shall have any expulsion, including for possession of a firearm or deadly weapon expunged from the record upon graduation.

Prior Notice

The Superintendent shall provide for an effective means of informing all students and their parents or guardians of the Board's policy and this regulation at the beginning of each school year, or when the student enrolls or transfers during the school year.

Students

Suspension and Expulsion/Due Process

Legal Reference: Connecticut General Statutes
4-176e through 4-185 Uniform Administrative Procedure Act, as amended.
10-74j Alternative education (PA 15-133)
10-233a through 10-233f Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111, PA 11-126, PA 14-229, PA 15-96n, PA 16-147, PA 17-220 and PA 19-91.
53a-3 Firearm and deadly weapons
53a - 217b Possession of firearm and deadly weapons on school grounds.
PA 94-221 An Act Concerning School Discipline and Security.
PA 15-96 An Act Concerning Out-of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two
GOALS 2000: Educate America Act Pub. L. 103-227.
18 U.S.C. 921 Definitions.
Title III - Amendments to the Individuals with Disabilities Education Act Sec. 314 (Local Control Over Violence)
Elementary and Secondary, Education Act of 1965 as amended by the Gun Free Schools Act of 1994.
Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.
Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth, (Sections 13-14)

Regulation approved:

rev 7/19
rev 7/24

EXPULSION HEARING CHECK LIST

Student Name _____ Parent/Guardian Name _____ Home Phone _____
 School _____ Id # _____ Grade _____ Parent Work Phone _____

- _____ 1) Obtain Student Discipline Incident Report and other relevant documentation
 _____ 2) Is the student a Special Education student? Was he/she ever in Special Education?
 _____ 3) Set up the file
 _____ 4) Call Hearing Officer or BOE Members to set a hearing date _____
 _____ 5) Get an attorney to represent the BOE (if BOE members conducting hearing) _____
 _____ 6) Get 4 Board members to participate in hearing (if not Hearing Officer) _____
 _____ 7) Get an attorney to represent Central Office Administration _____
 _____ 8) Notify the Town Clerk in writing and then e-mail notice to all Board of Education members, Superintendent, and two Assistant Superintendents
 _____ 9) Line up witnesses (i.e. principal/assistant principal, security officer, police officer).
 _____ 10) Hand deliver & send via regular mail initial letter to parent/guardian at least five business days before the scheduled expulsion proceedings, (& copy to student) which includes copies of Board of Education Suspension/Expulsion Policy & Regulations and the student's disciplinary record. Deliver or mail copies of letter and all documentation to both attorneys.
 _____ 11) Prepare Proof of hand-delivery & mailing of documents to parent/guardian and have courier sign.
 _____ 12) Prepare Superintendent's recommendation
 _____ 13) Prepare sets of copies (five (5) if hearing officer / nine (9) if BOE members)

a) ___ BOE Policy & Regulations	g) ___ Student academic record
b) ___ Student Handbook	h) ___ Student attendance record
c) ___ Letter/attachments to parent/guardian	i) ___ Posted Meeting Notice
d) ___ Proof of Delivery receipt	j) ___ Arrest report if applicable
e) ___ Incident Report	Other: _____
f) ___ Student disciplinary record	

- _____ 14) Arrange for any evidence (weapon, etc.) to be brought to hearing and/or make copies of photo(s).
 _____ 15) Manifestation Letter (PPT) (if applicable)
 _____ 16) Prepare DRAFT of Minutes for hearing officer or Board Secretary
 _____ 17) Set up room (tape recorder, pads/pencils, coffee, etc.)
 _____ 18) Keep small conference room free for breakout meetings

AFTER HEARING:

- _____ 19) Obtain hearing minutes from Hearing Officer OR finalize Board Secretary's minutes
 _____ 20) Prepare outcome letter from Superintendent to parent/guardian outlining disposition
 _____ 21) If Board presided, prepare outcome letter from Board Chair to parent/guardian. If Hearing Officer presided, obtain copy of Hearing Officer's outcome letter to parent/guardian for file.
 _____ 22) If tutoring and/or counseling to be provided, prepare memo to Asst. Superintendent for Curriculum/Instruction requesting services to be arranged for student.

Expulsion Hearings - Order of Copies

If presided over by Hearing Officer make five (5) sets

If presided over by Board Members nine (9) sets

PHASE I

Initial letter to Parent(s), Proof of delivery of initial letter to Parent(s), and Posted Meeting Notice (stapled together in this order)

Policy and Regulations (Policy/Regs #5114)

Student Handbook (one original and 5 or 9 copies depending on who is presiding)

Incident Report (redacted)

Statements (redacted)

Photo of weapon/instrument (and actual weapon/instrument) (if applicable)

PHASE II

Discipline Records (current year first followed by previous years)

Attendance Records (current year first followed by previous years)

Transcript (Report Card) (current year first followed by previous years)

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

**POLICY SUBCOMMITTEE
SCHEDULE OF REGULAR MEETINGS
2025**

January 29*

*(*This meeting occurs on the
fifth Wednesday of January.)*

February 25*

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

March 25*

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

April 30*

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

May 28

June 11*

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

August 27

September 25*

*(*This meeting occurs on the
fourth Thursday of September.)*

October 22

November 19*

*(*This meeting occurs on the
third Wednesday of November.)*

December 10*

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

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



NEW FAIRFIELD PUBLIC SCHOOLS

3 Brush Hill Road, New Fairfield, CT 06812
Phone: 203 312-5770 Fax: 203 312-5609 www.newfairfieldschools.org

December 3, 2024

To: New Fairfield Board of Education

From: Kenneth G. Craw, Ed. D., Superintendent

Re: 2025-26 Proposed District Calendar (attached)

Background

Attached please find the recommendation for the 2025-26 New Fairfield Public Schools District Calendar drawn from the work of the NFPS Calendar Committee, a representative body of the BOE, administration, faculty, staff and parents (listed below). The Calendar Committee met on November 18, 2024. The Committee's charge is to analyze options for the 2025-26 calendar and advise the Superintendent on recommendations to the BOE.

NFPS Calendar Committee 2025-26 Members in alphabetical order:

Iowa Cipollone (PTO)
Kenneth Craw (Superintendent)
Kristine Frederick (PTO)
Maureen Kenny (NFEA)
Kimberly LaTourette (BOE)
Karen Lovera (Para Assoc.)
Scott Rohwedder (NFAA)
Ed Sbordone (BOE)
Kim Tobey (NFEA)
Lori Vengalli (Secr. Assoc.)
Kristine Woleck (Asst. Superintendent)

Recommended 2025-26 Calendar

The recommended Calendar for 2025-26 is similar to the 2024-25 Calendar with a pre-Labor Day first day of school for students. For ease of review by the BOE, listed below are the essential points for each month of the proposed calendar.

1. August/September 2025 –
 - a. Three days of teacher preparation (August 25, 26 & 27) precede the first day for students.
 - b. First Day for Students– Thursday, August 28

- c. Two School Closure Days
 - i. Labor Day – Monday, September 1
 - ii. Rosh Hashana – Tuesday, September 23

Comment: Rosh Hashanah begins at sundown on Monday, September 22 and runs until the evening of Wednesday, September 24.

- 2. October 2025 –
 - a. Yom Kippur - Thursday, October 2
 - b. Professional Development – Friday, October 3
 - c. School Closure – Monday, October 13

Comment: Yom Kippur begins at sundown on Wednesday, October 1 and runs until the evening of Thursday, October 2.

- 3. November 2025 —
 - a. Election Day/Professional Development – Tuesday, November 4
 - b. Parent-Teacher Conferences – November 5, 6 & 7
 - c. Extended Thanksgiving Vacation –
 - i. No Students or Teachers - Wednesday, November 26
 - ii. Standard Thanksgiving Break – Thursday, November 27 and Friday, November 28.

- 4. December 2025 –
 - a. Professional Learning - Early Dismissal – Wednesday, December 10
 - b. Early Dismissal – Tuesday, December 23
 - c. Winter Recess – Wednesday, December 24 through Friday, January 2, 2026

- 5. January 2026 –
 - a. School Closure - Observe New Year’s Day - Thursday, January 1, 2026
 - b. No Students or Teachers - Friday, January 2
 - c. Students and teachers return from break - Monday, January 5
 - d. Dr. Martin Luther King, Jr. Day – Monday, January 19

- 6. February 2026 —
 - a. February Break – Friday, February 13 and Monday, February 16
 - i. School Closure - Friday, February 13 – Professional Development Day
 - ii. School Closure - Monday, February 16 is Presidents’ Day

- 7. March 2026 —
 - a. Parent-Teacher Conferences – March 11, 12 & 13
 - b. Professional Learning – Early Dismissal - Wednesday, March 25

8. April 2026 —
 - a. Good Friday – April 3
 - b. Spring Recess – Monday, April 13 – Friday, April 17

9. May 2026 –
 - a. Professional Learning - Early Dismissal - Friday, May 22
 - b. Memorial Day – Monday, May 25

10. June 2026 -
 - a. Final Day for Students – Friday, June 12

Comment: This schedule would provide up to seven days for school closures due to inclement weather. New Fairfield typically wants to have students finished before the final week of June.

Please note the statement at the bottom right-hand side of the proposed calendar regarding loss of school days due to inclement weather:

“Inclement weather emergency days will be made up on June 15-23 as needed. If more than 7 days are needed, days will be taken from spring vacation beginning with April 13th. The last day for students is expected to be no later than June 23rd. Students will not be in school more than 180 days.”

ATTACHMENTS

1. 2025-26 Proposed District Calendar
2. 2024-25 Current Adopted District Calendar

NEW FAIRFIELD PUBLIC SCHOOLS - 2025-2026 Calendar

August (2)				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

21 -22 - New Teacher Orientation
 25 - First Day for Teachers
 26 - 27 - Professional Development Days
 28 - First Day for Students

September (20)				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

1 - Labor Day
 23 - Rosh Hashana

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

2 - Yom Kippur
 3 - Professional Development Day
 13 - Columbus Day

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

4 - Election Day - Professional Development Day
 5, 6, 7, - Parent-Teacher Conferences
 11 - Veterans Day (full day of school)
 26-28 - Thanksgiving Recess

December (17)				
M	T	W	Th	F
1	2	3	4	5
8	9	*10	11	12
15	16	17	18	19
22	*23	24	25	26
29	30	31		

10 - Professional Learning Day - *Early Dismissal
 23 - *Early Dismissal
 24 -31 - Holiday Vacation

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

1 - New Year's Day
 2 - Holiday Vacation
 19 - Martin Luther King Day

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

13 - Professional Development Day
 16 - Presidents' Day

March (22)				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	*25	26	27
30	31			

11, 12, 13 - Parent-Teacher Conferences
 25 - Professional Learning Day - *Early Dismissal

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

3 - Good Friday
 13 - 17 - Spring Vacation

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

22 - Professional Learning Day - *Early Dismissal
 25 - Memorial Day

June (10)				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
◆15	◆16	◆17	◆18	◆19
◆22	◆*23	24	25	26
29	30			

12 - Last Day for Students/Staff
 ◆15 - ◆23 - Snow/emergency days
 ◆*23 - Last Possible Day for Students/Staff (includes 7 snow/emergency days) *Early Dismissal

Inclement weather/emergency days will be made up on June 15th through June 23rd as needed. If more than 7 days are needed, days will be taken from spring vacation beginning with April 13th. The last day for students is expected to be no later than June 23rd. Students will not be in school more than 180 days. In the event that any of the teacher work days (10/3, 11/4 & 2/13) must be cancelled, it will be rescheduled for the same day of the week, one week later, and a student day will be added to the end of the school year.

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

Approved by the Board of Education:
 Dec. __, 2024

NEW FAIRFIELD PUBLIC SCHOOLS - 2024-2025 Calendar

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

22 -23 - New Teacher Orientation
 26 – First Day for Teachers
 27 – 28 - Professional Development Days
 29 - First Day for Students

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

2 - Labor Day

October (20)				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

3 – Rosh Hashanah
 4 – Professional Development Day
 14 - Columbus Day

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

5 - Election Day - Professional Development Day
 11 - Veterans Day (full day of school)
 27-29 - Thanksgiving Recess

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

11 – Professional Learning Day - *Early Dismissal
 23 -31 - Holiday Vacation

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

1 – New Year’s Day
 20 - Martin Luther King Day
 29 – Professional Learning Day - *Early Dismissal

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

17 - Presidents’ Day
 18 – Winter Break

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

28 – Professional Development Day

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

14-17 – Spring Vacation
 18 – Good Friday

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

14 – Professional Learning Day - *Early Dismissal
 26 - Memorial Day

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

12 - Last Day for Students/Staff
 ◆13 - ◆23 - Snow/emergency days
 ◆*23 - Last Possible Day for Students/Staff (includes 7 snow/emergency days) *Early Dismissal

Inclement weather/emergency days will be made up on June 13th through June 23rd as needed. If more than 7 days are needed, days will be taken from spring vacation beginning with April 14th. The last day for students is expected to be no later than June 23rd. Students will not be in school more than 180 days. In the event that any of the teacher work days (10/4, 11/5 & 3/28) must be cancelled, it will be rescheduled for the same day of the week, one week later, and a student day will be added to the end of the school year.

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

Approved by the Board of Education:
 Jan. 4, 2024

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

GIFTS AND DONATIONS

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

DATE: December 12, 2024

SCHOOL: New Fairfield High School

TYPE OF DONATION AND QUANTITY: Monetary - \$3,500.00

CONDITION/AGE OF ITEM DONATED: Brand New Donation

DONOR: Old Timers Association of Greater Danbury

SCHOOL'S PLAN FOR USE OF ITEM(S): Money will be put towards the construction of a new storage shed in Rebels Stadium

APPROXIMATE VALUE: \$3,500.00

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