Board of Education Regular Meeting

Thursday, November 5, 2026 7:00 PM
New Fairfield Community Room, 33 Route 37, New Fairfield, CT. In the event of inclement weather, this meeting will change to remote and a virtual link will be provided on our website and distributed. , 3 Brush Hill Road, New Fairfield, CT 06812

I. **CALL TO ORDER**

II. **PLEDGE OF ALLEGIANCE**

III. **APPROVAL OF THE MINUTES**

III.A. October 15, 2026 - 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

VI.D.2. Curriculum

VI.D.3. Policy

VI.E. Liaison Reports

VI.E.1. Board of Finance

VI.E.2. Parks and Recreation Committee

VII. **INFORMATION ITEMS**

VII.A. Water Incident Update

VII.B. Student Outcome Report Class of 2026

VII.C. Budget Assumptions

VII.D. Board Calendars

VII.E. Policy 5114 Suspension & Expulsion

VIII. **ACTION ITEMS**

VIII.A. Personnel Report

VIII.B. FY 28 District Calendar

VIII.C. Policies

VIII.C.1. Policy 5142 School Safety; Preparation, Response, and After Action

VIII.C.2. Policy 3231 Medical Reimbursement for Special Education Students

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, October 15, 2026 at the New Fairfield Community Room at 33 Route 37

MINUTES – October 15, 2026

PRESENT: Dominic Cipollone (Chairman),Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Ed Sbordone, and Joanne Tolles

ABSENT: Kathy Baker and Amy Johnson

ALSO PRESENT: Superintendent of Schools Dr. Kenneth Craw, Assistant Superintendent of Curriculum and Instruction Dr. Kristine Woleck, High School Principal Dr. Katherine Blore, Middle School Assistant Principal Steven Groccia, Elementary School Principal Allyson Story, Director of Pupil Personnel Services Monika Krepsztul, Director of Business and Operations Carrie DePuy, and Director of Buildings and Grounds Joseph Lombardozzi

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

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF MINUTES

A. September 17, 2026- Regular meeting- Approved by consensus

IV. APPROVAL OF AGENDA- Approved by consensus

V. PUBLIC PARTICIPATION- None

VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS

A. Chairman's Report- Chairman Dominic Cipollone spoke of concerns regarding the water main break in the High School on October 15th. He assured everyone that the cause will be investigated.

B. Superintendent's Report- Dr. Kenneth Craw thanked all the staff at the High School and Middle School for going above and beyond their duties during the emergency water main break on October 15th. He noted that the remediation company is finished and school will be in session on October 16th.

Dr. Craw spoke of the new "Seniors and Veterans VIP Program" which gives veterans and New Fairfield residents over 65 a card giving them access to sporting events, plays or any school event. Dr. Craw thanked Director of Technology Paul Gouveia, and Kathy Hull and Maureen Jendras from the Senior Center for making this program happen.

C. Student Representative Report

Khloe Seiferth introduced herself at the new Junior Representative to the Board of Education. She gave the following report:

- College Representative visits at the High School began on September 14th.
- The Club Fair was held on October 6th during Lunch Waves.
- Applications for the National Honors Society were submitted on October 1st.

- The Homecoming Dance will be held on Saturday, October 17th from 7pm to 10pm.
- The NF High School Music Department Butter Braids fundraiser orders are due by November 6th.
- The Texas Roadhouse fundraiser for the Class of 2028 will be held from Oct. 19th to November 11th.
- The College and Career Center will host Financial Aid Information Night on November 9th.
- A Field trip to the Connecticut State Community Colleges will be held on Nov. 16th for Juniors and Seniors.
- Juniors will take their final PSAT on October 22nd.
- The deposit for the Junior trip to Washington, DC is due by October 30th.
- Volley for a Cure will be held on October 19th.
- The Powder Puff Football Game for Junior girls vs. Senior girls will be held in memory of NFHS alumni Thomas Ford.
- The Fall play "*Attach of the Killer Man from the Sun*" will run from Oct. 23rd to 25th.
- The 2027 Yearbook is now officially on sale.

D. Committee Reports

1. Business Operations/Resource Management

Greg Flanagan noted that this subcommittee met on October 15th and discussed the following:

- Reviewed budget vs. actual to date and everything is on track for the fiscal year.
- Reviewed the New Fairfield Middle School Facilities Study. The first draft recommendations of the Phase approach should be available soon.
- Bids have been submitted for the Bus Lot and will be reviewed by the PBC soon.
- Transfers totaling $176,643 were approved by the subcommittee and recommended to the full board for approval.
- Budget calendar meeting dates have been recommended to the full board.

2. Policy

Samantha Mannion noted that this subcommittee met on September 23rd and discussed four policies. Two of these policies will move forward at tonight's meeting. The subcommittee discussed devising a system to review existing policies.

3. Special Education Ad Hoc

Kim LaTourette noted that this subcommittee met on October 1st. Director of Pupil Personnel Services Monika Krepsztul and her staff discussed goals and district priorities for Special Education

E. Liaison Reports

1. Board of Finance

Ed Sbordone noted that the BOF met on September 23rd and discussed:

- Request for Proposals for the auditors were due on October 14th.
- The BOF approved their Fraud Policy.
- The BOF had a lengthy discussion of the possibility of Municipal Leasing vs. buying for capital expenditures.
- Medical claims for July and August are $293,000 over budget.
- The unassigned fund balance is approximately $246,000.

2. Parks and Recreation Commission- The Parks and Rec Commission meeting scheduled for Monday, October 19th was cancelled. A special meeting is scheduled for October 26th.

VII. INFORMATION ITEMS

A. 2025-2026 Standardized Testing Report

Assistant Superintendent of Curriculum and Instruction Dr. Kristine Woleck spoke of the variety of strategies and tools to monitor communication skills, collaboration skills, and critical thinking skills. Dr. Woleck spoke of test scores including participation rates, AP scores, SAT scores, and scores for high need students. She further spoke of next steps including curriculum and instruction focus and multi-tiered student supports,

B. NFPS Facilities Update

Director of Buildings and Grounds Joseph Lombardozzi and Director of Business and Operations Carrie DePuy gave a presentation about Capital projects to be completed in 2026-2027. They showed pictures of renovated classrooms and offices at the Middle School. Security enhancements will be discussed in Executive Session. The Bus Lot project will start in the Spring.

C. 2027-2028 District Calendar

Dr. Craw spoke of a draft calendar for 2027-2028 and noted it is very similar to the 2026-2027 calendar. There was a brief discussion of early dismissal days. It was decided that this will be looked into further.

D. Policy #5142-School Safety Preparation, Response and After Action

E. Policy #3231-Medical Reimbursement for Special Education Students

Samantha Mannion noted that these policies need to be updated to be compliant with CABE.

VIII. ACTION ITEMS

A. Personnel Report

MOTION: Kimberly LaTourette made a motion to recommend to the full Board the approval of the Personnel Report for October 13, 2026, as recommended by the administration. Greg Flanagan seconded the motion. **IN FAVOR:** Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Ed Sbordone, and Joanne Tolles

B. Budget Transfers

MOTION: Greg Flanagan made a motion to recommend to the full Board of Education the requested FY 26 or FY27 budget transfers as presented. Kimberly LaTourette seconded the motion.
IN FAVOR: Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Ed Sbordone, and Joanne Tolles

C. District Priorities

MOTION: Kimberly LaTourette made a motion to recommend to the full Board the approval of the District Priorities as presented. Samantha Mannion seconded the motion. **IN FAVOR:** Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Ed Sbordone, and Joanne Tolles

D. Budget Calendar

MOTION: Greg Flanagan made a motion to recommend to the full Board the approval of the Budget Calendar as presented. Kimberly LaTourette seconded the motion. **IN FAVOR:** Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Ed Sbordone, and Joanne Tolles

IX. PUBLIC PARTICIPATION- None

X. FUTURE AGENDA ITEMS-None

XI. BOARD MEMBER COMMENTS
Greg Flanagan spoke of his frustration with the water main break at the high school.

Kimberly LaTourette thanked the Food Service team for providing food for the BOE meeting.

Peggy Katkocin suggested contacting the Permanent Building Commission about the water main break.

The entire BOE thanked the High School staff for their hard work after the water main break.

XII. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING SAFETY AND SECURITY
MOTION: Dominic Cipollone made a motion to go into Executive Session at 8:06 pm to discuss Safety and Security and to invite Carrie DePuy, Joseph Lombardozzi, and Dr. Craw into the Executive Session. Peggy Katkocin seconded the motion. **IN FAVOR:** Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Ed Sbordone, and Joanne Tolles

MOTION: Dominic Cipollone made a motion to come out of Executive Session at 8:24pm. Peggy Katkocin seconded the motion. **IN FAVOR:** Dominic Cipollone, Kathy Baker, Greg Flanagan, Amy Johnson, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Ed Sbordone, and Joanne Tolles

XIII. ADJOURNMENT

MOTION: Dominic Cipollone made a motion to adjourn the meeting at 8:25 pm. Samantha Mannion seconded the motion. **IN FAVOR:** Dominic Cipollone, Kathy Baker, Greg Flanagan, Amy Johnson, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Ed Sbordone, and Joanne Tolles

Respectfully submitted,
Suzanne Kloos

2026 Student Outcomes

New Fairfield High School



Dr. Katie Blore & Mrs. Kim Laughlin
NFPS BOE Presentation
November 5, 2026

Class of 2026 Outcomes

77%

4-Year College

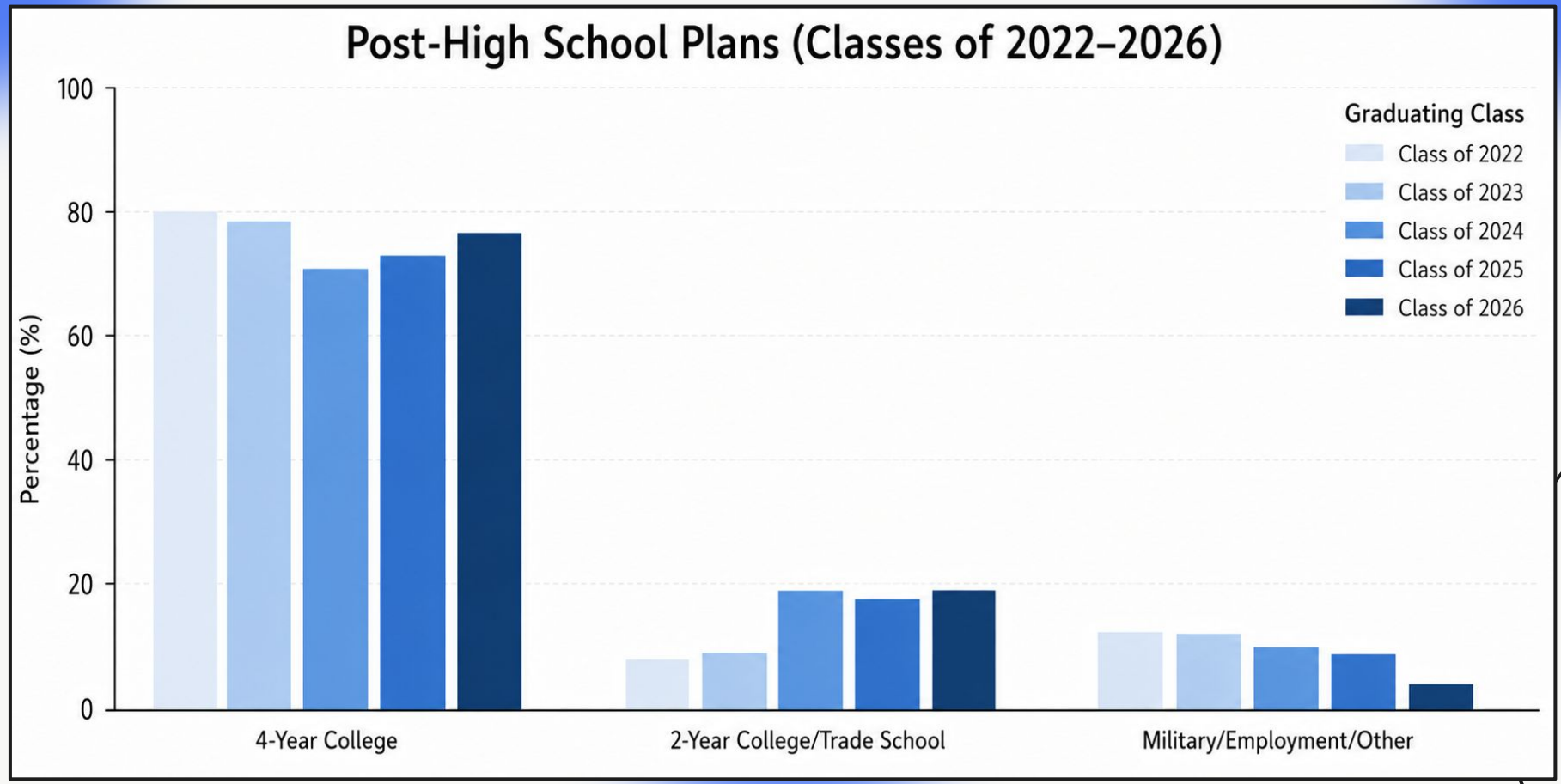
19%

2-Year College/ Trade School

4%

Military/ Employment/ Other




Post-High School Plans (Classes of 2022–2026)
Percentage (%)
100
80
60
40
20
0
Graduating Class
Class of 2022
Class of 2023
Class of 2024
Class of 2025
Class of 2026
4-Year College
2-Year College/Trade School
Military/Employment/Other

Application Data

Class	Total Applications	Average per Student
Class of 2026	2,155	13.0
Class of 2025	1,786	10.0
Class of 2024	1,742	11.0



Class of 2026

College Acceptances

The members of the Class of 2026 were accepted to over 210 institutions and are attending over 65 different universities. In addition to all of the Connecticut state universities, the following is a sampling of the schools to which the Class of 2026 was accepted.

American University
Arizona State University
Berklee College of Music
Binghamton University
Boston College
Boston University
Bucknell University
Carnegie Mellon University
Clark University
Clemson University
Colgate University
College of William and Mary
Culinary Institute of America
Dartmouth College
Embry-Riddle Aeronautical University

George Washington University
Georgetown University
New York University
Northeastern University
Pennsylvania State University
Purdue University
Rensselaer Polytechnic Institute
Rice University
Rochester Institute of Technology
Rutgers University
Stony Brook University
Syracuse University
University of Alabama
University of Connecticut
University of Delaware

University of Florida
University of Maryland
University of Massachusetts Amherst
University of Pittsburgh
University of Rhode Island
University of South Carolina
University of Tampa
University of Vermont
University of Wisconsin
Villanova University
Virginia Tech
Washington University
Wesleyan University
Worcester Polytechnic Institute

Class of 2026 College Frequencies

Most Accepted Schools

Western Connecticut State University (55)
University of Connecticut (50)
Eastern Connecticut State University (29)
Central Connecticut State University (26)
University of Delaware (21)
University of Rhode Island (16)
Southern Connecticut State University (14)

Schools with 7–13 Acceptances

St. John's University (13)
Iona University (12)
Sacred Heart University (12)
Pennsylvania State University (11)
University of Hartford (11)
University of Massachusetts Amherst (11)
Pace University (10)
Fordham University (9)
University of Vermont (9)
College of Charleston (7)
Seton Hall University (7)
University of New Hampshire (7)

Most Attended Schools

Western Connecticut State University (25)
Connecticut State Community College (20)
University of Connecticut (9)
University of Delaware (8)
Eastern Connecticut State University (7)
University of Massachusetts Amherst (7)
Central Connecticut State University (4)

Schools with 2–3 Students Attending

Quinnipiac University (3)
James Madison University (3)
Fordham University (3)
St. John's University (3)
University of Tampa (2)
University of Florida (2)
Southern Connecticut State University (2)
University of South Carolina (2)
Sacred Heart University (2)
Pennsylvania State University (2)
Elms College (2)
King's College (2)

NFHS Student Experiences

On-Site

Junior Jumpstart - Full Day Workshop

Senior Kickstart - Half Day Workshop

On-site Admission Days

Career & Trade Panel

Alumni Return Day

REBEL Classroom Lessons

Senior Panel Discussion

College Financial Aid Informational Night

College and Career Representative Visits

Junior Planning Night

Scholarship Kickoff

Off-Site

NEACAC College Fair - University of New Haven

CT Community College Visit Day

University of Connecticut Visit Day

Culinary Institute of America Visit Day

CTE Career and Manufacturing Roadshow

CT College and Career Fair

EdAdvance Medical Shadowing Internship

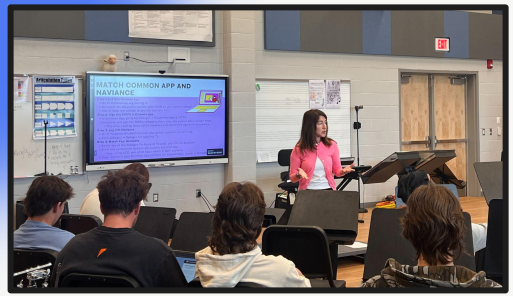
CT State Partnership Program

Promotion of Free CTE Training

Next Steps

- **Leveraging Data to Support Students' Post-Graduation Planning**
- **Developing Department-Level Partnerships with WestConn to Expand College Credit Opportunities**
- **Expanding and Enhancing Integrated Pathways**
- **Strengthening Industry-Recognized Credentials (IRCs)**

Thank you!


MATCH COMMON APP AND NAVIANCE




CALENDAR OVERVIEW
February - June
June - August
September - December




2026
GRAD
TROOP






CLASS OF 2026
JUNIOR JUMPSTART

October 26, 2026

New Fairfield Public Schools
Fiscal Year 2028 Budget Assumptions

Develop and present a budget request to the Board of Education (BOE) that is fiscally responsible, ensures continuous improvement and reflects the mission, vision, priorities and strategic plan of the District.

As in previous years, the budget will be developed using a needs-based, zero-based approach. This means we build the budget from the ground up, justifying every expense and aligning resources with student and district needs, rather than relying on prior year spending levels.

While the District continues to seek efficiencies and explore cost avoidance opportunities, the Fiscal Year 2028 (FY 28) budget will reflect contractual increases in salaries and benefits that represent the majority of operating costs. These increases are non-discretionary costs that must be included in the budget to fulfill contractual obligations and maintain high-quality staff to support student learning.

The following factors will be considered in developing the Superintendent's Recommended FY 28 operating and capital budgets:

1. The recommended budget will be framed by the New Fairfield Public Schools (NFPS):
    a. Vision of a Learner - Graduates of NFPS are: Knowledgeable Scholars; Talented Communicators; Critical and Creative Thinkers; Engaged Global Citizens; and, Self-determined & Self-Reliant Individuals.

    b. Strategic Plan - Three aspirational goals, addressing curriculum, instruction, and wellness, have been established in support of the NFPS Vision of a Learner.

    c. Special Education Goal - Provide a cohesive, student-centered system of support that ensures high-quality, standards-aligned instruction, promotes inclusion, strengthens IEP development, and actively engages families in the educational process.

    d. Attendance Goal - Continue efforts to reduce the student chronic absenteeism rate to under 8% and achieve at least a 95% staff attendance rate.

    e. Resources for Learning - Defined as finances, facilities, operational systems, technology, 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, as well as avoid and contain costs wherever possible.
    a. Staffing - Staffing levels will ensure compliance with state and federal mandates, maintain reasonable class sizes, and preserve the programs and supports essential to student success and well-being. Contractual obligations and negotiated agreements establish the baseline for personnel costs, and reductions beyond these levels would directly impact the district's ability to meet educational and legal responsibilities.

    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 operating 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 is stable and provides an opportunity to maintain consistent class sizes and program offerings that have proven effective in supporting student achievement. The FY 28 budget will sustain the staffing and instructional capacity necessary to preserve this stability.

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 goal ranges that will be applied in the upcoming budget cycle.

Grade	**K**	**1**	**2**	**3**	**4**	**5**
Class Size Goal Range	18-20	18-20	20-22	20-22	20-22	20-24

5. Salaries and benefits are the primary driver of the FY 28 operating budget. The District's five bargaining units have negotiated contracts with fixed increases, which represent non-discretionary, unavoidable costs that must be included in the budget to honor agreements and maintain high-quality staff to support student learning.

6. The District will continue to meet all federal and state mandates under IDEA and Section 504 by providing appropriate Pupil Services and Special Education programs that address the individual needs of students. While these services are legally and ethically required, they also represent an area of significant cost variability. The District experienced an increase in unanticipated outplacements during FY 26, which may continue to impact expenditures in FY 28.

To mitigate these costs and better serve students within their community, the district continues to expand in-district programming and support whenever feasible. However, some outplacements remain necessary when student needs cannot be appropriately met within the district.

7. Revenue generated from student tuition will be applied as an offset to related staffing costs incurred for the operation of the Early Learning Center (ELC) program Staffing costs associated with the ELC program are estimated to be offset by $150,000 in the FY 28 budget.

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 and the Town continue to operate under a shared financial services model in which the finance department's employee salaries are partially funded through the BOE budget. For FY 28, the District will continue to budget accordingly.

10. Turnover savings reflect anticipated salary reductions when retiring or departing staff are replaced at lower pay levels. To ensure greater budget accuracy and sustainability, the District implemented a three-year plan to gradually adjust turnover savings to reflect actual trends. The FY 28 budget represents the fourth year of this plan, reducing the projected amount to $100,000.

11. Provide all staff with an ongoing high-quality professional learning program in support of the district's strategic plan.

12. The District is committed to maintaining and improving its facilities at an appropriate level to ensure safe and functional learning environments. Capital investments will be prioritized based on health and safety, educational requirements and long-term cost avoidance. The goal is to fund capital projects to protect the community's investment in its school buildings and prevent higher deferred-maintenance costs in future years.

New Fairfield Board of Education
70 Gillotti Rd.
New Fairfield, CT 06812

NEW FAIRFIELD BOARD OF EDUCATION
SCHEDULE OF REGULAR MEETINGS
JANUARY 2027-JUNE 2028

2027	***2027***	***2028***
January 14	May 20- ***Remote***	January 13
*January 19	June 3	February 3
*January 20	June 10	March 2
*January 26	August 19-***Remote***	April 6
February 4	September 16	May 4
March 4	October 21	May 18-***Remote***
April 1	November 4	June 1
May 6	December 2	June 9

**** Budget Workshop Meetings***

The Board of Education is scheduled to meet at 7:00 p.m. on a regular basis. There are no meetings scheduled for July. Unless otherwise posted, all meetings will be held in the New Fairfield Community Room, 33 Rte. 37, New Fairfield, CT.

In the event of inclement weather, the meeting will change to remote and a virtual link will be provided on our website and distributed.

New Fairfield Board of Education
70 Gillotti Rd.
New Fairfield, CT 06812

SPECIAL EDUCATION AD HOC SUBCOMMITTEE
SCHEDULE OF REGULAR MEETINGS
JANUARY 2027-JUNE 2028

2027	***2028***
February 4	February 3
April 1	April 6
June 3	June 1
October 7 - ***Remote***	
December 2	

The Special Education Ad Hoc Subcommittee is scheduled to meet at 6:00 p.m. prior to the first regular Board of Education meeting of the month. There are no meetings scheduled for January, March, May, July, August, September, and November. Unless otherwise posted, all meetings will be held in the New Fairfield Community Room, 33 Rte. 37, New Fairfield, CT.

In the event of inclement weather, the meeting will change to remote and a virtual link will be provided on our website and distributed.

New Fairfield Board of Education
70 Gillotti Rd.
New Fairfield, CT 06812

BUSINESS OPERATIONS/RESOURCE MANAGEMENT
SCHEDULE OF REGULAR MEETINGS
JANUARY 2027-JUNE 2028

2027	***2027***	***2028***
January 14	September 16	January 13
February 18 - ***Remote***	October 21	February 17 - ***Remote***
March 18 - ***Remote***	November 18 - ***Remote***	March 16 - ***Remote***
April 29 - ***Remote***	December 16 - ***Remote***	April 27 - ***Remote***
May 20 - ***Remote***		May 18 - ***Remote***

The Business Operations / Resource Management Subcommittee is scheduled to meet on the Third Thursday of the month at 6:00 p.m. *April meetings will occur on either the 4th or 5th Thursday of the month*. There are no meetings scheduled for June, July, and August. Unless otherwise posted, all meetings will be held in the New Fairfield Community Room, 33 Rte. 37, New Fairfield, CT.

In the event of inclement weather, the meeting will change to remote and a virtual link will be provided on our website and distributed.

New Fairfield Board of Education
70 Gillotti Rd.
New Fairfield, CT 06812

CURRICULUM / INSTRUCTION SUBCOMMITTEE
SCHEDULE OF REGULAR MEETINGS
JANUARY 2027-JUNE 2028

2027	***2027***	***2028***
February 22	September 27	February 28
March 22	October 25	March 27
April 26	November 22	April 24
May 24	December 20	May 22

The Curriculum / Instruction Subcommittee is scheduled to meet at 7:00 p.m. on the fourth Monday of the month. *The December meeting will occur on the Third Monday of December.* There are no meetings scheduled for January, June, July, and August. Unless otherwise posted, all meetings will be remote.

New Fairfield Board of Education
70 Gillotti Rd.
New Fairfield, CT 06812

POLICY SUBCOMMITTEE
SCHEDULE OF REGULAR MEETINGS
JANUARY 2027-JUNE 2028

2027	***2027***	***2028***
January 27	September 22	January 26
February 24	October 27	February 23
March 24	November 17	March 22
April 28	December 15	April 26
May 26		May 24

The Policy Subcommittee is scheduled to meet at 7:00 p.m. on the fourth Wednesday of the month. The *November & December meetings will occur on the third Wednesday of the month*. There are no meetings scheduled for June, July and August. Unless otherwise posted, all meetings will be remote.

.

Students

Suspension and Expulsion/Due Process/Referral to the Police

It is the goal of the Board of Education to ensure the safety and welfare of all students in attendance, and to maintain an atmosphere conducive to learning. In keeping with this goal, students are expected to comply with school rules and regulations, as well as Board policies. 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. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board. Law enforcement authorities must be notified when it is alleged that local State or Federal laws have been violated.

In working with students, emphasis shall be placed upon developing effective self-discipline as the most effective disciplinary approach.

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"** shall be defined as an exclusion from regular classroom activity for no more than ten consecutive school 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 may be served in any school building under the jurisdiction of the Board of Education.
4. **"Suspension"** shall be defined as an exclusion from school privileges or from transportation services for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed. All suspensions shall be in-school suspensions unless the administration determines for any student in grades three through twelve, inclusive, that 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, inclusive) shall be excluded from school during the period of suspension.

   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. A person's duty as a mandated reporter to report suspected child abuse or neglect is not limited by this provision.

Students

Suspension and Expulsion/Due Process/Referral to the Police

Definitions (continued)

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.
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.
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.
11. **"Firearm"** 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. 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.
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 §21a-240, including marijuana or any other cannabis type substance as well as designer drugs, look-a-like drugs, or household chemicals that are used in a mood altering manner.

Students

Suspension and Expulsion/Due Process/Referral to the Police

Definitions (continued)

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 & 16 (180 days/900 hours)

B. Removal From Class

1. All certified school staff 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 school 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). Removals shall not extend beyond ninety (90) minutes.

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.

D. Suspension and Expulsion

1. A student may be suspended (in-school) or suspended (out-of-school) or expelled (grade three to twelve, inclusive) for conduct on school property or at a school-sponsored activity that ~~endangers persons~~ causes serious physical harm or endangers property, is violative of a publicized policy of the Board, or is seriously disruptive of the educational process, including but not limited to one or more of the following reasons:

    a. Conduct causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense, including but not limited to inappropriate contact;

Students

Suspension and Expulsion/Due Process/Referral to the Police

D. Suspension and Expulsion (continued)

b. Intentionally causing or attempting to cause serious physical injury to another person that is not reasonably necessary for self-defense;

c. Intentionally causing or attempting to cause damage to school property or material belonging to staff or other students (private property);

d. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;

e. The use, either spoken or written, of obscene or profane language or gestures on school property or at a school-sponsored activity;

f. Refusal to obey the directions or orders of a member of the school staff;

g. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;

h. Harassment, hazing/bullying or threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or any other employee, or a fellow student;

i. Blackmailing a member of the school community, including any teacher, member of the school administration or any other employee or fellow student;

j. Possession of a firearm, deadly weapon, dangerous instrument, or martial arts weapon, as defined in Section 53a-3, such as a pistol, knife, blackjack, etc.;

k. Possession of any weapon or weapon facsimile, including but not limited to a knife or pistol.

l. Knowingly being in the presence of those who are in possession of, using, transmitting, or being under the influence of any dangerous drug, narcotic, hallucinogenic drug, drug paraphernalia, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;

m. Possession, transmission, distribution, selling, use or consumption of any dangerous drug, drug paraphernalia, narcotic, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;

n. Participation in any unauthorized occupancy by any group of students or others of any part of any school, school premises or other building owned by any school district after having been ordered to leave said school premises or other facility by the Principal or other person then in charge of said school building or facility;

Students

Suspension and Expulsion/Due Process/Referral to the Police

D. Suspension and Expulsion (continued)

o. Participation in any walkout from a classroom or school building by any group of students and refusing to immediately return to said classroom or school building after having been directed to do so by the Principal or other person then in charge of said classroom or school building;

p. Intentional incitement which results in an unauthorized occupation of, or walkout from, any school building, school premises, facility or classroom by any group of students or other persons;

q. Repeated unauthorized absence from or tardiness to school;

r. Incitement of truancy by other students;

s. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution;

t. Violation of school rules and practices or Board policy, regulation or agreement, including that dealing with conduct on school buses and the use of school district equipment;

u. Violation of any federal or state law which would indicate that the violator presents a danger to any person in the school community or to school property;

v. Lying, misleading or being deceitful to a school employee or person having authority over the student;

w. Unauthorized leaving of school or school-sponsored activities;

x. Smoking in the building. For students 16 years or older, violation of this part of the policy will result in a referral to the police. All students will be disciplined according to the conduct code.

y. All students smoking on school grounds will be subject to the conduct code.

z. Use of tobacco products on school grounds.

*Note: At the administrators' discretion the police may be contacted for any of the reasons listed above.

E. Suspension/Expulsion for Conduct Off School Grounds

1. Students are subject to suspension and/or expulsion for conduct off school property and outside of school-sponsored activities in accordance with law, for conduct that violates a publicized policy of the Board and is seriously disruptive of the educational process, including but not limited to the following:

Students

Suspension and Expulsion/Due Process/Referral to the Police

E. Suspension for Conduct Off School Grounds (continued)

a. Conduct leading to a violation of any federal or state law if that conduct is determined to pose a danger to the student himself/herself, other students, school employees or school property.

b. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.

2. In making a determination as to whether conduct is "seriously disruptive of the educational process," the administration, Board of Education or impartial hearing board 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, narcotic drug, hallucinogenic drug, amphetamine, barbiturate or marijuana.

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. 21a-277 and 21a-278.
2. Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing board 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/Referral to the Police

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.

*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.

G. Suspension Procedure

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 violations of school policies including, but not limited to, paragraph D, above, in accordance with the procedure outlined in this paragraph. 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.

   The administration is expected to consider 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.

   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.

2. In the case of suspension, the administration shall notify the student's parents and the Superintendent of Schools within 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/Referral to the Police

G. Suspension Procedure (continued)

3. 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.

4. 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.

5. 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.

6. 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.

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.

Students

Suspension and Expulsion/Due Process/Referral to the Police

H. Expulsion Procedures (continued)

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.

3. Three members of the Board of Education shall constitute a quorum for an expulsion hearing. A student may be expelled if a majority of the Board members sitting in the expulsion hearing vote to expel and provided at least three affirmative votes for expulsion are cast.

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 shall include a statement of the time, place and nature of the hearing; 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 or second time and who comply with conditions set by the Board of Education, must be offered an alternative educational opportunity;

Students

Suspension and Expulsion/Due Process/Referral to the Police

H. Expulsion Procedures (continued)

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.

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;

Students

Suspension and Expulsion/Due Process/Referral to the Police

H. Expulsion Procedures (continued)

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.

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, including any judicially cognizable facts and the Boards specialized knowledge as provided in paragraph "f" above.

8. 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.

Students

Suspension and Expulsion/Due Process/Referral to the Police (continued)

I. Notification

1. All students and parents within the jurisdiction of the New Fairfield 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 within a reasonable 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 include 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. Students with Disabilities

A special education student's and/or 504 disability shall be considered before making a decision to suspend. A student with disabilities may be suspended for up to ten school days in a school year without the need for the district to provide any educational services. A disabled student may be additionally removed (suspended) for up to ten school days at a time for separate acts of misconduct as long as the removals do not constitute a pattern. During any subsequent suspension of ten days or less of a student with disabilities, the district shall provide services to the disabled student to the extent determined necessary to enable the student to appropriately advance in the general education curriculum and toward achieving his/her IEP goals. In cases involving removals for ten days or less, school personnel (school administration) in consultation with the child's special education teacher, shall make the service determination.

If the disabled student's suspensions beyond ten school days in a school year constitute a pattern because of factors such as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another, the IEP team (PPT) shall conduct a manifestation determination. Meetings of a student's IEP team (PPT) are required to develop a behavioral assessment plan or to review and modify as necessary one previously developed when the disabled student has been removed (suspended) from his/her current placement for more than ten school days in a school year and when commencing a removal (suspension) that constitutes a change in placement.

Students

Suspension and Expulsion/Due Process/Referral to the Police

J. Students with Disabilities (continued)

Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record. Such notice shall be expunged from the record if the student graduates from high school.

Notwithstanding the foregoing, the following procedures shall apply to students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a "student with disabilities"):

1. If a student with disabilities engages in conduct that would lead to a recommendation for expulsion, the district shall promptly convene an IEP team (PPT) meeting to determine whether the misconduct was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the District's failure to implement the IEP. A student may be suspended for up to ten days pending the IEP team (PPT) determination.

2. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was not caused by the disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative educational plan consistent with the student's educational needs as determined by the IEP team (PPT) in light of such expulsion and the student's IEP. The services must continue to the extent determined necessary to enable the disabled student to appropriately advance in the general education curriculum and to advance toward achieving the goals of his/her IEP and to be provided a free appropriate public education.

3. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was caused by or had a direct and substantial relationship to the disability, or the conduct in question was the direct result of the District's failure to implement the student's IEP, the Superintendent shall not proceed with the recommendation for expulsion. The IEP team (PPT) shall consider the student's misconduct and revise the IEP to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff. A functional behavioral assessment shall be conducted, if not previously done, and a behavioral intervention plan implemented or revised, if in existence. The student shall be returned to the placement from which he/she was removed unless agreed otherwise by the District and parent.

Students

Suspension and Expulsion/Due Process/Referral to the Police

J. Students with Disabilities (continued)

4. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing under C.G.S. 10-76h to contest an expulsion under subparagraph (2) above or a proposed change in placement under subparagraph (3), unless the parents (or student if eighteen years of age or older) and the Board otherwise agree, the child shall stay in the interim educational setting if so placed by school authorities pending decision in said due process hearing and any subsequent judicial review proceedings.

5. Notwithstanding the provisions of the preceding subparagraph (4), a student with disabilities may be assigned to an interim alternative educational setting for not more than forty-five (45) school days if the student brings a weapon to school or to a school function or knowingly possesses or uses illegal drugs, drug paraphernalia or sells or solicits the sale of a controlled substance while at school or a school function. For purposes of this paragraph, "weapon" means a device instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, but excludes a pocket knife with a blade of less than 2 ½ inches in length. The interim alternative placement shall be determined by the IEP team (PPT). If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or the Board obtains a court order.

6. In order for the district to unilaterally obtain a 45-day change in placement from a federal judge of Connecticut hearing officer, it must prove by substantial evidence, that maintaining the current placement of the student is substantially likely to result in injury to the child or others. The school must also prove that it has made reasonable efforts to minimize the risk of harm the student presents in the current placement.

Students

Suspension and Expulsion/Due Process/Referral to the Police (continued)

K. 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, with an individualized learning plan, during the period of expulsion. Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational program 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. 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 an adult education program or placement of such student in a regular classroom program of a school other than the one from which the student has been excluded. 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 problems 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 person, 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. If the Board expels a student for the sale or distribution of such 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.

Students

Suspension and Expulsion/Due Process/Referral to the Police (continued)

L. 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 shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

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. 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 expulsion 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 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.

Students

Suspension and Expulsion/Due Process/Referral to the Police

L. Other Considerations (continued)

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.

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).

Legal Reference: Connecticut General Statutes

4-176e through 4-180a. Contested Cases. Notice. Record. (as amended)

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 11-126 PA 11-115, PA 14-229, PA 15-96, PA 16-147 and PA 19-91.

53a-3 Definitions.

53a-217b Possession of Firearms and Deadly Weapons on School Grounds.

PA 94-221 An Act Concerning School Discipline and Safety.

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.

18 U.S.C. 921 Definitions.

Students

Suspension and Expulsion/Due Process/Referral to the Police

Legal Reference: Connecticut General Statutes (continued)

Title III - Amendments to the Individuals with Disabilities Education Act.

Sec. 314 (Local Control Over Violence)

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, Amendment of 1997.

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

19a-342 Smoking prohibited in certain places.

P.L. 108-446 Individuals with Disabilities Education Improvement Act of 2004.

State v. Hardy, 896 A.2d 755, 278 Conn 113 (2006)

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 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:

1. Providing 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.

State Department of Education (SDE) Positions to Consider

1. In order to properly implement the provision of an alternative educational opportunity to expelled students, 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.
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)).
3. Meet with parents/guardians prior to placement to provide information about potential alternative educational opportunities and a placement meeting to finalize such placement.
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.
    - Reviewing the student's progress and communicating that progress to parent/guardian or student.
    - 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.
8. Adopt procedures to address a student's transition from an alternate educational opportunity to the student's regular school.

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 more than once and wishes to continue his or her education shall be offered such an alternative educational opportunity.

    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 of the appropriate alternative placements 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.

      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.

   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;

- 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.

The revisions reflect the expanded requirement for school boards to provide an alternative education opportunity for students aged 16 to 18. P.A. 26-1, section 41 now requires boards to provide alternative educational opportunities to students 16-18 who are expelled for the first or second time. All references to "physical harm", should be updated to "serious physical harm."

NEW FAIRFIELD PUBLIC SCHOOLS - 2027-2028 Calendar *Draft/Final*

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

19-20- New Teacher Orientation
23 - First Day for Teachers
23-25 - Professional Learning Days
26 - First Day for Students

September (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	

6 - Labor Day

October (19)				
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

8 - Professional Learning Day
11 - Columbus Day /Yom Kippur

November (18)				
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			

2 - Election Day - Professional Learning Day
3,4,5 - Parent-Teacher Conferences - NFES & MS
11 - Veterans Day (full day of school)
24-26 - Thanksgiving Recess

December (17)				
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

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

January (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				

17 - Martin Luther King Day

February (18)				
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			

18- Professional Learning Day
21 - Presidents' Day
22- Winter break

March (23)				
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

8,9,10-Parent-Teacher Conferences-NFES & MS
24 - Professional Learning Day -*Early dismissal

April (14)				
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

14- Good Friday
17-21 Spring Vacation

May (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				

26 - Professional Learning Day - *Early Dismissal
29 - Memorial Day

June (6)				
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

7-* Early Dismissal -Students
8- Last Day for Students/Staff *Early Dismissal
♦9 - ♦23 - Snow/emergency days
♦*23 - Last Possible Day for Students/Staff (includes 11 snow/emergency days) *Early Dismissal

Inclement weather/emergency days will be made up on June 9th through June 23rd. as needed. If more than 11 days are needed, days will be taken from spring break beginning with April 17th. The last day for students is expected to be no later than June 23rd. Students will not be in school for more than 180 days. In the event that any of the teacher work days (10/8, 11/2 & 2/18) 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:

This is a recommended policy to consider and combines three previous CABE model policies: Safe and Secure School Facilities (3516), Emergencies and Disaster Preparedness (6114), and Crisis Management Plan (5141.6). These three policies can be rescinded upon adoption of the newly updated 5142, which was last updated to comply with PA 26-1.

Students

School Safety: Preparation, Response, and After Action

It is the policy of the _____ Board of Education to maintain a safe, orderly, civil, and positive learning environment and to be prepared, as far as possible, to prevent and respond quickly and appropriately to unexpected crises, such as emergencies, disasters, and threats.

The Board of Education shall strive to build safe, supportive, and academically challenging school learning environments in partnership with students, staff members, families, and community leaders and officials. Supporting these efforts, along with ensuring all facilities, grounds, equipment, and vehicles meet acceptable injury and violence prevention standards for design, installation, use, and maintenance, the Board recognizes that sound emergency preparedness planning and response are essential for the health, welfare, and safety of all students, staff, and visitors. All school community members are responsible for doing everything in their power to promote everyone's safety at all times. District staff and students shall be prepared to respond immediately and responsibly to any combination of events that threaten the school community.

The Board directs the Superintendent to develop, maintain, and implement an *Emergency Disaster Preparedness and Response Plan* (**District Security and Safety Plan)** and, for each school, a **School Security and Safety Plan** and administrative procedures that detail provisions for responding to emergencies and disasters. This Plan will articulate the roles of local emergency service providers in crisis preparedness and incident management, which shall be included in the District's Security and Safety Plan.

The School Security and Safety Plan

The Superintendent shall use state-approved School Security and Safety Plan Standards and a School Security and Safety Plan Template to comply with the National Incident Management System (NIMS) and incorporate the National Incident Command System when updating District- and site-level emergency and disaster preparedness plans. Each school in the district, each school year, will develop and implement a **School Security and Safety Plan**. Such plan shall be based upon the standards issued by *the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS)* and the *School Security and Safety Plan Template*. In addition to preparedness and response, the plan shall provide guidance on recovery from any emergency incident.

In developing the District and School Security and Safety Plans, which include plans for various crisis scenarios, such as fire, bus accidents, criminal acts, civil disturbances, presence of intruders, hazardous material spills, weather-related emergencies, and bomb threats, the Superintendent shall collaborate with local and state emergency responders and local health officials in compliance with state law.

Students

School Safety: Preparation, Response, and After Action

The School Security and Safety Plan (continued)

The Board, through the Superintendent, shall annually, by November 1 of each year, submit the School Security and Safety Plans for each school to the Department of Emergency Services and Public Protection via submission to the District's DEMHS Regional Coordinator in the manner prescribed by said agency.

In accordance with state law, all portions of the District's and each school's Security and Safety Plan that are not explicitly exempt from disclosure under the Freedom of Information Act shall be made accessible to members of the school community upon request. The administration shall maintain a redacted, public-facing copy of the plan for this purpose.

The Superintendent or designee shall use the School Security and Safety Plan standards and plan templates developed by the Department of Emergency Services, state-approved Standardized Emergency Management System guidelines, be compliant with the National Incident Management System (NIMS), and incorporate the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The School Security and Safety Plan shall be developed within the context of the four recognized phases of crisis management: Mitigation/Prevention, Preparedness, Response, and Recovery.

All crisis response and security drills conducted within the District shall adhere strictly to the following statutory requirements:

1. Written notice shall be provided to parents, guardians, students, and school staff at least seven (7) calendar days prior to conducting any crisis response drill.
2. Immediately at the start of any crisis response drill, an explicit announcement shall be broadcast over the school's public address system informing all occupants that a drill is taking place.
3. Drills conducted when students are present shall not include active assailant simulations, high-sensory elements (such as fake gunfire or loud, realistic audio), or unannounced surprise scenarios.
4. Staff shall provide age-appropriate and developmentally appropriate preparation for students prior to the drill and offer opportunities for reflection or debrief following the exercise.

District Security and Safety Committee

The District Security and Safety Committee includes the Superintendent, Police Chief, Fire Chief, representative of school leadership, teachers and staff, mental health and special education staff representatives, and others deemed necessary. This Committee shall meet each month and fulfill the following tasks:

- Oversee and facilitate the process for the development and submission of School Security and Safety Plans;

Students

School Safety: Preparation, Response, and After Action

District Security and Safety Committee (continued)

- Ensure that District and school site security and safety plans address an all-hazards approach to emergencies;
- Assist individual school-based crisis response teams (the School Security and Safety Committee) to include community partners and school-based personnel as specified;
- Develop training activities and conduct emergency exercises, such as tabletop exercises, to support and improve the plan;
- Initiate, build, and maintain relationships with community partners;
- Conduct regular safety, security and hazard assessments;
- Establish and update the district emergency management plan;
- Interview vendors that provide products related to school safety and security;
- Meet with the Board of Education committee that oversees district security and safety quarterly to report on the following:
    - Input related to policy changes and updates;
    - Resources supporting security and safety initiatives;
    - Security and safety concerns facing the District;
    - Updates on communication procedures and protocols;
    - (*Discussions relating to emergency plans may require an Executive Session.)*

School Security and Safety Committees and Immigration Protocols

Each school shall establish a **School Security and Safety Committee** to assist in developing and implementing the school's **Security and Safety Plan**. Such plans shall be based upon the Department of Emergency Services and Public Protection standards.

The members of the Committee shall include a *local police officer*, *local first responder*, *teacher* and *administrator* from the school, a *mental health professional*, a *parent or legal guardian* of a student at the school, a *special education teacher*, *the administrator(s) designated to interact with immigration authorities,* and any other person deemed necessary, such as a *school nurse*, *custodian*, *local health director*, *transportation coordinator*, etc. Schools shall collaborate closely with law enforcement, fire and emergency services personnel, and community partners, including public health professionals, to develop a plan that addresses a wide range of crises. A security vulnerability assessment of each school shall be conducted every two years; the results of which shall be incorporated into the school's Security and Safety Plan and reported to the DEMHS Regional Coordinator.

School Security and Safety Plans must be updated and submitted annually and conform to the standards and templates developed by the Department of Emergency Services and the Division of Emergency Management and Homeland Security (DEMHS) pursuant to Section 86 of Public Act 13-3. In addition, the Superintendent or designee shall ensure that the District's procedures include strategies and actions that comply with the National Incident Management System (NIMS) used by all first responders at all levels of prevention/mitigation, preparedness, response, and recovery.

Students

School Safety: Preparation, Response, and After Action

School Security and Safety Committees and Immigration Protocols (continued)

Each School Security and Safety Plan shall include protocols for interacting with a federal immigration authority who appears in person or contacts a school. Such protocols shall be based on applicable law and CSDE guidance, and shall include at a minimum:

1. Designation of at least one administrator at each school responsible for interacting with federal immigration authorities;
2. Provisions authorizing such administrator to request identification, ask for judicial warrants, review materials provided, and consult with legal counsel; and
3. Permission for other school personnel to direct federal immigration authorities to the designated administrator.

~~For each school year, each School Security and Safety Plan shall be updated to include protocols for interacting with a federal immigration authority who appears in person at a school in the District or otherwise contacts a school to request information. For purposes of this policy, a "federal immigration authority" means "any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act."~~

~~Such protocols shall be based on applicable law and the CSDE's "Guidance to K-12 Public Schools Pertaining to Immigration Activities," or any subsequent applicable CSDE guidance, and shall include, at a minimum:~~

~~A. the designation of at least one administrator at each school to serve as the individual responsible for interacting with the federal immigration authority;~~
~~B. provisions that such administrator, or any other school employee, may:~~
~~1. request and record a federal immigration authority's identification, including the name, badge or identification number, telephone number, and business card of such federal immigration authority;~~
~~2. ask such federal immigration authority if the federal immigration authority is in possession of a judicial warrant to support the federal immigration authority's request and, if so, to produce such judicial warrant;~~
~~3. review any warrant or other materials that the federal immigration authority produces to determine who issued such warrant and what the warrant or other material authorizes the federal immigration authority to do; and~~
~~4. consult with legal counsel for the Board, or guidance developed by such legal counsel, on how to interact with the federal immigration authority with regards to the nature of the request, whether a warrant is produced, the details of any such warrant, whether such warrant is a judicial warrant or an administrative warrant, whether the federal immigration authority is claiming exigent circumstances, and any other consideration identified by the Board's legal counsel; and~~

Students

School Safety: Preparation, Response, and After Action

~~C. permission for other school personnel to direct such federal immigration authorities who request access to any records, information, the interior of the school building, or other school personnel to communicate with the administrator.~~

(cf. 5114 - Suspension/Expulsion; Student Due Process)
(cf. 6114.1 – Fire Emergency Drills/Crisis Response Drills)
(cf. 6114.7 - Safe Schools)

Legal Reference: Connecticut General Statutes
10-154a Professional communications between teacher or nurse and student.
10-207 Duties of medical advisors.
10-209 Records not to be public.
10-210 Notice of disease to be given parent or guardian.
10-220f Safety committee
10-221 Boards of education to prescribe rules
10-222m School security and safety plans. School security and safety committees
10-231 Fire drills
19a-221 Quarantine of certain persons.
52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.
The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.
P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Section 86, 87, 88)
P.A. 19-5 An Act Concerning the Safe Storage of Firearms in the Home and Firearm Safety Programs in Public Schools
Public Act No. 25-1, An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements
``
State Standards:
Connecticut State Department of Education, *Guidance to K-12 Public Schools Pertaining to Immigration Activities* (January 28, 2025)
P.A. 26-1 An Act Concerning Various Provisions Relating to Education, Public Safety, and General Government (Sec. 44-47)

Policy adopted:
cps 1/25
rev 4/25
rev 12/25
rev 7/26

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

A sample regulation to accompany the policy.

Students

School Safety: Preparation, Response, and After Action

The Superintendent or designee, on behalf of the Board of Education, shall ensure that District and School Security and Safety Plans address an all-hazards approach to emergencies and shall include, but not be limited to:

1. Fire on or off school grounds that endangers students and staff;
2. Natural disasters;
3. Environmental hazards;
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group;
5. Bomb threat or actual detonation;
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities;
7. Medical emergencies and quarantines, such as pandemic influenza outbreaks.

Public Community Access to Security Plans (P.A. 26-1):

Upon request from any member of the school community (parents, guardians, staff, students, or community residents), the District shall provide access to the non-exempt portions of the School Security and Safety Plan. The Superintendent or designee shall ensure that sensitive security details exempt under C.G.S. § 1-210 (b)(19) – including specific tactical response steps, physical vulnerability evaluations, building floor plans, and security system operational details – are redacted prior to public inspection.

Protocols for Interacting with Federal Immigration Authorities

~~Through this policy, the Board of Education commits to ensuring that the _____ Public Schools follow all guidelines and protocols established by the Connecticut State Department of Education regarding interactions between immigration authorities and the District. These plans cover each school.~~

Through this policy, the Board of Education commits to ensuring that the District adheres to all CSDE-established guidelines and protocols governing interactions between immigration authorities and the District. No staff member shall be disciplined, suspended, terminated, or otherwise punished for implementing the updated School Security and Safety Plan regarding staff interactions with an immigration authority (P.A. 25-1).

These plans specifically require each district to do the following:

1. Designate at least one administrator at each school to serve as the individual responsible for interacting with federal immigration authorities;
2. Specify that this administrator, or any other school employee, may request specific information from the immigration authorities to take specific other actions (see below); and
3. Permit other school personnel to direct immigration authorities to the designated administrator if they request access to records, information, the interior of the school building, or to communicate with other school personnel.

Students

School Safety: Preparation, Response, and After Action (continued)

Actions that the designated administrator or any other school employee may take:

1. Request and record a federal immigration authority's identification, including the name, badge or identification number, telephone number, and business card;
2. Ask the immigration authority if he or she has a judicial warrant to support the authority's request and, if so, show the warrant;
3. Review warrants or other materials that the authority provides to determine who issued the warrant and what it or the other material authorizes the authority to do; and
4. Consult with the school district's legal counsel (or legal counsel's guidance) on how to interact with the immigration authority regarding the request's nature, whether a warrant is produced, the warrant's details (including whether it is a judicial warrant or an administrative warrant), whether the immigration authority is claiming exigent circumstances, and any other consideration the legal counsel has identified.

~~No staff member shall be disciplined, suspended, terminated, or otherwise punished for implementing the updated school security and safety plan regarding staff interactions with an immigration authority. This protection specifically applies to staff who take any of the permitted actions listed above and direct the immigration authority to communicate with the designated administrator. *(PA 25-1 An Act Concerning Interactions Between School Personnel and Immigration Authorities, The Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements)*~~

Mandatory Crisis Response Drill Procedures

In accordance with P.A. 26-1, all crisis response drills (including lockdown, shelter-in-place, and evacuation exercises) must comply with the following operational standards:

1. Written notification must be transmitted to staff, students, and parents/guardians at least seven (7) calendar days in advance of any crisis drill via direct email, text alert, or student portal.
2. Immediately as the drill begins, the principal or designee shall broadcast a building-wide announcement stating clearly: "Attention staff and students, we are beginning a security drill. This is only a drill."
3. Drills conducted while students are present must be free of active assailant simulations, fake gunfire, pyrotechnics, or unannounced surprise scenarios.
4. Teachers shall review drill steps with students in an age and developmentally appropriate manner prior to the exercise and allow time post-drill for student debriefing and questions.

Students

School Safety: Preparation, Response, and After Action (continued)

Each school and district building shall establish a **School Security and Safety Committee**. The Committee is responsible for developing the school's Security and Safety Plan and shall include a *local police officer*, *local first responder*, *teacher and administrator* from the school, a *mental health professional*, a *special education department representative*, a *parent or guardian of a student at the school*, *the administrator(s) designated to interact with immigration authorities,* and may include any other person deemed necessary, such as a *nurse*, *custodian or property manager*, *local emergency management director, local public health director, information technology manager,* and *transportation coordinator*. The School Security and Safety Committee shall also invite subject-matter experts to participate as needed, including, for example, the local public works director, the high school student council president, and/or the food service director.

The Superintendent shall annually review, update as necessary, and submit a School Security and Safety Plan for each school under its jurisdiction to the DESPP/DEMHS Regional Coordinator based on the standards and required template as updated. These annual submissions shall also include the results of security and vulnerability assessments conducted every two years for each school.

The Superintendent shall identify a lead administrator, such as the school principal, who shall conduct a security and vulnerability assessment for each school under the jurisdiction of such board every two years and develop a plan as described in Personal safety and security (Number 4 under Security and Safety Plans) and Steps to be taken after the disaster or emergency (Number 8 under the same section). By November 1st of each school year, the board of education, through the superintendent, shall submit to its DEMHS Regional Coordinator an electronic copy of the plan for that year.

School Security and Safety Plans shall be based on the school security and safety plan standards and template developed by the Department of Emergency Services and Public Protection, pursuant to section 86 of PA 13-3.

In addition, the Superintendent or designee shall ensure that the District's procedures include strategies and actions that are compliant with the National Incident Management System (NIMS) used by all first responders at all levels for prevention/mitigation, preparedness, response and recovery, including, but not limited to, the following:

1. **Regular inspection** of school facilities and equipment and identification of risks;
2. **Instruction and practice** for students and employees regarding emergency plans, including:
    a. Staff training in first aid, *stop the bleed*, and cardiopulmonary resuscitation;
    b. Regular practice of emergency procedures by students and staff.

Students

School Safety: Preparation, Response, and After Action (continued)

3. Specific determination **of roles and responsibilities** of staff during a disaster or other emergency, including determination of:
    a. The appropriate chain of command at the District and, if communication between District and site is not possible, at each site. (Use of the National Incident Command System);
    b. Individuals responsible for specific duties;
    c. Designation of the Principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations that do not permit execution of prearranged plans;
    d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation;
    e. Assignment of responsibility for identifying injured persons and administering first aid.
4. **Personal safety and security**, including:
    a. Identification of areas of responsibility for supervision of students;
    b. Procedures for evacuation of students and staff, including a procedure to release students, including posting of evacuation routes;
    c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible;
    d. Identification of transportation needs, including a plan that allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety;
    e. Provision of a first aid kit to each classroom;
    f. Arrangements for students and staff with special needs;
    g. Upon notification that a health crisis, such as a pandemic, exists, attendance policies for students and sick leave policies for staff with known or suspected infectious diseases should be adjusted.
5. **Closure of schools**, including an analysis of:
    a. The duration of the event's impact and possible scenarios;
    b. The impact on student learning and methods to ensure continuity of instruction;
    c. How to provide for continuity of operations for essential central office operations;
    d. Communicating school closures and other operational decisions to the staff, students, Board of Education, local officials, and community members.

Students

School Safety: Preparation, Response, and After Action (continued)

6. **Communication** among staff, parents/guardians, the Board of Education, other governmental agencies, and the media during an emergency, including:
    a. Identification of spokesperson(s);
    b. Development and testing of communication platforms, such as hotlines, telephone/messaging trees, websites and social media;
        i. Communicate to students, staff, parents, community, officials, and Board on how/when they can expect information to be shared;
        ii. Share what crisis-related communications can and can't include;
        iii. Share how they will be updated during a crisis;
        iv. Share how they will be provided with after-action summaries of an event, including but not limited to what occurred, how the District responded, and actions the District will take to prepare for similar future occurrences.
    c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand;
    d. Distribution of information about District and school site emergency procedures to staff, students, and parents/guardians.
7. **Cooperation with other state and local agencies**, including:
    a. Development of guidelines for law enforcement, fire department, and medical emergency responder involvement, intervention, and after-action analysis and feedback;
    b. Collaboration with the local health department, including developing a tracking system to alert the local health department to a substantial increase in student or staff absenteeism as indicative of a potential outbreak of an infectious disease.
8. **Steps to be taken after the disaster or emergency**, including:
    a. Inspection of school facilities;
    b. Provision of mental health services for students and staff, as needed;
    c. After-action review after each event: (This review should involve school and district administration, staff, and emergency services personnel involved in the incident. Each review should result in a written summary to prepare for future events.)

The Superintendent shall establish a **District Security and Safety Committee**. The Committee is responsible for overseeing the schools' development, submission, and implementation of Security and Safety Plans and shall keep track of all drill logs and other documents required for submission.

Students

School Safety: Preparation, Response, and After Action (continued)

The District Security and Safety Committee shall include the *Chief of Police, Chief of Fire/Emergency*, a *teacher and administrator representative* from a primary and secondary school, a *mental health professional*, a *special education department representative*, a *parent/guardian of a student* enrolled in a district school, and may include any other person deemed necessary, such as a *nurse*, *custodian or property manager*, *local emergency management director, local public health director, information technology manager,* and *transportation coordinator*. The District Security and Safety Committee shall also invite emergency management experts and vendors to share information and products for consideration to improve security and safety procedures, fortification measures, and communication systems.

The District Security and Safety Committee shall organize annual District training, including tabletop exercises, drills, and other activities to promote district security. Such activities include, but are not limited to, parent information sessions, Board of Education presentations and updates, and the review and update of published security and safety documents and communications.

The School Security and Safety Plans shall be reviewed annually and updated if necessary and shall use as its framework the **Four Phases of Emergency Management for Schools**:

1. **Prevention-Mitigation Phase**
    a. Prevention is the action schools and districts can take to decrease the likelihood that an event or crisis will occur.
    b. Mitigation actions are steps that eliminate or reduce the loss of life or property damage for events that cannot be prevented.
        i. Assess and address the safety integrity of facilities, security, culture, and climate of the schools, and is considered an ongoing process, directly linked to the other three phases;
        ii. Correlate with school climate policy and subsequent plans;
        iii. Work with community partners to conduct an assessment of school buildings, grounds, and the surrounding community.
    c. Examples of items to build into the crisis management plan:
        i. Fencing hazardous areas;
        ii. Anchoring outdoor equipment;
        iii. Installing building access control measures, such as buzz-in systems, photo IDs, security cameras, alarm systems, and fortification measures;
        iv. Conducting school vulnerability assessments, such as campus entry points and buffer zones;
        v. Establishing wellness programs;
        vi. Establishing tools and protocols for identifying and immediately sharing concerns, such as See Something, Say Something;
        vii. Correlate with health, wellness, and school climate policies.

Students

School Safety: Preparation, Response, and After Action (continued)

2. Preparedness Phase

a. Preparedness is designed to strengthen the school community by coordinating with community partners through:
   i. Developing an emergency plan and protocols;
   ii. Adopting the Incident Command System;
   iii. Addressing the needs of persons with disabilities;
   iv. Conducting staff training and drills.

b. Elements to be addressed:
   i. All-hazards emergency procedures;
   ii. Emergency supplies;
   iii. Incident Command System to facilitate effective response;
   iv. Student accountability procedures in the case of emergency;
   v. Family reunification plans (contact information, notification procedures, appropriate identification);
   vi. Training and exercises (tabletop exercises and full-scale exercises);
   vii. Recovery planning;
   viii. Communication with the media and parents/guardians;
   ix. Annual review and revision.

3. Response Phase

a. Involves what must be done during response to an emergency:
   i. Activating the Crisis Management Plan and the Incident Command System;
   ii. Coordinating with first responders;
   iii. Adapting to an evolving situation;
   iv. Deciding on response strategies;
   v. Accounting to students-reunifying with parents/guardians;
   vi. Communicating with parents/guardians and the media.

b. Consideration of which primary response to use based upon the specifics and the severity of the situation:
   i. Evacuation;
   ii. Lockdown;
   iii. Shelter in place.

c. Response Action: Evacuation:
   i. Use when locations outside the building are safer than inside the school;
   ii. Identify multiple evacuation routes in coordination with community partners;
   iii. Determine how teachers will account for students;
   iv. Ensure teachers, administrators, and staff members have appropriate "Go-kits."

Students

School Safety: Preparation, Response, and After Action (continued)

d. Response Action: Lockdown:
   i. Use when there is an immediate threat of violence in or immediately around the school;
   ii. Ensure all exterior doors are locked;
   iii. Ensure all public safety officials can enter the building;
   iv. Determine policy regarding blinds, turning off lights, and use of status cards;
   v. Staff and students move to an area that is not visible from windows or doors.

e. Response Action: Shelter-in-Place:
   i. Use when students and staff must remain indoors during an extended period;
   ii. Close all windows and turn off all heating and air conditioning systems;
   iii. Provide accommodations for eating, sleeping, and personal hygiene. Have staff activate family emergency plans;
   iv. Provide communications to students and staff (plain language vs. codes).
   v. Discourage external cellular communications by students and staff during emergencies;
   vi. Provide for review/debriefing of the incident.

4. Recovery Phase

a. Designed to assist students, staff, and their families in the healing process and to restore educational operations in the schools.

b. Four primary components to be addressed:
   i. Physical/structural recovery;
   ii. Business/fiscal recovery;
   iii. Restoration of the learning environment;
   iv. Psychological/emotional recovery.

c. Issues to be addressed:
   i. Assessment and repair of facilities;
   ii. Possible need for alternate school sites;
   iii. Payroll and financial systems;
   iv. Record management;
   v. Returning normalcy to the school environment;
   vi. Identification of those needing psychological/emotional support and development of short and long-term interventions as needed.

Students

School Safety: Preparation, Response, and After Action (continued)

5. **Communication**
    a. **Setting the table:** Preparing the community on what it can expect regarding crisis communications, such as how information will be shared, what it will (and will not) include, and how often it will be sent;
    b. **Real-Time Communication:** Providing internal communication to staff and the board of education and external communication to parents, the community, and the media;
    c. **After-action communication**: Reviewing and sharing the factual account of what had occurred and the outcomes that can be shared.

All Hazards School Security and Safety Plan Standards

https://portal.ct.gov/-/media/demhs/_docs/plans-and-publications/school-security-and-safety-plan-standards.pdf?rev=457023ebffa54e1e938fb17de0d74c55&hash=8B651FB5D35B6D64CE80AC7F0DA3F897

Recognizing the need for an "all-hazards" emergency preparedness and response capability for schools, the Connecticut state government has expanded its role as a partner in ensuring the safety, security, and emergency preparedness of the state's local educational facilities. In keeping with Public Act 13-3, Section 86, the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS), in consultation with the Department of Education, re-convened a multi-jurisdictional, multidisciplinary working group to review and revise, as needed, the School Security and Safety Plan Standards and the accompanying School Security and Safety Plan Template, which were released to help schools and the surrounding communities meet all-hazards threats. The requirements for a plan and plan standards are now codified in Connecticut General Statutes Sections 10-222m and 10-222n.

Those individuals charged with developing local all-hazards school security and safety plans should also review the Guide for Developing High-Quality School Emergency Operations Plans, released in June 2013 by a consortium of federal agencies, including the U.S. Department of Education and FEMA. In addition, we have reviewed and revised the template for an all-hazards approach to emergencies at public schools to address these Standards, including those identified in Public Act 13-3, Section 86:

1. Involvement of local officials, including the chief executive officer (CEO) of the municipality, the superintendent of schools, law enforcement, fire, public health, emergency management, and emergency medical services in the development of school security and safety plans;

Students

School Safety: Preparation, Response, and After Action

All Hazards School Security and Safety Plan Standards (continued)

2. An organizational command structure based on the National Incident Management System (NIMS), including the Incident Command System (ICS), and a description of the responsibilities of the different parts of the command structure. NIMS includes establishing a standard nomenclature, and municipalities shall work together through their Connecticut Division of Emergency Management and Homeland Security (DEMHS) Regional Emergency Planning Teams to implement the standard language and definitions in the attached template plan. Basic NIMS training for school employees may include ICS 100 C, which can be taken online at http://training.fema.gov;
3. A requirement that a school security and safety committee be established at each school. This committee can be combined with an existing school committee, provided that the following requirements are met: a. Each local and regional board of education annually establishes a school security and safety committee at each school within its jurisdiction. The Committee is responsible for assisting in developing the school's security and safety plan and for administering it. The Committee members shall include a *local police officer*, a *local first responder*, a *teacher* and *administrator* from the school, a *mental health professional*, a *special education department representative*, and a *parent or guardian* of a student at the school. They may include *any other person deemed necessary*, such as a *school nurse*, *custodian* or *property manager*, *local emergency management director*, *local public health director*, *information technology manager*, and *transportation coordinator*. The school security and safety committee should also invite subject-matter experts to participate as needed, including, for example, the *local public works director*, the *high school student council president*, *and/or the food service director*.
4. Annually, each local and regional board of education shall review, update as necessary, and submit a school security and safety plan for each school under its jurisdiction to its DESPP/DEMHS Regional Coordinator, based on the standards listed here and further provided in the attached template and any updated template, as well as the results of the assessment described in Number 8, below. By November 1st of each year, local and regional boards of education must submit to their DEMHS Regional Coordinators an electronic copy of their plan(s) for that year;
5. The school security and safety plans shall be an annex to the municipality's Local Emergency Operations Plan (LEOP), filed with the DESPP/DEMHS Regional Coordinator under Connecticut General Statutes Section 28-7. The school security and safety plans do not have to be physically attached to the LEOP; they may be referenced in the LEOP but kept in a separate binder;
6. Procedures for managing various types of emergencies, including crisis management procedures;

Students

School Safety: Preparation, Response, and After Action

All Hazards School Security and Safety Plan Standards (continued)

7. A requirement that local law enforcement and other local public safety officials (including the local emergency management director, fire marshal, building inspector, and emergency medical services representative) evaluate, score (assess), and provide feedback on fire drills and crisis response drills. This means that each named official should evaluate and provide feedback on at least one fire drill and crisis response drill each year. While it may be impossible for every official to attend every drill at every school, it is best practice for the town public safety team (fire, police, emergency management, etc.) to attend at least one drill per year as a team. That way, team members can share observations and ideas. The feedback is critical to maintaining and enhancing your school's preparedness. The board of education shall annually submit a report to the DESPP/DEMHS Regional Coordinator by July 1 of each year regarding the types, frequency, and feedback on the fire and crisis response drills. This report provides an opportunity to develop best practices and lessons learned. The report template is located in Appendix 14 of the plan templates. If you have any questions about completing this report, please contact us at SchoolSecurityPlanStandards@ct.gov.
8. A requirement that each local and regional board of education conduct a security and vulnerability assessment for each school under the jurisdiction of such board every two years and develop a plan as described in Number 4 above, based on the assessment;
9. A requirement that the safe school climate committee for each school collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, and report such information, as necessary, to the district's safe school climate coordinator and the school security and safety committee described in Number 3, above (See Connecticut General Statutes Section 10-222k);
10. A requirement that the school security and safety plan for each school provide an orientation on the plan to each school employee at the school, and provide violence prevention training in a manner described in the plan. Training to the plan is critical. This training should be conducted in cooperation with the school safety and security committee, including local law enforcement, fire, emergency management, public health, and emergency medical services. This will give the school community and municipal officials an understanding of the need for unified planning, preparedness, and response;
11. A requirement that each school construct a reference kit available for first responders, which includes several copies of laminated easy-to-read floor plans; master keys to interior and exterior door locks, and other items determined as needed, after consultation with school officials, local law enforcement authority having jurisdiction, emergency management director, and first responders;

Students

School Safety: Preparation, Response, and After Action

All Hazards School Security and Safety Plan Standards (continued)

12. A requirement that each school security and safety plan follow the format of the All-Hazards School Security and Safety Plan Templates, as released and revised by the Division of Emergency Management and Homeland Security of the Department of Emergency Services and Public Protection, in consultation with the Department of Education, including the use of standard terminology. The purpose is to ensure that each school plan achieves the objectives outlined in the Plan Templates. In addition to preparedness and response, the plan should provide guidance on recovery from any emergency incident. See, for example, the "Accounting for All Persons and Family Re-Unification" Annex (Functional Annex G), and "Recovery and Continuity of Operations" (COOP) Annex (Functional Annex H) in the plan templates. Also, schools can take actions to mitigate potential issues through preventative planning. See, for example, guidance provided in the "Mental Health" Annex (Functional Annex J) in the plan templates.
13. Per Public Act 19-184, each school security and safety plan shall contain a plan to provide emergency communications developed for any student identified as deaf, hard of hearing or both blind or visually impaired and deaf, including procedures for alerting such students of an emergency situation and ensuring that the specific needs of the students are met during the emergency situation (A new annex was added to the template July 1, 2021, titled Annex M, Emergency Plan for Students with Disabilities).
14. Per Public Act 21-92, each school security and safety plan shall contain emergency action plans for Interscholastic and Intramural Athletic Events. In July 2022, a new annex, Annex N, was added to the template to address this requirement.

Regulation approved:
cps 1/25
rev 4/25
rev 12/25
rev 7/26

Security at Athletic Events

Nationwide, violence at school games, especially football and basketball games, is on the rise. Sports are now often played in a supercharged environment where the mix of adrenaline and competitiveness can push behavior beyond acceptable limits. Moreover, individuals involved in youth sports say parents and athletes continue to push the limits of acceptable behavior more than at any time in recent memory.

Many believe a consistent message should be sent to parents about appropriate behavior at games, reemphasizing sportsmanship and integrity. Interscholastic and community youth sports leagues have plenty of levelheaded coaches and parents who keep athletics in perspective. However, some bad examples in big-time sports and an erosion of civility throughout society foster a disturbing environment for many young athletes. Injuries and even deaths have been reported across the country because of conflicts at school athletic events.

Violence on TV can often be mimicked by youth and adults who attempt to imitate the sports scenarios they see. In local sports, as contrasted with professional activities, the barrier between the player/contest area and the fan area is much less formal because fans are often closer to the action and feel comfortable interfering with and/or interacting with coaching and refereeing. In addition, familiarity with the coaches and players can either prevent problems or merely exacerbate them due to long-standing interschool rivalries.

It is a school board's responsibility to set standards for civility and sportsmanship in the local district and to respond when those standards are breached. Therefore, it is essential that school officials closely monitor security procedures at sporting events.

In Connecticut, pursuant to C.G.S. 10-220, boards of education are responsible for all property used for school purposes. Further, C.G.S. 10-221 charges boards of education with the responsibility for prescribing rules for the management, studies, classification, and discipline of the public schools. Therefore, boards have the responsibility and the authority to develop rules to protect students, employees, visitors, and school property. Connecticut’s trespass statutes may be used to criminally prosecute individuals whose presence or behavior has caused such individuals to be asked to leave the premises. School officials have the legal authority to ask people to leave when their behavior interferes with others' ability to participate in or watch a school activity, pursuant to C.G.S. 10-220.

Nationwide, many communities are taking steps to improve sportsmanship by developing and positioning spectator rules.

Rules should be implemented aligned with policies related to the education community, including discipline, school climate, restorative practices, and school safety.

There are several practical issues to consider when developing and implementing public conduct rules. Some tips to consider are:

- Have signs posted at entrances to facilities where activities are taking place stating that individuals whose behavior violates board policy may be removed from the activity.
- Make an announcement at the beginning of the event letting those present know the level of behavior expected of them and that a violation could warrant removal from the activity.
- School officials should be working with local law enforcement officials when developing the policy to ensure law enforcement's support. Having a local law enforcement officer available at the event helps control behavior.
- Use the media to spread the message that the school district is serious about the behavior of individuals at school events and won't tolerate the harassment of students, officials, or coaches.

It is also essential to take the appropriate steps regarding school security and emergency preparedness at athletic contests. Strategies for such preparedness include adequate staffing and supervision, advance planning of security measures, and thoughtful emergency preparedness.

Some school athletic event security strategies developed and promulgated by the National School Safety and Security Services include the following:

- First and foremost, provide adequate adult supervision and staffing. Factors to consider in determining what is "adequate" may include the anticipated size of the crowd, the size of the facilities and grounds (including parking lots) used for the event, past history of incidents at similar events, "intelligence" information received about current conflicts at the school and in the community that could spill-over into the event, and other related considerations.
- Events with larger crowds should employ sworn law enforcement officers. School districts with their own school police and/or school resource officers (SROs) should prioritize using these officers at school athletic events, as they typically know the youth who may be attending. If additional officers are needed, consider first using gang unit officers, juvenile detectives, and community policing officers who may know the youth and their families. The same concept applies to hiring in-house school security personnel, assigning school administrators, and using school staff members, since they also know the students. These individuals typically know those students and non-students who have past behavioral problems in schools and at school-sponsored events. School officials should also employ adequate levels of teaching staff and other support staff. Parent volunteers may also help augment regular staff.

- Deploy police, security personnel, and school staff in a manner that provides adequate coverage to the facilities being used for the event. This includes ticket gates, perimeter entrance/exit points, parking lots, common areas (restrooms, concession stands, etc.), on the playing grounds/inner field perimeter, in the stands, and at other key locations. Have police in uniform and security staff in clearly identifiable clothing. The use of plainclothes, undercover police officers may be necessary in certain large-crowd events and/or situations where problems are anticipated.
- Train police, security personnel, and staff on techniques for monitoring crowds (and not the athletic event on the field), verbal de-escalation skills, procedures for handling fights and riots, handling emergency medical situations, evacuation procedures, tasks related to specific operations (ticket-taking procedures, concession stand operations, etc.), and emergency guidelines.
- Equip all staff with two-way radios. Issue school cell phones to select staff assigned to the event.
- Create procedures related to admission, limitations of items that can be carried in (purses, book bags, backpacks, etc.), right to search spectators at admission point (metal detector scans, bag searches, etc.), no passes out and back in once admitted, spectator conduct, and other security protocols. Post rules at the admission gates, inside the facility, and elsewhere. Enforce the rules in a firm, fair, and consistent manner.
- Establish procedures for advanced ticket sales and on-site ticket sales. Have staff ticket-selling and ticket-taking procedures, with adequate police and security staff at admission gates. Stop ticket sales after a designated time, such as at/by the beginning of the third quarter. Have police and/or security staff escort ticket-takers and money from the admissions areas to a designated location for counting and preparing it for bank deposits, which should occur with police escorts the same evening.
- Maintain separate locker rooms for home and visitor teams. Have team buses pick up and drop off at opposite sides of the playing facility to avoid interaction before and after the game.
- Separate spectator seating into clearly designated areas, i.e., home team in bleachers on one side and visiting team on the other side. If possible, have separate concession stands operating in each of these areas.
- Administrators and safety officials from the schools playing a given event should communicate with each other well in advance of the event to discuss procedures, safety concerns, security practices, emergency guidelines, investigation into rumors and any recent incidents which could result in conflicts, and associated logistics.
- Secure perimeter doors of schools and gate off sections of the building not used for the actual athletic event in a manner that is in accordance with fire safety regulations.
- Create a detailed plan for parking procedures, traffic flow, parking lot staffing during the entire game, and related issues. Consider not allowing any cars into the parking lots after a designated time, such as after the beginning of the third quarter of the game. Advise students in advance to coordinate pick-ups with parents outside the parking lots along the perimeter of the grounds.

- Conduct advance assessments of physical security needs and strategies. Consider the use of surveillance cameras in admission areas, game field areas, common areas (concession stands, walkways, and areas around restrooms, etc.), parking lots, and other areas as appropriate. Evaluate lighting in stadiums, athletic facilities, parking lots, and the perimeter around the school and event grounds.
- Consider having dedicated staff for videotaping the game and, if necessary, areas of spectator misconduct that may occur.
- Establish a code of sportsmanlike conduct and educate players, coaches, cheerleaders, the band, students, parents, and others on the code in advance of the game.
- Have P.A. announcers make announcements at the beginning of the game and at other times, as necessary, regarding sportsmanlike conduct and behavioral expectations. Train P.A. announcers overall guidelines for communicating with the crowd during the event, including emergencies.
- Have clear procedures, roles, and responsibilities for clearing and locking down facilities upon completion of the game.

School Athletic Event Emergency Preparedness

Thoughtful emergency preparedness planning is essential, as incidents can occur even with the best advanced security planning.

- Establish written emergency guidelines. Test and exercise the written guidelines to make sure they work in an emergency. Train all staff involved in supervising events on the guidelines.
- Administrators and safety personnel from both schools involved in the event should coordinate information in advance and review security procedures and written emergency guidelines.
- School administrators and security personnel should coordinate with emergency medical personnel in advance of the event. In many larger games, a number of schools will have an ambulance on standby on-site before, during, and after the game. School administrators and safety officials should also notify their appropriate law enforcement district station and/or area commanders in advance of major games and/or high-risk events, so that on-duty safety personnel will be aware of the event, even if off-duty police are being hired to work the game.
- Evacuation plans should be clear, and announcements regarding emergency evacuation expectations should be made to the spectators at the start of events.
- Staff assignments with roles and responsibilities in the event of an emergency should be clearly delineated.
- Create emergency communications procedures and protocols to be engaged in the event of an emergency incident at the event. Communications plans should include outreach to the media, parents, school staff, students, etc.
- Have plans for managing the “post-crisis” aftermath in the hours and days following an incident at an event.

Plans and strategies must be tailored for each school and school district. No "cookie-cutter" plan will fit all schools. Adequate staffing and supervision, advanced security planning, and thoughtful emergency guidelines can help keep school athletic events safe, secure, and well-managed.

In conclusion, while a policy on public conduct on school premises is not required, it should be considered. Boards and administrators should carefully consider the behavior they want to encourage and prohibit. They should also develop procedures for when it becomes necessary to ask individuals to leave an event. The public should also be informed of the behaviors expected and prohibited at school activities. In addition, security considerations should be given to such events.

January 2008
Revised December 2025
Reviewed July 2026

The following guidance is excerpted from an opinion piece, *Doing the Nearly Impossible: Teaching When the World Delivers Fear: 9 Ways Schools Can Respond to Endless Images of Violence* (Marc Bracket, Robin Stern & Dawn Brooks-DeCosta, Education Week, January 26, 2026)

"When children are exposed to violence, especially graphic, replayable violence-their brains and bodies do what they're designed to do: scan for danger. In that state, learning becomes secondary."

(While this piece was offered in response to specific troubling events, the guidance that follows is easily transferable to a range of traumatic events to which young people may be exposed.)

The leadership task: Protect students' nervous systems without denying their reality-and protect teachers so they aren't carrying this alone. The American Academy of Pediatrics' guidance is clear: **Limit repeated exposure, keep conversations age-appropriate, correct misinformation, and keep checking in over time**.

1. Start with connection, not commentary

Students don't need a lecture. They need a comforting signal: "You matter here. You're not alone. We will do everything we can to keep you safe at school."

Open class with a two-minute opt-in check-in: "Let's share one word for how we're feeling today; it's also OK to pass."

Then ask: "What questions or worries are coming up for you, if any, without sharing graphic details." (Ask students not to replay the violence, as some may have past trauma from gun violence. For tougher conversations, involve mental health experts.)

Being seen by another and invited to say what is on your mind is often the first step back to steadiness.

2. Set a "no replay" norm for graphic content

Many students aren't just hearing about traumatic events; they're rewatching them. Create classroom or schoolwide norms about viewing violent social media posts:

- We will not show violent videos at school.
- If something upsetting shows up, tell an adult you trust. They will help you handle it.

It's best if all students hear one message: Our school does not agree with amplifying harm by repeated exposure to violent events.

3. Keep it simple and stick to what's true

After tragedies, more information isn't always helpful. In classrooms, "simple and direct" sounds like:

- "Here's what we know. We'll share more as we learn more."
- "If you hear something that scares you, bring it here. We'll sort fact from rumor."
- "Here's what our school is doing today to keep everyone safe."
  - Name safety steps without making promises you can't guarantee. (Avoid phrases like: "This will never happen here.")

4. Invite and welcome all feelings. Hold firm boundaries on behavior

All feelings are welcome. Not all behaviors are:

- "It makes sense to feel scared/angry/sad. Let's identify the adults you trust."
- "Big feelings are OK here. We all have them. Hurting others is not."
- "We can disagree without putting others down, threatening, or targeting."

Warmth plus limits keeps classrooms safe without shutting students down.

5. Offer "choice points" to restore agency

Trauma steals choice. Connection restores it. Give students options that don't derail instruction:

- Write instead of speaking.
- Step out for two minutes and return.
  - See a counselor or social worker.
- Join a brief grounding practice—or quietly opt out.

6. Watch for distress-and respond quickly

Trouble coping often shows up as sleepiness, headaches or stomachaches, irritability, shutdown, conflict, appetite changes, or persistent worry. If you notice a change in behavior or shift:

- Treat it as a signal, not a character flaw or weakness.
- Ask for guidance from your support team early.
  - When appropriate, encourage families to consult their pediatrician or a mental health professional.

7. Adjust the approach by grade level

- **Preschool-grade 2:** Keep it concrete and calming: "Something scary happened. Grown-ups are working to keep people safe." Lean on routines and warmth.
- **Grades 3-5:** Start with what they heard, correct misinformation, and teach the power of social support. Create a "trusted adult map": two or three adults at school they can go to when they have big feelings.
- **Middle school:** Normalize intensity and reduce shame for feeling scared. Use structures-timed turns, a pass option, written reflection first. Consider a buddy system. Help them set one media boundary for the evening, such as not using social media.
- **High school:** Name emotions-grief, outrage, helplessness-and channel them toward care. Offer prosocial pathways (e.g., schoolwide care campaigns) that build connection rather than conflict. For older students, educators can also ground this moment in history.
- For students with disabilities or developmental delays, relying on what you know helps that particular student feel safe and calm.

8. Protect students who feel targeted-without asking them to disclose

When immigration enforcement is part of the fear, some students may be terrified and afraid to say why. Don't put them on the spot. Say publicly and repeatedly:

- "If you're worried about someone at home, we'll connect you with someone who can help."
- "Tell me as much or as little as you want. I will help you find support."

Coordinate with administrators so the burden doesn't fall on you alone. Promise your presence only when you know you can be there.

9. Build a "connection chain" for adults

Teachers have big feelings, too, and can experience empathic distress when supporting students. When educators feel depleted, students feel it. Leaders can make small moves to support teacher well-being:

- A five-minute staff check-in each morning and a five-minute staff debrief before leaving.
- A shared script for tough moments so teachers aren't improvising alone.

The most important message students will learn during these hard weeks (and beyond) is not only what we say about the world, but it's also how we model being human in it.

When the outside world feels frightening or cruel, classrooms can become counterforces: places where every child experiences dignity, steadiness, and belonging. That is not politics. That is the best of education.

Business/Non-Instructional Operations

Medical Reimbursement for Special Education Students

The Board of Education (Board) will seek Medicaid reimbursement for eligible medically related services* provided to Medicaid-eligible special education students in accordance with federal and state law. Pursuant to C.G.S. § 10-76d, because the District maintains a total student enrollment exceeding 1,000 students, the Board shall enroll as a provider in the state medical assistance program, participate in the Medicaid School-Based Child Health (SBCH) Program administered by the Department of Social Services (DSS), and submit billable service information electronically to the Department of Social Services, or its billing agent, in accordance with Connecticut's Uniform Electronic Transactions Act (C.G.S. § 1-266 et seq.) and federal HIPAA/FERPA privacy requirements.

The Board may enter into an agreement with a third party or another board of education to comply with these requirements. The Board realizes that such third-party vendor agreements are contingent upon receipt of sufficient funds that the Department of Social Services makes to boards of education based on Medicaid claims for special education services provided to District students. The Board shall ensure that any third-party billing vendors maintain strict data security and privacy protocols complying with state student data privacy laws (C.G.S. § 10-234aa et seq.).

The Board, as required, will determine a child's Medicaid enrollment status and will provide written notification to the parent/guardian of the student before accessing the student's or parent's or guardian's public benefits or insurance for the first time and prior to obtaining one-time parental or guardian consent, and annually thereafter.

The Board will obtain one-time written parental consent from all parents and guardians who are Medicaid-eligible and receiving SBCH services under an IEP, in order to access their public benefits or insurance to pay for services under the IDEA. Electronic signatures and receipts shall be valid and acceptable for parental consent purposes pursuant to the Connecticut Uniform Electronic Transactions Act (C.G.S. § 1-266 et seq.).

*Note: Districts can bill for health-related services that are outlined in the student's IEP. In general, services for which a school district may bill Medicaid are: audiologist services, evaluation and testing, nursing services, occupational therapy, physical therapy, speech therapy, psychological services, behavioral health services, and social work services.

Legal Reference: Connecticut General Statutes

- 10-76d Duties and powers of boards of education to provide special education programs and services. State agency placements; apportionment of costs. *(as amended)*
- 1-266 et seq. Connecticut Uniform Electronic Transactions Act (CUETA).
- 10-234aa et seq. Student Data Privacy.

Business/Non-Instructional Operations

Medical Reimbursement for Special Education Students

Federal Law:

- 42 CFR Parts 431, 433 and 440, Medicaid Program
- 5.299, The Medicare, Medicaid & SCHIP Extension Act of 2007
- 34 C.F.R. § 300.154(d) – Individuals with Disabilities Education Act (IDEA) Part B, related to parental consent to access public benefits or insurance
- Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 C.F.R. Part 99
- Health Insurance Portability and Accountability Act (HIPAA), 45 C.F.R. Parts 160 and 164

Policy adopted: March 6, 2014
Policy revised: May 3, 2018
Policy revised: September 6, 2018
Policy revised: [Insert 2026 Board Approval Date]

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Business/Non-Instructional Operations

Medical Reimbursement for Special Education Students

The Board of Education (Board) will, as required, determine a child's Medicaid enrollment status and seek Medicaid reimbursement for eligible medically related services provided to Medicaid-eligible special education students in accordance with federal and state law. The services for which the Board may bill Medicaid include audiologist services, evaluation and testing, nursing services, occupational therapy, physical therapy, speech therapy, psychological services, behavioral health services, and social work services.

Because District enrollment exceeds 1,000 students, participation in the Department of Social Services (DSS) School-Based Child Health (SBCH) Program is mandatory under C.G.S. § 10-76d. (Districts with 1,000 or fewer enrolled students may opt out upon formal notification to DSS; this opt-out exemption does not apply to the District).

The Board shall enroll as a provider in the state medical assistance program, participate in the Medicaid SBCH Program administered by the Department of Social Services, and submit billable service information electronically to the Department of Social Services, or its billing agent. All electronic data exchanges, filings, and parental consent logs shall comply with the Connecticut Uniform Electronic Transactions Act (CUETA) and federal FERPA/HIPAA privacy guidelines. The Board may enter into an agreement with a third party or another Board of Education to comply with these requirements. The Board realizes that such third-party vendor agreements are contingent upon receipt of sufficient funds from the Department of Social Services to Boards of Education based on Medicaid claims for special education services provided to District students.

The Board will utilize the following procedures:

1. The Board of Education will determine, for each student who requires special education services and for each student who is referred to special education, if that child is eligible for Medicaid.

2. The Board will obtain a one-time written consent from the parent or guardian, after providing the written notification described below, before accessing the student's or the parent's or guardian's public benefits or insurance for the first time. Consent may be executed via standard written signature or validated electronic signature in compliance with state electronic transaction standards**.** This consent must specify the following:

    A. The personally identifiable information that may be disclosed (such as records or information about the services that may be provided to a particular student);

    B. The purpose of the disclosure (such as billing for services);

    C. The agency to which the disclosure may be made (such as Medicaid/DSS and its billing agents); and

    D. That the parent or guardian understands and agrees that the District may access the student's, or the parent's or guardian's public benefits or insurance to pay for the services.

Business/Non-Instructional Operations

Medical Reimbursement for Special Education Students (continued)

3. The Board will provide written notification to the student's parents or guardians before accessing the student's or the parent's or guardian's public benefits or insurance for the first time and prior to obtaining the one-time parental or guardian consent and annually thereafter. The written notification must explain all of the protections available to parents and guardians under Part B of the Individuals with Disabilities Education Act, as described in 34 C.F.R. § 300.154(d)(2)(v), to ensure that parents or guardians are fully informed of their rights before the District can access their or their child's public benefits or insurance to pay for services under the IDEA. The notice must be written in language understandable to the general public and in the native language of the parent or guardian or other mode of communication used by the parent or guardian, unless it is clearly not feasible to do so.

4. If any child is eligible for Medicaid, but not a current Medicaid recipient, the Board will request and assist the parent or guardian of that child with applying for Medicaid.

5. If any child is eligible for Medicaid, the Board will request that the parent or guardian of the child give written permission to allow the Board to request Medicaid reimbursements for eligible health-related special education costs.

    - A. If written permission described is received, the Board will submit claims to Medicaid through the state billing framework for reimbursement of any health-related cost.

    - B. If written permission is denied, the Board will terminate its efforts to secure Medicaid reimbursements otherwise applicable to the child.

6. Whether the parent or guardian refuses or gives consent to the Board to access Medicaid, reimbursement is strictly optional for the parent/guardian.

7. Whether the parent or guardian refuses or gives consent to the Board to access Medicaid reimbursement, the child will receive all special education services to which he/she is entitled without delay, at no cost to the parent or guardian.

8. The Board will obtain parental consent from all parents and guardians who are Medicaid-eligible and receiving SBCH services under an IEP, in order to access their public benefits or insurance to pay for services under the IDEA.

    - A. The written notification shall be provided prior to the student's Planning and Placement Team (PPT) meeting or prior to first billing.
    - B. The parent or guardian shall complete and sign the consent form (physically or electronically) at or following the PPT meeting.
    - C. Once the District obtains this one-time consent, it is not required to obtain any further parental or guardian consent in the future. However, written notification must be provided annually.

Business/Non-Instructional Operations

Medical Reimbursement for Special Education Students (continued)

9. Audit Readiness and Record Retention: To satisfy state municipal audit standards, DSS program guidelines, and state records retention schedules, the District shall maintain all signed parental consent forms, electronic signature logs, annual written notifications, and billing records in a centralized, secure audit-ready filing system for a minimum of seven (7) years or until completion of any pending state/federal audit.

Legal Reference: Connecticut General Statutes

- 10-76d Duties and powers of boards of education to provide special education programs and services. State agency placements; apportionment of costs. *(as amended)*
- 1-266 et seq. Connecticut Uniform Electronic Transactions Act (CUETA).
- 42 CFR Parts 431, 433 and 440, Medicaid Program
- 5.299, The Medicare, Medicaid & SCHIP Extension Act of 2007
- 34 C.F.R. § 300.154(d) – Individuals with Disabilities Education Act (IDEA) Part B, related to parental consent to access public benefits or insurance

Regulation approved: March 6, 2014
Regulation revised: May 3, 2018
Regulation revised: September 6, 2018
Regulation revised: [Insert 2026 Board Approval Date]

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Summary of Specific Legal & Operational Updates

- District Enrollment Threshold & Opt-Out Clarification: Explicitly noted in Policy 3231 and Regulation R3231(a) that because district enrollment exceeds 1,000 students, participation in the DSS Medicaid SBCH Program is legally required under C.G.S. § 10-76d, clarifying why small-district opt-out provisions are not applicable here.
- CUETA Electronic Filing Provisions: Embedded reference to the Connecticut Uniform Electronic Transactions Act (C.G.S. § 1-266 et seq.) allowing electronic billing, electronic records storage, and digital parent signatures.
- Data Security & Privacy Protections: Integrated statutory references to FERPA, HIPAA, and Connecticut's Student Data Privacy Act (C.G.S. § 10-234aa et seq.) regarding third-party billing vendors.
- Audit Readiness Protocol: Added item #9 to R3231(b) establishing a mandatory 7-year retention rule for consent forms and notifications to ensure readiness for municipal and state audits.
- Standardized Parental Consent Form: Added a standard written/electronic consent template under R3231(c) designed for audit verification.

APPENDIX: STANDARDIZED PARENTAL CONSENT FORM
(Medicaid School-Based Child Health Program / Municipal Audit Compliant)

NEW FAIRFIELD PUBLIC SCHOOLS

Written Notification and Parental Consent to Access Public Benefits (Medicaid)

Student Name: _____ **DOB:** _____

SASID / District ID: _____ **Date:** _____

Background: Under the Individuals with Disabilities Education Act (IDEA), the New Fairfield Board of Education can seek reimbursement from Medicaid for covered health-related services provided in accordance with your child's Individualized Education Program (IEP).

Parent/Guardian Protections:

1. Giving consent will NOT affect your child's or family's Medicaid benefits, lifetime caps, or eligibility.

2. You will NOT incur any out-of-pocket costs or copays for special education services listed in the IEP.

3. Refusing or withdrawing consent will NOT delay or change your child's special education services.

4. Consent is voluntary and may be revoked in writing at any time.

Consent Authorization:

I understand and agree that the New Fairfield Board of Education may disclose my child's personally identifiable information (including IEP records, evaluation reports, and service logs) to the Department of Social Services (DSS) and its designated billing agent for the purpose of billing Medicaid/SBCH for covered health-related services.

☐ I GIVE CONSENT to access Medicaid reimbursement.

☐ I DENY CONSENT to access Medicaid reimbursement.

Parent/Guardian Signature: _____ **Date:** _____
(Electronic signatures compliant with C.G.S. § 1-266 are valid and accepted)