NEW FAIRFIELD PUBLIC SCHOOLS

CALENDAR AND GUIDE 2026-2027

SUPERINTENDENT'S MESSAGE

Dear Families and Staff:

Welcome back for the start of a new school year! We hope you enjoy our 2026-27 Calendar and Guide. Each month features student artwork that celebrates the creativity and talent of our students.

In addition to the calendar, you'll find helpful information about our schools, policies, procedures, and important contacts – making this guide a convenient reference throughout the year.

We look forward to welcoming our students and families back and to a wonderful school year together.

Warm regards,

Ken

Kenneth G. Craw, Ed.D.

SUPERINTENDENT OF SCHOOLS

The Superintendent of Schools is the chief executive officer for the Board of Education, responsible for conducting the educational programs and administering the policies set by the Board. The Superintendent keeps the Board informed about programs and school system needs and recommends policies for Board consideration.

BOARD OF EDUCATION

The nine members of the New Fairfield Board of Education set educational policy for the town of New Fairfield and are responsible for school programs and facilities. The Board meets either on the first or third Thursday of the month and operates with the following subcommittees: Special Education Ad Hoc, Business Operations/Resource Management (BO/RM), Curriculum/Instruction and Policy. The Special Education Ad Hoc Subcommittee is scheduled to meet the first Thursday of every other month at 6:00 p.m. The BO/RM Subcommittee is scheduled to meet the third Thursday of the month at 6:00 p.m. The Curriculum/Instruction Subcommittee is scheduled to meet the fourth Monday of the month at 7:00 p.m. The Policy Subcommittee is scheduled to meet the fourth Wednesday of the month at 7:00 p.m. The Special Education Ad Hoc and BO/RM subcommittee meetings are either held in the New Fairfield Community Room or remote. The Curriculum/Instruction and Policy subcommittee meetings are held remotely.

All Board of Education monthly meetings take place either in the New Fairfield Community Room or remote at 7 pm. Please refer to the district website for meeting postings and location updates.

BOARD OF EDUCATION OFFICE HOURS

8:00 a.m. – 4:00 p.m.

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CURRENT INFORMATION

Please visit our website, *www.newfairfieldschools.org*, to obtain forms, to learn more about our district including Board of Education policies, or to view up-to-date information on the policies or on this calendar.

Student artwork created during the 2025-2026 school year in the grade level denoted in parentheses.

Calendar cover art – clockwise from top left: Anna Weber (7th), Julia Noszczyk (7th), Sadie Montini (1st), Ava Abrantes (2nd), Declan Frost (2nd), Sammy Serokosz (1st), Arielle Solis (7th), Orion Acevedo (7th).

Calendar design and layout by Julie Gorman, HR Specialist, and Paul Gouveia, Director of Technology.

ATTENDANCE PROCEDURES FOR 2026-2027

All Connecticut schools are required to implement attendance reporting guidelines. The CSDE approved definition of attendance follows: *A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of school suspension or expulsion should always be considered absent.*

BUSES/TRANSPORTATION AND REGULATIONS

To insure the safety and welfare of all students who ride buses to and from school daily the following rules are in effect:

The following are not acceptable:

Smoking, fighting or causing a disturbance; using profane or abusive language; damage to a bus or the throwing of paper or trash from bus windows; refusal to wear seat belts; placing hands, feet or head out of the window; pushing or playing on the bus; littering; throwing objects; possession of or use of drugs and/or alcohol; carrying flammable materials; possession of a weapon; deliberate refusal to obey reasonable requests from the bus driver.

The privilege of bus transportation may be denied to a student who disregards these rules. If a parent or guardian cannot provide transportation, in-school or out-of-school suspension may be substituted.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible student") certain rights with respect to the student's education records. They are:

- *The right to inspect and review the student's education records within 45 days of the day the District receives request for access*. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- *The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading, or otherwise in violating the student's privacy rights under FERPA*. Parents or eligible students may ask the District to amend a record that they believe is inaccurate or misleading. They should write to the school principal,

clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing process will be provided to the parent or eligible student when notified of the right to a hearing.

- *Schools must have written permission from the parent or eligible student in order to release information from a student's education record. There are exceptions*: One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interest. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health and medical staff and law enforcement unit personnel); a person serving on the School Board, a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to comply *with the requirements of FERPA* or fulfill his or her professional responsibilities for the District.

In addition, schools can release directory information. Directory information means information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to parent's name and/or email address, student's name, address, telephone number, date and place of birth, major field(s) of study, participation in officially recognized activities and sports, photographic, computer and/or video images, grade levels, electronic mail address, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student. Parents must be notified of directory information and be given a reasonable amount of time to restrict such information from being disclosed.

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning any alleged failures by the District to comply with the requirements of FERPA. The name and address of the office administering FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave. SW
Washington, D.C. 20202

STATEMENT OF NONDISCRIMINATION

Title IX of the Education Amendments of 1972 (PL 92-138) states that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extra curriculum, research, occupational training, or any other educational program or activity operated by a recipient of federal funds. Please also refer to Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, and Title II of the Americans with Disabilities Act of 1990 for additional information related to nondiscrimination.

Any student, parent/guardian, Board employee or third party subject to the control of the Board or applicant for employment or a program may file a grievance if s/he feels that s/he has been discriminated against on the basis of race, color, religion, age, sex, marital status, Veteran status, national origin, ancestry, gender identity or expression, sexual orientation, pregnancy, disability, or genetic information or any other basis prohibited by state or federal law.

Board of Education policy regarding Student Sexual Harassment and Section 504/ADA are available in the main office of the schools or at the office of the Superintendent of Schools. Grievance procedure forms are available which provide for the prompt and equitable resolution of complaints alleging violations. These forms may be obtained at the office of the Superintendent or the main office of your building. In addition, any student or employee may make an inquiry or complaint directly to the Federal Office for Civil Rights. The current address and telephone number for OCR follow:

U.S. Department of Education
5 Post Office Square – 8th Floor
Boston, Massachusetts 02109-3921
(617) 289-0111

NOTICE OF PARENT/STUDENT RIGHTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITES ACT (ADA) OF 1990

Section 504 of the Rehabilitation Act of 1973 (commonly referred to as "Section 504") is a non-discrimination statute enacted by the United States Congress. Section 504 prohibits discrimination on the basis of disability by recipients of federal funds. Title II also prohibits discrimination on the basis of disability by state and local governments. Under Section 504, the school district also has specific responsibilities to identify, evaluate and provide an educational placement for students who are determined to have a physical or mental impairment that substantially limits one or more major life activities. The school district's obligation includes providing such eligible students a free appropriate public education ("FAPE"). Section 504 defines FAPE as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees imposed on nondisabled students/parents).

A student is eligible for regular or special education and related services under Section 504 if it is determined that he/she has a mental or physical disability that substantially limits one or more major life activity such as (but not limited to): caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity may also include the operation of a major bodily function, such as an individual's immune, digestive, respiratory or circulatory systems.

A student can have a disability and be covered by Section 504 even if he/she does not qualify for, or receive, special education services under the IDEA.

The purpose of this notice is to provide parents/guardians and students with information regarding their rights under Section 504. Under Section 504, you have the right:

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the New Fairfield School District's education programs without discrimination based on his/her disability.
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on his/her disability;
4. To be notified of decisions and the basis for decisions regarding the identification, evaluation, and educational placement of your child under Section 504;
5. If you suspect your child may have a disability, to request an evaluation, at no expense to you and to have an eligibility determination under Section 504 (and if eligible, placement decisions made) by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;
6. If your child is eligible for services under Section 504, for your child to receive a free appropriate

public education (FAPE). This includes the right to receive regular or special education and related services that are designed to meet the individual needs of your child as adequately as the needs of students without disabilities are met;

7. For your child to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school, co-curricular and school-related activities;
8. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
9. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;
10. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
11. To examine or obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;
12. To request changes in the educational program of your child, to have your request and related information considered by the team, a decision made by the team, and if denied, an explanation for the team's decision/determination;
13. To request an impartial due process hearing if you disagree with the school district's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the local school district. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense;
14. To file a local grievance/complaint with the district's designated Section 504/ADA Coordinator to resolve complaints of discrimination including, but not limited to, claims of discrimination directly related to the identification, evaluation or placement of your child;

All complaints shall be addressed in writing to the board's designated compliance officer, and he/she shall be responsible for investigating all complaints. Upon investigation the compliance officer shall effectuate any changes deemed necessary to eliminate any discriminatory practices and shall inform the complainant in writing of his/her actions within thirty days of the receipt of such complaint.

If the complainant is not satisfied with the actions of the Compliance Officer, within fifteen (15) days the complainant may appeal the actions of the compliance officer in writing to the Superintendent of Schools.

The superintendent must respond in writing within fifteen (15) days. If the complainant is not satisfied with the superintendent's response, an appeal in writing may be made to the local board of education within ten (10) days. The board of education shall hear the complaint at the next regular meeting or within thirty (30) calendar days. The board of education shall render a decision on such appeal in writing within twenty (20) days of the meeting or if a hearing should be held within twenty (20) days of the conclusion of such hearing.

15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504/ADA Coordinator for this district is:
Director of Pupil Personnel Services – Ms. Monika Krepsztul
70 Gillotti Road
New Fairfield, CT 06812 (203) 312-5774

For additional assistance regarding your rights under Section 504 and Title II of the Americans with Disabilities Act, you may contact: Boston Regional Office, Office for Civil Rights
U.S. Department of Education
5 Post Office Square – 8th Floor
Boston, MA 02109-3921
(617) 289-0111

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

The New Fairfield Board of Education agrees to comply with all state and federal legislation regarding nondiscrimination in education programs and activities. The board designates the Assistant Superintendent as the Title IX Coordinator and specifically for all concerns regarding staff the Human Resources Director. The board shall, at least annually, notify all students, parents, and employees of the name, address and phone number of the Title IX Coordinator and the procedure for processing grievances. See Student Sexual Harassment for the complaint procedure to the Title IX Coordinator under Regulation 5145.5.

Title IX Coordinators
Assistant Superintendent – Dr. Kristine Woleck
70 Gillotti Road woleck.kristine@newfairfieldschools.org
New Fairfield, CT 06812 (203) 312-5668

Human Resources Director – Ms. Rebecca Lloyd
70 Gillotti Road lloyd.rebecca@newfairfieldschools.org
New Fairfield, CT 06812 (203) 312-5660

STUDENT SEXUAL HARASSMENT
Regulation 5145.5

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is prohibited, whether by students, District employees or third parties subject to the substantial control of the board. Students, District employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students, District employees and third parties. Any student or employee who engages in conduct prohibited by the Board's policy regarding Title IX of the Education Amendments of the 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) shall be subject to disciplinary action. Any third party who engages in conduct prohibited by the Board's policy shall be subject to remedial measures, which may include exclusion from school property.

Sex discrimination occurs when a person, because of the person's sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in an unwelcome sexual conduct (i.e., quid pro quo);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 1229(a)(10), "domestic violence" as defined in 34 U.S.C. 1229(a)(8), or "stalking" as defined in 34 U.S.C. 1229(a)(30).

Although not an exhaustive list, the following are other examples of conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.
2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.
3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.
4. Touching of a sexual nature or telling sexual or dirty jokes.
5. Transmitting or displaying emails or websites of a sexual nature.
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social

networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Explanation of Complaint Process and Procedure
The federal regulations implementing Title IX require the adoption and publication of two separate grievance systems: a grievance process for complaints of sex discrimination involving allegations of sexual harassment and grievance procedures for complaints of sex discrimination that are not sexual harassment. Accordingly, the Administration will process any complaints of sex discrimination involving allegations of sexual harassment, as defined above, pursuant to the **grievance process** set forth in Section I of these regulations. The Administration will process any complaints of sex discrimination that are not sexual harassment pursuant to the **grievance procedures** set forth in Section II of these regulations.

The District will keep confidential the identity of any individual who has a made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), or as required by law, or to carry out the purposes of these Administrative Regulations, including the conduct of any investigation, hearing, or judicial proceeding arising from these Administrative Regulations.

The obligation to comply with Title IX is not obviated or alleviated by the FERPA.

Sec I. Grievance Process for Complaints Sexual Harassment
A. Definitions
Bias occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) demonstrate actual bias, rather than the appearance of bias. Actual bias includes, but is not limited to, demonstrated personal animus against the respondent or the complainant and/or prejudgment of the facts at issue in the investigation.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

A **conflict of interest** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) have personal, financial and/or familial interests that affected the outcome of the investigation.

For purposes of investigations and complaints of sexual harassment, **education program or activity** includes locations, events, or circumstances over which the Board exercises substantial control over both the respondent and the context in which the sexual harassment occurs.

Employee means (A) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.

Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the Administration investigate the allegation of sexual harassment. A "document filed by a complainant" means a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.

Respondent means an individual who has been alleged to be the perpetrator of conduct that could constitute sexual harassment.

Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, increased security and monitoring, and other similar measures.

Section I. B. Reporting Sexual Harassment
It is the express policy of the Board to encourage victims of sexual harassment to report such claims. Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. If the District receives notice of sexual harassment or alleged sexual harassment against a student in the District's education program or activity, the Title IX Coordinator or designee will promptly contact the complainant to discuss the availability of supportive measures, whether or not the complainant has filed a formal complaint, and will consider the complainant's wishes with respect to such measures. If the complainant has yet to file a formal complaint, the Title IX Coordinator or designee will explain to the complainant the process for doing so.

The District will treat complainants and respondents equitably. A respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility will be made at the conclusion of the grievance process if a formal complaint is filed. Nothing in this Regulation shall limit or preclude the District from removing a respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. If a respondent is removed on an emergency basis, the District shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.

Section I. C. Formal Complaint and Grievance Process
1. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the District's education programs or activity. A formal complaint may be signed by the Title IX Coordinator. If the complaint being filed is against the Title IX Coordinator, the formal complaint should be filed with the Superintendent. If the formal complaint being filed is against the Superintendent, the formal complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.

2. The District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. If possible, formal complaints should be filed within ten (10) school days of the alleged occurrence in order to facilitate the prompt and equitable resolution of such claims. The District will attempt to complete the formal grievance process within ninety (90) school days of receiving a complaint. This timeframe may be temporarily delayed or extended in accordance with Subsection G of this Section.

3. Upon receipt of a formal complaint, if the Title IX Coordinator or designee has not already discussed the availability of supportive measures with the complainant,

the Title IX Coordinator or designee will promptly contact the complainant and respondent separately to discuss the availability of such measures and consider the complainant's wishes with respect to them. The District will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide supportive measures.

4. Within ten (10) school days of receiving a formal complaint, the District will provide the known parties with written notice of the allegations potentially constituting sexual harassment and a copy of this grievance process. The written notice must also include the following:

   i. The identities of the parties involved in the incident, if known;
   ii. The conduct allegedly constituting sexual harassment as defined above;
   iii. The date and the location of the alleged incident, if known;
   iv. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
   v. A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
   vi. A statement of any provision in the District's Student Discipline Policy or any other policy that prohibits knowingly making false statements of knowingly submitting false information during the grievance process.

   If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the written notice, the District must provide notice of the additional allegations to the parties whose identities are known.

5. The parties may have an advisor of their choice accompany them during any grievance proceeding at which the party's attendance is required. The District may, in its discretion, establish certain restrictions regarding the extent to which an advisor may participate in the proceedings. If any such restrictions are established, they will be applied equally to all parties.

6. The Title IX Coordinator will, as applicable, promptly commence an investigation of the formal complaint, designate a school administrator to promptly investigate the formal complaint, or dismiss the formal complaint in accordance with Subsection F of this Section. The standard of evidence to be used to determine responsibility is the preponderance of the evidence standard (i.e., more likely than not). The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties.

7. The parties will be given an equal opportunity to discuss the allegations under investigation with the investigator(s) and are permitted to gather and present relevant evidence. This opportunity includes presenting witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

8. Both parties will be given an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. Prior to completion of the investigative report, the District will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have ten (10) school days to submit a written response, which the investigator(s) will consider prior to completion of the investigative report, as described in Paragraph 9 of this section.

9. The investigator(s) will create an investigative report that fairly summarizes relevant evidence. The investigator(s) will send the investigative report, in an electronic format or hard copy, to each party and to each party's advisor for their review and written response at least ten (10) school days prior to the time a determination regarding responsibility is made.

10. The Title IX regulations provide that school districts "may, but need not, provide for a hearing." If school districts choose to hold a hearing (live or otherwise), the regulations provide school districts significant discretion as to how to conduct such a hearing.

11. The Superintendent will appoint a decision-maker(s), who shall be a District employee or third-party contractor and who shall be someone other than the Title IX Coordinator or investigator(s). If the complaint filed is against the Superintendent, the Board Chair shall appoint the decision-maker, who shall be a District employee or third-party contractor and who shall be someone other than the Title IX Coordinator or investigator(s). The investigator(s) and the decision-maker(s) shall not discuss the investigation's facts and/or determination while the complaint is pending.

    The decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decisions to exclude a question as not relevant.

12. The decision-maker(s) will issue a written determination regarding responsibility. The written determination will include: (1) identification of the allegations potentially constituting sexual harassment; (2) a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held; (3) findings of fact supporting the determination; (4) conclusions regarding the application of the District's code of conduct to the facts; (5) a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District will impose on the respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and (6) the District's procedures and permissible bases for the complainant and respondent to appeal. The written determination will be provided to both parties simultaneously.

13. Student respondents found responsible for violating the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) may be subject to discipline up to and including expulsion. Employee respondents found responsible for violating the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) may be subject to discipline up to and including termination of employment. Other respondents may be subject to exclusion from the

District's programs, activities and/or property. In appropriate circumstances, the District may make a criminal referral. Remedies will be designed to restore or preserve equal access to the District's education programs or activities.

14. After receiving notification of the decision-maker(s)' decision, or after receiving notification that the District dismissed a formal complaint or any allegation therein, both complainant and respondent may avail themselves of the appeal process set forth in Section V of this Regulation.

Section I. D. Formal Resolution

At any time prior to reaching a determination regarding responsibility, the District may suggest to the parties the possibility of facilitating an informal resolution process, such as mediation, to resolve the formal complaint without the need for a full investigation and adjudication. If it is determined that an informal resolution may be appropriate, the Title IX Coordinator or designee will consult with the parties.

Prior to facilitating an informal resolution to a formal complaint, the Title IX Coordinator or designee will provide the parties with written notice disclosing the sexual harassment allegations, the requirements of an informal resolution process, and any consequences from participating in the informal resolution process. Upon receipt of this document, complainants and respondents have five (5) school days to determine whether they consent to participation in the informal resolution. The District must obtain voluntary, written consent to the informal resolution process from both parties.

Prior to agreeing to any resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. If a satisfactory resolution is reached through this informal process, the matter will be considered resolved. If these efforts are unsuccessful, the formal grievance process will continue.

Nothing in this section precludes a student from filing a complaint of retaliation for matters related to an informal resolution, nor does it preclude either party from filing complaints based on conduct that is alleged to occur following the District's facilitation of the informal resolution.

An informal resolution is not permitted to resolve allegations that an employee sexually harassed a student.

Section I. E. Appeal Process

After receiving notification of the decision-maker(s)' decision, or after receiving notification that the District dismissed a formal complaint or any allegation therein, both complainant and respondent have five (5) school days to submit a formal letter of appeal to the Title IX Coordinator specifying the grounds upon which the appeal is based.

Appeals will be appropriate only in the following circumstances:

- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- procedural irregularity that affected the outcome of the matter;
- the Title IX Coordinator, investigator(s), and/or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter. A conflict of interest or bias does not exist solely because the Title IX Coordinator, investigators(s), and/or decision-maker(s) previously worked with or disciplined the complainant or respondent.

The District will provide the other party with written notice of such appeal. Both parties will then have an opportunity to submit a written statement in support of, or challenging, the outcome. Such written statement must be submitted ten (10) school days after receiving written notice of the appeal. Upon receipt of an appeal, the Superintendent shall appoint a decision-maker(s) for the appeal, who shall be someone other than the Title IX Coordinator, investigator(s), or initial decision-maker(s). The decision-maker(s) for the appeal, in their discretion, will determine the appropriate procedure for the appeal. After considering the parties' written statements, the decision-maker(s) for the appeal will provide a written decision. If it is found that one of the bases for appeal exists, the decision-maker(s) for the appeal will issue an appropriate remedy.

Supportive measures for either or both parties may be continued throughout the appeal process.

Section I. F. Dismissal of a Formal Complaint

The Title IX Coordinator shall dismiss any formal complaint that 1) would not constitute sexual harassment as defined in these Administrative Regulations even if proved, 2) did not occur in the District's education program or activity, or 3) did not occur against a person in the United States. Such dismissal does not preclude action under another Board policy.

The District may dismiss a formal complaint or any allegations therein, if at any time during the investigation or hearing a complainant notifies the Title IX Coordinator in writing that 1) the complainant would like to withdraw the formal complaint or any allegations therein; 2) the respondent is no longer enrolled or employed in the District; or 3) specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal, the District will promptly and simultaneously send written notice of the dismissal and reason(s) therefor to each party. Either party can appeal from the District's dismissal of a formal complaint or any allegations therein using the appeals procedure.

A dismissal pursuant to this section does not preclude action by the District under the Student Discipline policy, Code of Conduct for students/or and employees, or any other applicable rule, policy, and/or collective bargaining agreement.

Section I. G. Miscellaneous

1. Any timeframe set forth in these Administrative Regulations may be temporarily delayed or extended for good cause. Good cause may include, but is not limited to, considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; concurrent activity by the Department of Children and Families; or the need for language assistance or accommodation of disabilities. If any timeframe is altered on a showing of good cause, written notice will be provided to each party with the reasons for the action.

2. If a sexual harassment complaint raises a concern about bullying behavior, the Title IX Coordinator or designee shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Title IX Coordinator, to promote the alignment of any such bullying investigation with the requirements of applicable Board policies and state law. Additionally, if a sexual harassment complaint raises a concern about discrimination or harassment on the basis of any other legally protected classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within the District (e.g. Section 504 Coordinator, etc.), so as to ensure that any such investigation complies with the requirements of policies regarding nondiscrimination.

3. If the sexual harassment complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is

given or who receives such information shall report such matters in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.

4. Retaliation against any individual who complains pursuant to the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) and these Administrative Regulations is strictly prohibited. The District will take actions designed to prevent retaliation as a result of filing a complaint. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.

5. The District will maintain for a period of seven (7) years records of:

   i. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the Board's education program or activity;
   ii. Any appeal and the result therefrom;
   iii. Any informal resolution and the result therefrom;
   iv. All material used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The Board will make these training materials publicly available on its website.

If the District has actual knowledge of sexual harassment in an education program or activity of the Board, and for any report or formal complaint of sexual harassment, the District will create and maintain for a period of seven (7) years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. The District will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the Board's education program or activity. If the District does not provide a complainant with supportive measures, then the District will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Section II. Grievance Procedures for Claims Sex Discrimination (Other than Sexual Harassment)

A. Definitions

Complainant means an individual who is alleged to be the victim of conduct that could constitute sex discrimination.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination.

Section II. B. Reporting Sex Discrimination Other than Sexual Harassment

It is the express policy of the Board to encourage victims of sex discrimination to report such claims. Any person may report sex discrimination (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator.

If the District receives notice of sex discrimination or alleged sex discrimination against a student in the District's education program or activity, the Title IX Coordinator or designee will promptly notify the complainant of the grievance process. The District will treat complainants and respondents equitably during the grievance process. Sexual harassment is a form of sex discrimination, and any incident of sexual harassment, as defined above, should be handled pursuant to Section I of these Administrative Regulations.

Section II. C. Grievance Procedures

1. As soon as a student feels that he or she has been subjected to sex discrimination other than sexual harassment, he/she or his/her parent/legal guardian should make a written complaint to the Title IX Coordinator or to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and Administrative Regulations and made aware of his or her rights. Preferably, complaints should be filed within ten (10) school days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints.

2. The complaint should state the:

   i. Name of the complainant;
   ii. Date of the complaint;
   iii. Date(s) of the alleged discrimination;
   iv. Name(s) of the discriminator(s);
   v. Location where such discrimination occurred;
   vi. Names of any witness(es) to the discrimination;
   vii. Detailed statement of the circumstances constituting the alleged discrimination; and
   viii. Remedy requested.

3. Any student who makes an oral complaint of sex discrimination to any of the above-mentioned personnel will be provided a copy of these Administrative Regulations and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, such as due to the age of the student making the complaint, a parent or school administrator may be permitted to fill out the form on the student's behalf.

4. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools or his/her designee. In addition, a copy of any complaint filed under this policy shall be forwarded to the Title IX Coordinator. If the complaint being filed is against the Title IX Coordinator, the complaint should be filed with the Superintendent. If the complaint being filed is against the Superintendent, the complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.

5. The Title IX Coordinator or designee shall investigate all complaints of sexual discrimination against a student, regardless of whether the conduct occurred on or off-school grounds. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information, and other extenuating circumstances. The investigation shall be conducted discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.

6. Any student who makes a complaint shall be notified of the District's intent to investigate the complaint. In the event the student requests confidentiality or that an investigation not be conducted, the District will take reasonable steps to investigate and respond to the complaint to the extent possible, given the request for confidentiality or that the District not investigate the complaint. If the student insists that his/her personally identifiable information not be shared with the alleged discriminator(s), the student will be informed that the District's ability to investigate and/or take corrective action may be limited.

7. Upon receipt of a sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to promptly investigate the complaint. The Title IX Coordinator or designee shall:

   i. offer to meet with the complainant and respondent (if applicable) separately within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent (if applicable) believe have relevant information, and obtain any relevant documents the complainant and respondent may have;

ii. provide the complainant and respondent (if applicable) with a copy of the Board's sex discrimination policy and accompanying regulations;

iii. consider whether any interim measures may be appropriate to protect the complainant or respondent (if applicable), pending the outcome of the investigation;

iv. conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;

v. consider whether alleged sex discrimination has created a hostile school environment, including consideration of the effects of off-campus conduct on the school;

vi. communicate the outcome of the investigation in writing to the complainant, to the respondent, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within ninety (90) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and respondent (if applicable) shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the District will remedy the discrimination, adhering to the requirements of state and federal law; and

vii. when sex discrimination has been found, take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the discrimination, as deemed appropriate by the Superintendent or his/her designee, and take steps to remedy the effects of the sex discrimination.

8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent will receive notice and interim measures may be implemented as necessary.

9. If the complainant or respondent (if applicable) is dissatisfied with the findings of the investigation, he or she may file a written appeal within five (5) school days to the Title IX Coordinator, or, if he/she conducted the investigation, to the Superintendent of Schools, who shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sex discrimination. The Title IX Coordinator or Superintendent of Schools may determine if further action and/or investigation is warranted. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant and respondent (if applicable), in writing, within fifteen (15) school days following the receipt of the written request for review.

Section II. D. Miscellaneous

1. If a sexual discrimination complaint raises a concern about bullying behavior, the Title IX Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Title IX Coordinator, to promote the alignment of any such bullying investigation with the requirements of applicable Board policies and state law. Additionally, if a sexual discrimination complaint raises a concern about discrimination or harassment on the basis of any other legally protected classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within the District (e.g. Section 504 Coordinator, etc.), so as to ensure that any such investigation complies with the requirements of policies regarding nondiscrimination.

2. If the sexual discrimination complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is given or who receives such information shall report such matters in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.

3. Retaliation against any individual who complains pursuant to the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) and these Administrative Regulations is strictly prohibited. The District will take actions designed to prevent retaliation as a result of filing a complaint. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.

Section III. Further Reporting

At any time, a complainant alleging sex discrimination or sexual harassment may also file a formal complaint with the Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone Number (617) 289-0111).

Regulation reinstated: March 6, 2025

CONNECTICUT GENERAL STATUTES 10-19c. AIDS EDUCATION PUBLIC ACT 88-112.
An act concerning the study of Acquired Immune-Deficiency Syndrome in the public schools.

Health Education encourages students to become aware of and to recognize the many factors that affect their health. The program aims to create students who will become healthy, responsible, and productive citizens. New Fairfield Public School's health program is a kindergarten through grade twelve curriculum.

As a part of the health program, the study of Acquired Immune-Deficiency Syndrome (AIDS) and the Human Immune-Deficiency Virus (HIV) will be presented. This will enable students to develop a basic knowledge of this health problem and an appreciation of healthy behaviors for life. Education is a significant weapon in the fight against this disease.

As of July 1, 1989, all Connecticut school districts were mandated to implement HIV/AIDS education. Our school system has a policy which states that you may remove your child from HIV/AIDS education upon written request. You are encouraged to become familiar with the curriculum before making that decision.

New Fairfield Public Schools' intent is to educate our young people toward healthy lifestyles with prevention education. Please contact your child's teacher if you have any questions.

ALCOHOL, DRUGS AND TOBACCO
Policy 5131.6
I. Definition of Terms

"Drug/Mood Altering Substance/Alcohol" shall include any alcohol or malt beverage, and drug listed as a controlled substance, chemical, abused substance or medication for which a prescription is required under the law, and/or any substance which is intended to alter mood. Examples of the above include, but are not limited to: beer, wine, liquor, marijuana, hashish, chemical solvents, glue, look alike substance and any capsules or pills not registered with the nurse, annotated within the student's health record and given in accordance with the school district policy for the administration of medication to students in school.

"Drugs" are defined as any substance other than food or water that is intended to be taken or administered (ingested, injected, applied, implanted, inhaled, etc.) for the purpose of altering, sustaining, or controlling the recipient's physical, mental, or emotional state. Drugs may include, but not be limited to, alcoholic beverages; controlled substances such as marijuana, hallucinogens, cocaine, barbiturates, amphetamines, narcotics; and non-authorized prescription drugs.

"Controlled substances," for purposes of this policy, shall include all controlled substances prohibited by federal and state law, look-alike drugs, alcoholic beverages, anabolic steroids, drug paraphernalia, any volatile solvents or inhalants, such as but not limited to glue and aerosol products, and prescription or patent drugs, except those for which permission for use in school has been granted pursuant to Board policy.

"Under the influence," for purposes of this policy, shall include any consumption or ingestion of controlled substances by a student.

Electronic nicotine delivery system means an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device.

"Child Study Team" is a multi-disciplinary team composed of school personnel. This team has been trained to understand and work on the issues of adolescent chemical use, abuse, and dependency and will play a primary role in the identification and referral process of students coming to their attention through the procedures outlined in this policy. The team will enlist the resources of a licensed drug and alcohol facility when professional assessment and/or group programs are recommended.

"Chemical Abuse Specialist" is a community-based chemical abuse specialist with expertise in the area of chemical dependency and school based assessment (such as those resources and personnel from a licensed drug and alcohol facility to be utilized by the New Fairfield Public Schools).

"Distributing" is to deliver, sell, pass, share or give any tobacco, alcohol, drug or mood altering substance as defined by this policy from one person to another or to aid therein.

"Possession" is to possess or hold, without any attempt to distribute any tobacco, alcohol, drug or mood-altering substance determined to be illegal, or as defined by this policy.

"Drug Paraphernalia" includes any utensil or item which in the school's judgment can be associated with the use of drugs, alcohol, or mood-altering substances. Examples include but are not limited to roach clips, pipes, bowls, crack vials, miniature cocaine spoons and tobacco rolling paper.

Liquid nicotine container means a container that holds a liquid substance containing nicotine that is sold, marketed or intended for use in an electronic nicotine delivery system or vapor product, except "liquid nicotine container" does not include such a container that is prefilled and sealed by the manufacturer and not intended to be opened by the consumer.

Vapor product means any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product.

CBD, for purposes of this policy, is defined under federal law as a cannabis product with less than 0.3% tetrahydrocannabinol (THC) on a dry weight basis. It is also referred to as hemp. (Nonprescription CBD products that are available have not been approved by the U. S. Food and Drug Administration (FDA) for any use.)

Tobacco includes, but is not limited to cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering devices, chemicals, or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations.

II. Alcohol and Drugs

The New Fairfield Board of Education recognizes the harmful effect that substance abuse can have on a student and the student's peer group. For this reason, a student on school grounds or at a school-sponsored activity at any time or at any location who is under the influence of alcohol, drugs or mood-altering substances or possesses, uses, manufactures, dispenses, sells or aids in the procurement of alcohol, narcotics, restricted drugs, mood-altering substances, or any substance purported to be a restricted substance or over-the-counter drug shall be subjected to discipline pursuant to the Board of Education policies and regulations, as described in Expulsion and Suspension Policy 5114.

Possessing, using, or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including such substances that contain chemicals which produce the same effect of illegal substances including but not limited to Spice and K2 and bath salts are addressed by this policy.

The New Fairfield School System will, in a coordinated effort, attempt to respond openly and effectively to the uses and abuses of drugs, alcohol and mood-altering substances by members of the student population. This effort, through the curriculum, community support and resource services, such as those provided by a licensed drug and alcohol facility, and strong, consistent administrative rehabilitative and disciplinary procedures, will work to educate, prevent and intervene in the use and abuse of all drug, alcohol, and mood altering substances by its student population.

Disciplinary action taken by District officials against a student for the use, sale, or possession of marijuana (cannabis) on school premises or at any District/school sponsored activity, on or after January 1, 2022, shall not result in any discipline, punishment, or sanction greater than that which a student would face for the use, sale, or possession of alcohol.

III. Tobacco

For purposes of this policy, "use of tobacco" shall mean all uses of tobacco, including but is not limited to, cigarettes, cigars, snuff, blunts, bidis, pipes, chewing tobacco, or any other substance that contains tobacco or nicotine, and all other forms of smokeless tobacco, rolling papers and any other items containing or reasonably resembling tobacco or tobacco products. In order to protect students and staff, the Board prohibits the use of tobacco or nicotine-based products in school buildings, on school grounds, in school vehicles, or at any school-related event.

In the face of overwhelming evidence about smoking as a health hazard, and in keeping with the teachings in our school curriculum, and as a further deterrent and prevention against smoking by young persons, the New Fairfield Board of Education institutes the following policy:

1. Smoking and the use of tobacco products is prohibited in school buildings, on school property, at school activities, and on school buses at all times. All schools are "Drug-Free School Zones."
2. Visible display and/or possession of tobacco products by students is prohibited on school property.
3. The New Fairfield Board of Education authorizes the principal and/or designee of New Fairfield High School to notify and provide statements or other

assistance to the New Fairfield Police Department with respect to violations by students of the CT General Statutes prohibiting smoking in public buildings.

Any student (over the age of sixteen) found to be in violation of this policy will be subject to arrest by the New Fairfield Police Department who may issue smoking policy violators a Superior Court enforced ticket in compliance with the Connecticut General Statute.

IV. School Guidelines

As an extension of this policy, the New Fairfield Board of Education directs the Superintendent to develop guidelines to be used by all school district personnel in responding to drug, mood-altering substance, and alcohol-related situations.

As an integral part of the New Fairfield Public Schools, Tobacco, Alcohol and Other Drug guidelines represent one component in a district-wide effort to respond effectively to tobacco, drug, mood-altering substance and alcohol-related situations that may occur at school or at school-sponsored activities. These guidelines are also intended to provide a consistent disciplinary means to respond to tobacco, alcohol and other drug-related incidents. The New Fairfield Public Schools will provide a safe and healthy environment for students with due consideration for their legal rights and responsibilities. The Board reserves the right to use any extraordinary measures deemed necessary to control substance abuse even if the same is not provided for specifically in any rule or regulation enumerated herein.

V. Instruction

Students will receive instruction emphasizing the effect of alcohol, nicotine, tobacco, and drugs on health, character, and personality development wherever appropriate in the health education program and such other contexts which touch on the subject.

VI. Cooperation with Community and Parents

Any effort put forth by the New Fairfield Public Schools to address alcohol, drugs and tobacco usage requires support from all parents and cooperation from the community in order to be effective.

VII. Medical Marijuana

Although possession and use of marijuana for certain medical conditions, consistent with Connecticut's P.A. 12-55, "An Act Concerning the Palliative Use of Marijuana," as amended by P.A. 16-23, is no longer a crime in Connecticut, the possession and use of marijuana remains illegal under federal law. Consistent with federal law, including the Controlled Substances Act and the Drug-Free Schools and Communities Act, the use and or possession of marijuana continues to be prohibited while a student is on a school bus, at school, on school grounds or at a school-sponsored activity. The District will continue to enforce its policies regarding controlled substances and any students who violate District policy prohibiting the use, sale or possession of illegal drugs in District facilities and school property will be subject to disciplinary and criminal action.

VIII. Use of CBD Products

Students are prohibited from possessing, using, selling, delivering, or manufacturing any substance containing cannabidiol (CBD) or tetrahydrocannabinol (THC), regardless of whether it constitutes a controlled substance under federal law.

Students are prohibited from being under the influence of any controlled drugs, narcotic, substance or any mind-altering substance or intoxicant, illegal or legal, specifically any product with cannabidiol (CBD), whether hemp or cannabis, and regardless of the amount of THC (tetrahydrocannabinol) in the product or the extent to which it is legal or illegal under state law.

Policy adopted: June 16, 2005
Policy most recently revised: March 3, 2022

ASBESTOS CONROL

Policy 3516.12

The school district will implement and maintain procedures necessary to comply with the Asbestos Hazard Emergency Response Act of 1986 (AHERA) by adhering to the following guidelines:

1. Use specifically accredited/certified persons to conduct inspections as required on all school buildings for asbestos-containing material.
2. Take appropriate action to control the release of asbestos fibers, upon completion of inspection.
3. Describe corrective steps and long-range maintenance in a management plan, to be made available to all concerned persons and filed with the Department of Public Health and Addiction Services.
4. Post warning(s) on all areas containing asbestos, and send appropriate written notice to parents and employees, apprising them of the conditions.

Any information concerning the school district's procedures for asbestos control can be found in the school district offices. If you would like to receive any of this information, please contact your school principal.

Policy adopted: October 19, 2000
Policy readopted: June 21, 2007

ELECTRONIC DEVICES

Policy 5131.81

Use of Privately Owned Technology Devices by Students

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

Students at New Fairfield Elementary School who choose to bring a privately owned technological device to school must keep the device in their locker.

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

Definitions

Board Technology Resources

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

Privately Owned Technological Devices

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

Use of Privately Owned Technological Devices

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Policy adopted: September 16, 2010
Policy most recently revised: October 1, 2024

Form 1

Bring Your Own Device Student (BYOD) Agreement and Responsible Use Policy
New Fairfield Elementary School

Access to and use of the Internet is a privilege that students must earn by using it in an appropriate manner. All New Fairfield Elementary School students must read and agree to follow the rules listed below, as well as follow the school rules in the Student Code of Responsibility and Respect. As a user of the New Fairfield school district's electronic information resources and computer networks, I accept and agree to abide by the Acceptable Use and Internet Safety Policy of the New Fairfield Board of Education and with the following preconditions of my use:

- I will use electronic information resources only with the permission of a teacher.

- I will use the Internet only for school educational and research purposes.
- I will not make any changes to the computer software system set-up or data or open any software files without permission. I understand that any vandalism will result in disciplinary consequences.
- I will not subscribe to any group on the Internet without a teacher's permission.
- If any site I visit contains inappropriate* words or pictures I will inform a teacher and immediately "back out" of the site.
  **Inappropriate refers to obscene and/or offensive language, graphic sexual materials or illegal materials*
- I will not give out personal information about myself or others when using the Internet.
- At New Fairfield Elementary School, devices are to be kept in the student's locker from entry to exit so that it is not a distraction during the school day.

Student's Signature:_____Date:

Parent's/Guardian's Signature: _____Date:

Form 2
Bring Your Own Device Student (BYOD) Agreement and Responsible Use Policy
New Fairfield Middle School
New Fairfield High School

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

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

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

Students acknowledge the following:

- Only the school's Internet should be accessed. Attempts will not be made to bypass the local connection.
- The District's network filters will be applied to one's connection to the Internet and attempts will not be made to bypass them.
- Only authorized data can be accessed. Infecting the network with a virus, Trojan, or program designed to damage, alter, or destroy the network; and hacking, altering, or bypassing security policies are not allowed.
- The District has the right to collect and examine any device that is suspected of causing problems or was the source of an attack or virus infection.
- As we are working to achieve a more paperless environment, printing from personal laptops will not be possible.
- As we do not have enough outlets for all students to charge their devices in classrooms, each student is encouraged to charge his or her own device prior to bringing it to school daily.
- Using a personal device to transmit or share inappropriate content during the school day or outside of the school day that disrupts the school environment will result in the loss of BYOD privileges. Additional consequences may be applied depending upon the circumstances. Transmission of material of a bullying nature or sexual nature will not be tolerated.
- Devices cannot be used during assessments, unless otherwise directed by a teacher.
- Students must immediately comply with teachers' requests to shut down devices or close the screen.
- Devices, particularly cell phones, must be in "Do Not Disturb" mode, or its equivalent, and stored in backpacks, lockers, purse or other personal belonging during instructional time, unless otherwise directed by a teacher. If a child or parent needs to be reached, the office will assist with connecting families.
  - At New Fairfield Middle School, devices are to be kept in the student's locker from entry to exit so that it is not a distraction during the school day.
  - At New Fairfield High School, students are required to put their devices in the classroom in a location designated by the administration for the entire class period. These devices may not be taken out of the holder to go to the bathroom.
- Teachers reserve the right to confiscate devices of students who do not comply with this daily expectation according to the following progression after a warning:
  - 1st offense: Confiscation of device by the teacher and submitted to the main office. Returned to student at the end of the school day by main office staff.
  - Further violations of this policy shall be addressed by discipline in accordance with the Student Code of Responsibility and Respect and considered Level 2 or above violations of Section II: Respect, Courtesy, and Honesty and Section IV: Respect For Orderly Teaching/Learning Environment.
- Refusal to allow for the confiscation of a device or compliance with loss of BYOD/BYOT privileges may result in additional disciplinary action.
- Students are not permitted to transmit or post photographic images/videos of any person on campus on public and/or social networking sites.
- Students should only access files on the computer or Internet sites that are relevant to the classroom curriculum and suggested by a teacher.
- Personal devices may not be used to cheat on assignments or tests, not to plagiarize, or for non-instructional purposes, such as making personal phone call and text/instant messaging, during instructional time.
- Personal devices may not be used to send inappropriate e-messages during the school day or outside of the school day that may disrupt the school environment.

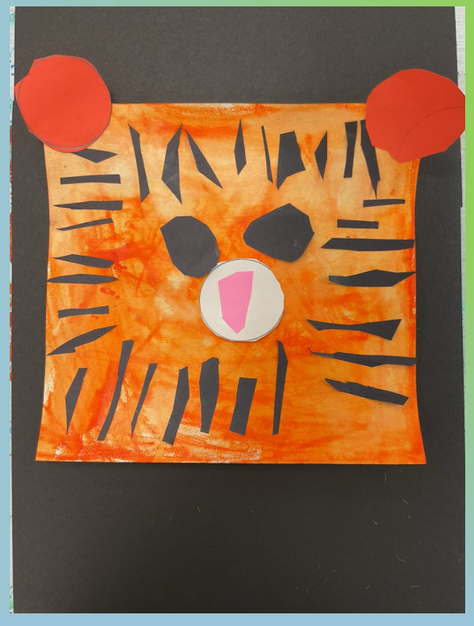
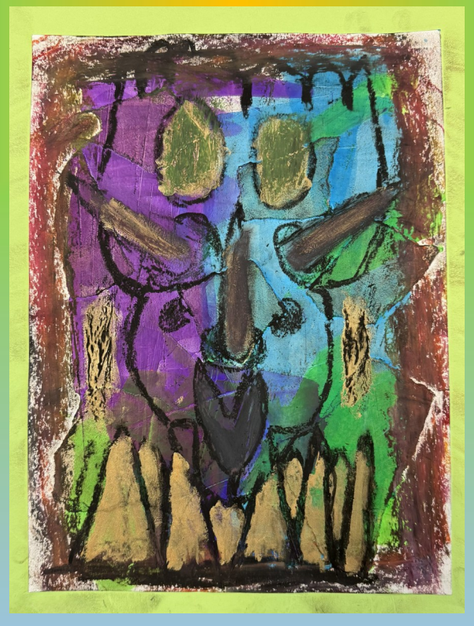
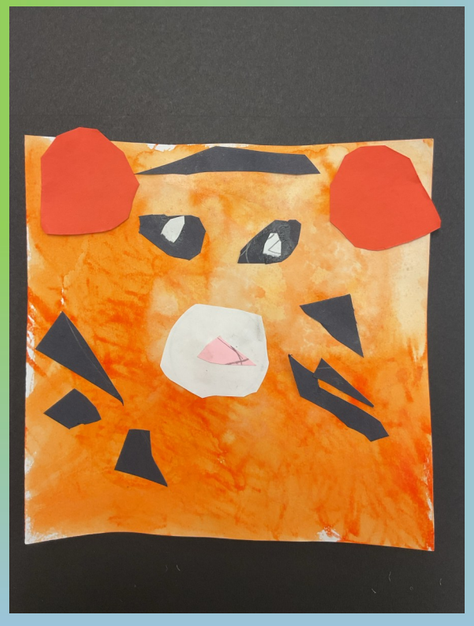
As a student, I understand and will abide by all on this agreement through all of my years at the middle school/high school. I further understand that any violation is unethical and may result in the loss of my device privileges as well as other disciplinary action.

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

Signature of Student:_____Date:
Printed Name:

Signature of Parent/Guardian:_____Date:
Printed Name:

GREEN CLEANING PROGRAM IN SCHOOLS
(CT PUBLIC ACT 09-81)
Notice 3524.2
The State of Connecticut is requiring that each local and regional board of education implement a green cleaning program for all school buildings and facilities in its district.

August 2026

Su	M	Tu	W	Th	F	Sa
2	3	4	5	6	7	1/8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

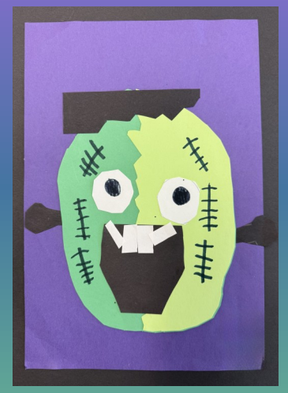
September 2026

NEW FAIRFIELD PUBLIC SCHOOLS

October 2026

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Listed events are as of calendar printing. Please visit the district website at www.newfairfieldschools.org for updates and changes.		1	2	3	4	5
6	7 **Labor Day No School**	8	9 ES Open House ELC - Grade 2	10 ES Open House Grade 3 - Grade 5	11	12 SAT **Rosh Hashanah**
13	14	15	16 HS Open House	17 BOE Meeting NF Community Room *7 pm*	18	19 ACT
20	21 **Yom Kippur No School**	22	23	24 MS Open House	25	26
27	28	29	30	September artwork (top row left to right) Grade 2: Isabel Sibio, Autumn Dickman, Sergio Arias (bottom row left to right) Gabriella Neves, grade K, Zachary Ravich, grade 5, Jack Bardelli, grade K		



October 2026

NEW FAIRFIELD PUBLIC SCHOOLS

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
October artwork (top row left to right) Grade K: Chloe Walsh, Annalise Cattan (middle row left to right) Valentina Aquilar, grade 2, Lily Russell, grade 6, Everly Fogelstrom, grade 2 (bottom row left to right) Ryleigh O'Farrell, grade 1, Ryan Oliver, grade K, Liza Carr, grade 1				1	2	3 SAT
4	5 NF Staff Flu Clinic HS Café *2 - 4 pm* Student/Family Flu Clinic HS Café *4:30-7p*	6	7	8	9 Professional Development Day **No School for Students**	10
11	12 **Columbus Day** **No School**	13	14	15 BOE Meeting NF Community Room *7 pm*	16	17 ACT
18	19	20	21	22 HS Afternoon/ Evening Conferences *11:30-45 am dismissal* PSAT/NMSQT	23 HS Morning Conferences *9:30 am start*	24
25	26	27	28	29	30	31 Halloween

Jaxon

ELLE

October 2026

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

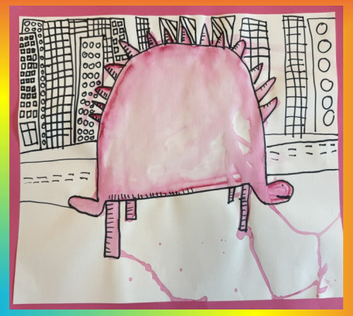
November 2026

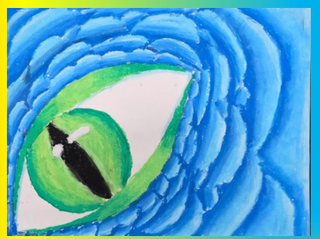
NEW FAIRFIELD PUBLIC SCHOOLS

December 2026

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Daylight Savings Ends	2	3 **Election Day** Professional Development Day **No School for Students**	4 ES/MS Afternoon & Evening Conferences ES *12:35 pm* MS *11:40am dismissals*	5 ES/MS Afternoon Conferences ES *12:35 pm* MS *11:40am dismissals* BOE Meeting *7 pm*	6 ES/MS Afternoon Conferences ES *12:35 pm* MS *11:40am dismissals*	7 SAT
8	9	10	11 **Veterans Day**	12	13	14
15	16	17	18	19	20	21
22	23	24	25 **Thanksgiving Recess**	26	27	28
28	30	November artwork (clockwise from top right) Grade 3: Jack Wilson, Alessia Murillo Grade 5: Josephine Taylor, Jacob Coscina, Emerson Cruz Grade 3: Tyler LaBarbera, Ronan Carey Grade 1: Jaxon Lambert, Elle Porteus				





November 2026

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

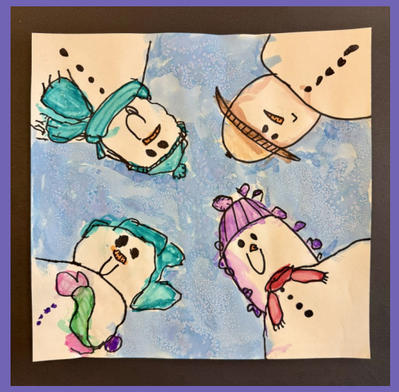
December 2026

NEW FAIRFIELD PUBLIC SCHOOLS

January 2027

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
December artwork (clockwise from top left) Hope Dalonzo, grade 1, Adam Rumore, grade K, Adelaide Fernandez, grade 1, Landrie Finlan, grade 6, Gabby Graci, grade 8, Luca Scala, grade 1, Daniel Kucsera, grade 1, Samantha Sullivan, grade 1, Caleb Gecaj, grade 6, Peyton Mariani, grade 8 (center) Kayla Spagna, grade 10		1	2	3 BOE Meeting NF Community Room *7 pm*	4	5 SAT **Hanukkak**
6	7	8	9	10 Professional Learning Day **Early Dismissal**	11	12 ACT
13	14	15	16	17	18	19
20	21	22	23 **Early Dismissal**	24 **Holiday Vacation**	25 **Christmas**	26
27	28 **Holiday Vacation**	29	30	31		



December 2026

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027

NEW FAIRFIELD PUBLIC SCHOOLS

February 2027

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
January artwork (top row left to right) Sofia Frascione, grade 2, Riley Heidenreich, grade 4, Christopher Primiano, grade 2 (middle row left to right) Sterling Volovski, grade 2, Lucia Karloutsos, grade 4, Selina Zheng, grade 2 (bottom row left to right) Riley Dragonetti, grade 2, Olivia Madigan, grade 4, Makenzie Giafone, Grade 2					1 **New Year's Day**	2
3	4	5	6	7 BOE Meeting NF Community Room *7 pm*	8	9
10	11	12	13	14	15	16
17	18 **Martin Luther King Day** **No School**	19	20	21	22	23
24 31	25	26	27	28	29	30

January 2027

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

February 2027

NEW FAIRFIELD PUBLIC SCHOOLS

March 2027

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4 BOE Meeting NF Community Room *7 pm*	5	6
7	8	9	10	11	12 Professional Development Day **No School for Students**	13
14 Valentine's Day	15 **Presidents' Day** **No School**	16 **Winter Break** **No School**	17	18	19	20
21	22	23	24	25	26	27 ACT
28	February artwork (top row left to right) Grade 4: Lillian Parmelee, Matthew Howley, Anthony Bassani (middle row left to right) Grade 5: Mila Caba, Mackenzie Clark, Fatima Vargas (bottom row left to right) Grade 5: Nuala Miller, Luke Surovy, Angelina Berger					

February 2027

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

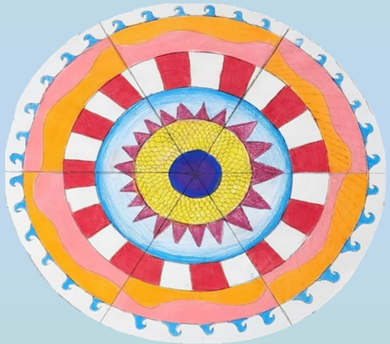
March 2027

NEW FAIRFIELD PUBLIC SCHOOLS

April 2027

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4 BOE Meeting NF Community Room *7 pm*	5	6 SAT
7	8	9	10 ES/MS Afternoon Conferences CS/MHHS *12:35 pm* MS *11:40am dismissals*	11 ES/MS Afternoon & Evening Conferences ES *12:35 pm* MS *11:40am dismissals*	12 ES/MS Afternoon Conferences CS/MHHS *12:35 pm* MS *11:40am dismissals*	13
14 Daylight Savings Begins	15	16	17 St. Patrick's Day	18	19	20
21	22	23	24	25 Professional Learning Day **Early Dismissal**	26 **Good Friday** **No School**	27
28 **Easter Sunday**	29	30	31 School Day SAT(11)/ PSAT(9)	March artwork (top row left to right) Grade 6: Emma Dube, Lance Lobban (center) Samuel Ventura, grade 6 (bottom row left to right) Grade 6: Liliana Gibbs, Athena Cerqueira		



March 2027

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

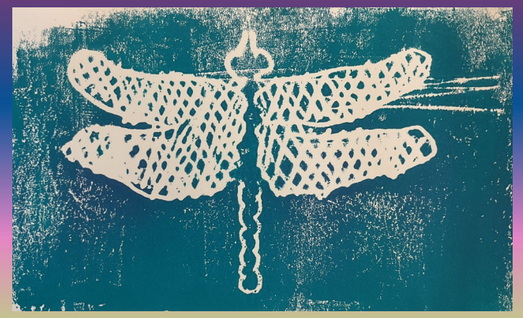
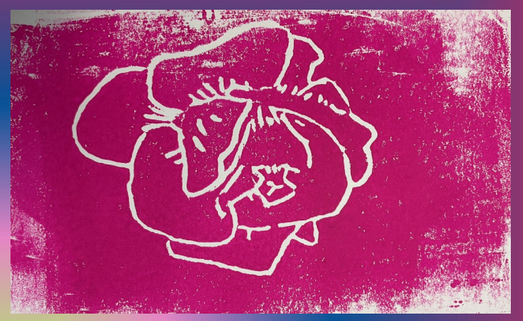
April 2027

NEW FAIRFIELD PUBLIC SCHOOLS

May 2027

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
April artwork (top row left to right) Grade 8 : Rylie Roemer, Kaelyn Manning, Philip Hill (middle row left to right) Grade 8: Josh Wilson, Caitlin Woolven, Samantha Herink (bottom row left to right) Grade 8: Irene Rotariu, Genesis Valerio, Elise Skogstrom				1 BOE Meeting NF Community Room *7 pm*	2	3
4	5	6	7 Paraeducator Appreciation Day	8	9	10 ACT
11	12 **Spring Vacation**	13	14	15	16	17
18	19	20	21 Administrative Professionals Day	22 **Passover**	23	24
25	26	27	28	29	30	

April 2027

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

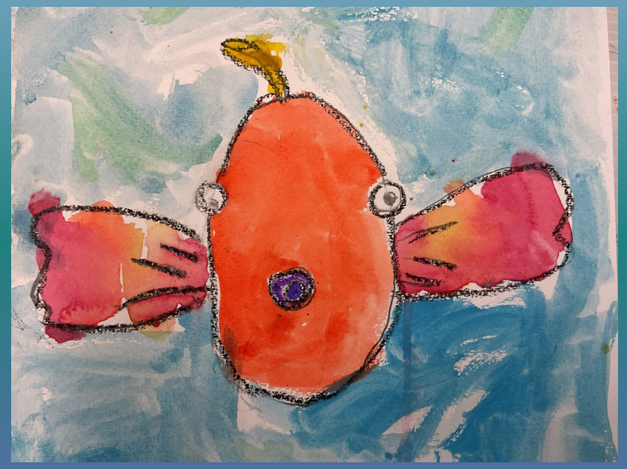
May 2027

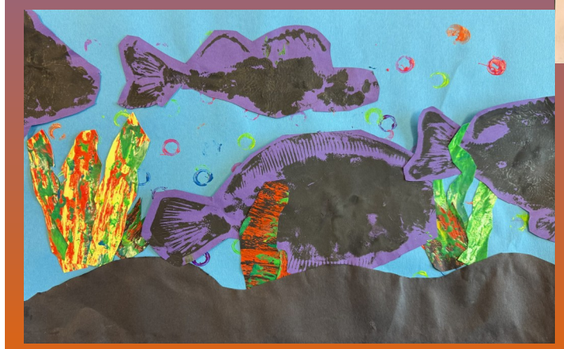
NEW FAIRFIELD PUBLIC SCHOOLS

June 2027

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
May artwork (top row left to right) Grade 3: Jimmy Zustin, Donovan O'Gana, Avery O'Keefe (middle row left to right) Ava Taylor, grade 6, Olivia Furphy, grade 9, Caroline Courtney, grade 6 (bottom row left to right) Grade 4: JoJo Wiesner, Gabby Moran, Colin Frost						1 SAT
2	3 **Teacher and Staff Appreciation Week**	4	5	6 BOE Meeting NF Community Room *7 pm*	7	8
9 Mother's Day	10	11	12 School Nurse Day	13	14	15
16	17	18	19	20 BOE Meeting *7 pm*	21	22
23 30	24 **Memorial Day** **No School** 31	25	26	27	28 Professional Learning Day **Early Dismissal**	29





May 2027

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

June 2027

NEW FAIRFIELD PUBLIC SCHOOLS

July 2027

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
◊ Additional days of school as needed		1	2	3 BOE Meeting NF Community Room *7 pm*	4	5 SAT
6	7	8	9 2nd to Last Day Early Dismissal	10 Tentative Last Day Early Dismissal BOE Meeting *7 pm*	11 ◊	12 ACT
13	14 ◊	15 ◊	16 ◊	17 ◊	18 ◊	19
20 Father's Day	21 ◊	22	23	24	25	26
27	28	29	30	June artwork (top row left to right) Grade K: Ayla Gilhooly, Violet Foster, Vinny DeRobertis (bottom row left to right) Cecilia Fogle, grade 2, McKenna Walsh, grade 6, Josephine Furhman, grade 3		

June 2027

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

SUMMER

September 2027

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

ACADEMIC SOCIAL PERSONAL
NF
EXCELLENCE

New Fairfield Public Schools
Defining Excellence

The New Fairfield Public Schools is committed to the implementation of this law by providing the staff and, upon request, the parents and guardians of each child enrolled in each school with a written statement of the school district's green cleaning program as well as making it available on its website annually. The policy will also be distributed to new staff hired during the school year and to parents or guardians of students transferring in during the school year.

Green cleaning program means that procurement and proper use of environmentally preferable cleaning products as defined by the Department of Administrative Services (DAS) for all state owned buildings, schools and facilities. DAS currently requires that environmentally preferable cleaning products be independently certified by one of two third party certified organizations: *Green Seal or Eco Logo*.

No person shall use a cleaning product in a public school unless it meets the DAS standard.

The types of cleaning products covered in this legislation include: general purpose, bathroom, and glass cleaners, floor stripper and finishes, hand cleaners and soaps. The preferred green cleaning products used by this school district are listed on attachment "A."

Disinfectants, disinfectant cleaners, sanitizers or antimicrobial products regulated by the federal insecticide, fungicide and rodenticide act are not covered by this law.

The following statement will be part of this school district's program as stated in the new law:

"No parent, guardian, teacher or staff member may bring into the school facility any consumer product that is intended to clean, deodorize, sanitize or disinfect."

The implementation of this program requires the support and cooperation of everyone including administrators, faculty, staff, parents, guardians and facilities staff.

Any questions concerning this program can be directed to the Director of Buildings and Grounds.

HATE CRIMES AND BIAS INCIDENTS IN SCHOOLS
Policy 0524

The New Fairfield School District is committed to providing a safe learning and working environment that is free from discrimination, harassment, intimidation and/or bullying. District policy requires all schools and personnel to promote mutual respect, tolerance, and acceptance among students and staff. Hate-motivated incidents and crimes or actions motivated by bias/prejudice/bigotry jeopardize both the safety and well-being of all students and staff. The District will not tolerate hate-motivated incidents/crimes based on actual or perceived characteristics, of actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance or retaliation in any form for reporting such incidents or crimes.

Definitions

1. A **"hate crime"** is a crime motivated by hatred, bias, or prejudice, or where the victim is targeted or selected for the crime at least in part because of his/her actual or perceived race, color, ethnicity, national origin, religion, sexual orientation, gender identity or expression age, disability or sex. A hate crime may involve a physical attack, threat of bodily harm, physical intimidation, or damage to another's property.
2. A **"bias incident"** is any suspected or confirmed offense or unlawful act which is directed at or occurs to a person, private property, or public property on the basis of race, color, religion, sexual orientation or ethnicity. An act is bias-based and thus constitutes a bias incident if the motive for the commission of the act or unlawful act is racial, religious, ethnic or pertains to sexual orientation, including gender identity or expression.
3. A **"bias-related act"** is an act directed at a group of persons, private property, or public property that is motivated in whole or part by racial, gender, disability, religion, sexual orientation, gender identity or expression, or ethnic prejudice. A bias-related act need not involve conduct that constitutes a criminal offense. All hate crimes are also bias-related acts, but not all bias-related acts will constitute a hate crime.
4. A **"hate-motivated incident"** is a noncriminal act or attempted act that constitutes an expression of hostility, bias, or bigotry against a person, property, or institution because of the target's actual or perceived protected characteristics as set forth above. This may include using insults, taunts and slurs, distributing or posting hate group literature or posters, defacing, removing, or destroying posted materials or announcements, posting or circulating demeaning jokes or leaflets, or sending insulting or threatening messages by phone, e-mail, websites or any other electronic or written communication.
5. A **"hate-motivated crime"** is a "hate-motivated incident that has been determined by law enforcement to be criminal conduct that was primarily motivated by bias or prejudice against a targeted group. This includes any criminal action that manifests evidence of hostility towards the target because of his or her actual or perceived characteristics set forth above. Such action includes, but is not limited to, threatening telephone calls, hate mail, physical assault, vandalism, cross burning, destruction of religious symbols and fire bombings. This also includes threats and hate messages sent by electronic communication.
6. **"Retaliation"** is any form of intimidation, reprisal, or harassment by a student directed against any student, staff or other individual for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under this policy, or for taking action consistent with this policy.

Interference with, intimidation of, and/or retaliation against any individual, including a student, parent, or guardian, for filing a complaint, filing a grievance, or opposition discrimination is strictly prohibited and shall be treated as an actionable, wrongful act in and of itself.

7. **"Disability"** includes mental and/or physical impairments.
8. **"Electronic"** communications, acts, postings refer to conduct perpetrated through, but not limited to the following: internet, social networking sites, spyware or global positioning system tracking technology, telephone or cellular telephone, instant or text messages, email, blogs, websites, forums and mailing lists.
9. **"Gender"** means sex, and includes a person's gender identity and gender expression.
10. **"Gender expression"** means a person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.
11. **"Harassment"** occurs when a target is subjected to unwelcome conduct related to a protected category and can result in a hostile environment when the harassment is subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances and is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the District.
12. **"In whole or in part because of"** means that the bias motivation must be a cause of the offense, whether or not other causes also exist. When multiple motives exist, bias must be a substantial factor. There is no requirement that bias be a main factor, or that the crime would not have been committed but for the actual or perceived protected characteristic.
13. **"Nationality"** includes citizenship, country of origin and national origin.
14. **"Race or ethnicity"** includes ancestry, color and ethnic background.

15. **"Religion"** includes all aspects of religious belief, observance and practice, including agnosticism and atheism.
16. **"Sexual orientation"** means heterosexuality, homosexuality or bisexuality, or any other aspect of human sexuality including gender and gender expression.
17. **"Target"** means an individual alleged to have experienced acts in violation of this policy, sometimes referred to as "victim."

Hate Prevention Program
The Board believes that a comprehensive hate-prevention program involving all staff and students will permit the expression of diverse viewpoints, but will help to prevent hate crimes and bias-related incidents in district schools and in the community.

1. Training shall be provided to all district staff in order to increase their awareness of the various manifestations of hate and bias-related incidents. The training will include anti-bias and conflict resolution methods; procedures for identifying and reporting incidents of racial, religious, and sexual harassment, discrimination, and hate crime; strategies for preventing such incidents from occurring; and resources available to assist in dealing with these incidents.

2. All students shall receive hate prevention training through age-appropriate classroom activities, assemblies, and school-related activities. The Board believes that prejudice and discrimination are learned attitudes and behaviors. Teaching children that even subtle forms of hate such as ethnic slurs or epithets, negative or offensive name-calling, stereotyping, and exclusion are hurtful and inherently wrong can help to prevent more extreme, violent manifestations of hate. Structured classroom activities and programs will help children to develop empathy, while practicing the critical thinking and conflict resolution skills needed to recognize and respond to various manifestations of hate and bias-related behavior.

3. The District will develop partnerships with families, community organizations, and law enforcement agencies. These partnerships help identify resources available to school personnel to address hate incidents, raise community awareness of the issue, ensure appropriate responses to hate incidents, and ensure that youth receive a consistent message that hate-motivated and/or bias-related behavior will not be tolerated.

4. This policy shall be distributed annually to all students, their families and to all District personnel. The purpose of this policy is to promote a school climate in which racial, religious, ethnic, gender and other differences, as well as freedom of thought and expression, are respected and appreciated. The policy should have the input of parents, students, teachers, community members, and school administrators. It should respect diverse viewpoints, freedom of thought, and freedom of expression.

5. A range of corrective actions for those who violate school hate-prevention policies shall be used. The District will take a firm position against all injurious manifestations of hate, from ethnic slurs, racial epithets, and taunts, to graffiti, vandalism, discrimination, harassment, intimidation, and violence. A wide range of non-disciplinary corrective actions to respond to incidents, including counseling, parent conferences, community service, awareness training, or completion of a research paper on an issue related to hate, as well as disciplinary actions such as in-school suspension or expulsion shall be utilized. School officials shall contact local, state or federal civil rights officials to respond to more serious incidents and, in cases involving criminal activity or threat of criminal activity, should call the police.

6. Data is to be collected to focus district-wide hate prevention efforts. Collection of data on the occurrence of school-based hate or bias-related incidents or crimes will assist administrators and teachers to identify patterns and to more effectively implement hate prevention policies and programs.

Required Actions
Whenever any school employee in the course of his/her employment has reason to believe that:

1. a hate crime has been committed or is about to be committed on school property, or has been or is about to be committed by any student, whether on or off school property and whether or not such offense was or is about to be committed during operating school hours, or

2. a student enrolled in the school has been or is about to become the victim of a hate crime, whether committed on school property or during school hours, the school employee shall immediately notify the building Principal and Superintendent, who in turn shall notify the New Fairfield Police Department. The Principal shall notify the New Fairfield Police Department immediately if there is reason to believe the act of violence has been or is about to be committed against a student or there is reason to believe that a life has been or will be threatened.

Whenever any school employee in the course of their employment has reason to believe that a bias incident has been committed or is about to be committed on school property, or has been or is about to be committed by any student, whether on or off school property, and whether or not such bias incident was or is to be committed during school hours, the school employee will promptly notify the building Principal and Superintendent, who in turn will decide whether or not to notify the New Fairfield Police Department. Any student charged with a hate crime or bias incident will be disciplined in accordance with the student conduct code or policies pertaining to discipline and student conduct.

In deciding whether to refer the matter of a bias incident to the Police Department, the building Principal and the Superintendent, should consider the nature and seriousness of the conduct and the risk that the conduct posed to the health, safety and well-being of any student, school employee or member of the general public. The building Principal and Superintendent should consider the possibility that the suspected incident could escalate or result in some form of retaliation which might occur within or outside school property.

It is understood a referral to the Police Department is only a request to conduct an investigation and nothing more than the transmittal of information which might be pertinent to any such law enforcement investigation. A referral is not an accusation or formal charge.

Unless the Police Department requests otherwise, the school district will continue to investigate a suspected hate crime or bias incident occurring on school property and may take such actions as necessary and appropriate to redress and remediate any such acts.

School officials will secure and preserve any such graffiti or other evidence of a suspected hate crime or bias incident pending the arrival of the Police Department. The school officials, when feasible, will cover or conceal such evidence until the arrival of the Police Department.

Policy adopted: April 7, 2022

HAZING

Policy 5131.91

I. Purpose

The purpose of this policy is to maintain an environment for students and staff that are safe and free from intimidation. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. General Statement of Policy

A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.

C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

D. Hazing activities are seriously disruptive of the educational process in that they involve students and violence or threats of violence. This policy applies to behavior that occurs on or off school property and during and/or after school hours.

E. A person who engages in an act that violates school policy or law in order to initiate another person or to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. Definitions

A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
1. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to a risk of harm or that adversely affects the mental or physical health or safety of the student.
2. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

IV. Reporting Procedures

A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to the coach, faculty advisor, Athletic Director or building administrator or any other school official.

B. The building principal is the person ultimately responsible for receiving reports of hazing at the building level and for documenting the details. Any person can report hazing directly to the Assistant Superintendent or to the Superintendent.

C. Teachers, administrators, volunteers, contractors, and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, or work assignments.

V. School District Action

A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.

C. Upon completion of the investigation, the school district will take appropriate action. Such action with regard to students may include, but is not limited to, warning, detention, suspension, exclusion, expulsion, remediation, and/or arrest. With regard to adults, such action may include warning, remediation, termination, discharge or arrest. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior.

VI. Reprisal

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

VII. Dissemination of Policy

This policy shall appear in each school's parent and/or student handbook and in each school's staff handbook.

Policy adopted: December 21, 2000
Policy most recently readopted: December 7, 2006

HEALTH SERVICES

New Fairfield Health Services exists for the prevention, identification, observation and management of health problems in the school setting. The school nurse, in cooperation with the School Medical Advisor, other health professionals, educators and school personnel, provides a wide range of health care services designed to promote and protect the student's optimal health status. Students and parents/guardians are urged to consult the school nurse with any questions or concerns related to issues of health, development, disease or disability, physical or emotional. Confidentiality is always protected. If a medical condition or religious belief contradicts any portion of the school health program, please speak with the school nurse.
Reference policies 5141 (revised 12/2/21) and 5141.21 (5/7/26).

RIGHT TO REVIEW TEACHER QUALIFICATIONS

As a parent of a student in New Fairfield Public Schools, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal Law allows you to ask for certain information about your child's classroom teachers, and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the State of Connecticut Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the State of Connecticut Department of Education has decided that the teacher can teach in a classroom

without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major and whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

SCHOOL CLIMATE

Policy 5131.911

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The New Fairfield District Board of Education adopts this policy.

Definitions

1.**"School climate"** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

2.**"Positive Sustained School Climate"** is the foundation for learning and positive youth development and includes:

a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
e. A school community that contributes to the operations of the school and the care of the physical environment.

3.**"Social and emotional learning"** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

4.**"Emotional intelligence"** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

5.**"Bullying"** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

6.**"School environment"** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

7.**"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.

8.**"Teen dating violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

9.**"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.

10.**"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

11.**"School climate improvement plan"** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.

12.**"Restorative practices"** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

13.**"School climate survey"** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.

14.**"Connecticut school climate policy"** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.

15.**"School employee"** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.

16.**"School community"** means any individuals, groups, businesses, public institutions and nonprofit organizations that

are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

17.**"Challenging behavior"** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

18.**"Evidence Based Practices"** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

19.**"Effective School Climate Improvement"** is a restorative process that engages all stakeholders in the following six essential practices:

A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
F. Strengthening policies and procedures related to:
    a. climate and restorative informed teaching and learning environments;
    b. infrastructure to facilitate data collection, analysis, and effective planning;
    c. implementation of school climate improvement plans with the goal of becoming restorative;
    d. evaluation of the school climate improvement process; and
    e. sustainability of school climate and restorative improvement efforts.

School Climate Coordinator Roles and Responsibilities
For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:
1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist
For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:
1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;
2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee
For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:
1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator. The school climate committee shall be responsible for:
1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.
3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.

5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey
For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan
For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training
For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:
1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding
The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability
The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards
1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The school district community adopts policies that promote:
   a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
   b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized,and supported to:
   a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
   b. enhance engagement in teaching, learning, and school-wide activities;
   c. address barriers to teaching and learning; and
   d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Policy/Regulation Adopted: December 20, 2001
Most Recently Revised: May 15, 2025

ACCOMMODATING STUDENTS WITH SPECIAL HEALTH CARE AND DIETARY NEEDS
Policy 5141.25

The New Fairfield Public Schools recognize that there are many conditions that require food restrictions, attention, monitoring and safety practices. In particular, food allergies may be life threatening. For this reason, the District is committed to developing strategies and practices to minimize the risk of accidental exposure to life-threatening allergens, to assist in the management of glycogen storage disease, and to ensure prompt and effective medical response should a child suffer an allergic reaction while at school. The district further recognizes the importance of collaborating with parents and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his/her life-threatening allergy(ies), or glycogen storage disease as developmentally appropriate. There is currently no cure for life-threatening allergies; there is only medication available for emergency response. The only way to prevent the symptoms of an allergic response is to prevent exposure to allergens, which will require understanding and effort on the part of the entire school community.

Best practice asks us to reduce students' exposure to known allergens in the learning environment, reinforcing a safe and inclusive environment for all students. When a student with life-threatening allergies is present in a school environment, cooperation and compliance is necessary at all levels: District, School, Classroom, Home. Each level has its role and responsibilities:

District:

• Shall clearly communicate district policy to all school leaders and parents and provide for training on food allergy awareness and the administration of medication to all applicable personnel.
• Shall monitor and evaluate all schools for compliance with district policy and follow up with all individuals for instances of policy violations.

School:

• Each school shall clearly communicate the needs of students with life-threatening food allergies to their school community through letters to classroom communities and their families and of district and school expectations of compliance.
• Schools leaders shall inform PTO leaders of the need for safety and inclusion in all school sponsored events.

Classroom:

• Peers shall be educated as to the individualized safety and inclusion needs of fellow students.

• Expectations of compliance shall be clearly communicated to staff, students and their families.

Home:

• Families should be educated on food allergy awareness and how to comply with safety requests for students with life-threatening allergies.
• Families should make every effort possible to ensure the safety of students with life-threatening food allergies when sending a snack into the learning environment.
• Students with life-threatening food allergies should know to never accept food from others and how to communicate their needs to staff and peers.
• Parents of students with life-threatening allergies shall help their student access developmentally appropriate self-advocacy skills. Parents may choose to collaborate with schools on these skills.

To this end, the New Fairfield Public Schools adopt the following protocols related to the management of special health care needs and life-threatening allergies for students enrolled in district schools.

The purpose of this policy is to establish a safe environment for students with food related special health care needs, food allergies and glycogen storage disease and to support parents regarding food allergy management. In accordance with applicable law, it is the policy of the Board of Education to provide all students, through necessary accommodations where required, the opportunity to participate fully in all school programs and activities.

The focus of this plan shall be prevention, education, awareness, communication and emergency response. The management plan shall strike a balance between the health, social normalcy and safety needs of the individual student with food related special health care needs or life-threatening food allergies and the education, health and safety needs for all students. The District Plan shall be the basis for the development of the procedural guidelines that will be implemented at the school level and provide for consistency across all schools within the district.

An identified allergic student is one who has been identified to the district by a written statement from the student's parent or guardian and his/her physician. Such written statement shall include a specific plan for allergy avoidance and a written emergency plan/orders to be followed in the event an allergic student ingests or believes he/she has ingested an offending food. The school nurse will coordinate and direct activities to implement and follow the plan/orders provided.

I. The goals for the District-wide Plan include:
A. To maintain the health and protect the safety of children who have food related special health care needs and/or life-threatening food allergies in ways that are developmentally appropriate, promote self-advocacy and competence in self-care and provide appropriate educational opportunities.

B. To ensure that interventions and individual health care plans for students with life-threatening food allergies are based on medically accurate information and evidence-based practices.

C. To define a formal process for identifying, managing, and ensuring continuity of care for students with life threatening food allergies across all transitions. (PreK-Grade 12)

It is the policy of the Board of Education to follow the guidelines developed and promulgated by the Connecticut Department of Public Health and Department of Education for students within the District with life-threatening food allergies and glycogen storage disease. Such guidelines include (1) education and training for school personnel on the management of students with life-threatening food allergies including symptom recognition, effective hygiene measures and glycogen storage disease, including training related to the administration of medication with a cartridge injector and the provision of food or dietary supplements, (2) procedures for responding to life threatening allergic reactions to food, (3) a process for the development of individualized health care and food allergy action plans for every student with a life-threatening food allergy, (4) a process for the development of individualized health care and glycogen storage disease action plans for every student with glycogen storage disease and such plan shall include, but not be limited to, the provision of food or dietary supplements by the school nurse or by any school employee approved by the school nurse, to a student with glycogen storage disease provided such plan does not prohibit a parent/guardian or a person they so designate, to provide food or dietary supplements on school grounds during the school day, and (5) protocols to prevent exposure to food allergens.

II. Food Services
The Board recognizes the need to help children avoid foods to which the child is allergic and/or he/she needs to avoid for other health reasons and to establish emergency procedures to treat allergic reactions that may occur. In some cases, a student's disability may prevent him/her from eating meals prepared for the general school population.

The nature of the student's disability, the reason the disability prevents the student from eating the regular school meals, including foods to be omitted from the student's diet, indication of the major life activity affected by the disability, the specific diet prescription along with the substitution(s) needed will be specifically described in a statement signed by a licensed physician. The district, in compliance with USDA Child Nutrition Division guidelines, will make reasonable accommodations to provide substitute meals to food-allergic students, based upon the physician's signed statement. Meal service shall be provided in the most integrated setting appropriate to the needs of the disabled student.

Food labels with ingredients and serving sizes will be made available to anyone upon request.

III. Prevention
A. The commonly recognized top allergens are: dairy, egg, wheat, peanut, tree nut, shellfish, fish, soy and sesame. Parents/guardians sending snacks from home for consumption in the classroom are asked to be mindful of this heightened risk. The District, in partnership with school staff, shall counsel all parents against providing children with food items containing a particular allergen, if the presence of that allergen poses a serious risk to a student in the class. All stakeholders share in the responsibility of keeping children safe in the classroom by complying with this.

B. The District team shall provide a voluntary, suggested snack list for parents who would like guidance on identifying nut-free snacks for their children.

C. All in school celebrations shall be food free and food shall not be used as a reward.

D. All elementary schools will designate food free zones, including the Library, Computer Lab, Music Room, Art Room, Gym, Stage, and Science Room.

E. Hand washing is required after food has been consumed. The school will provide hand wipes for mandated use for students to use after food has been consumed, if hand washing is not available. Students will be required to remain at their desks/seats when eating in the classroom, to contain the spread of allergens. Hand sanitizer is not effective in the removal of food proteins.

F. All desks will be cleaned with soap and water with disposable towels, wipes, or other approved cleaning agents after food is consumed in the classroom. Students may only clean their own area.

G. All cafeteria tables will be cleaned with soap and water or other approved cleaning agents and disposable towels, after each use. Students may only clean their own area.

H. To the extent possible, food and food containers should not be used in classrooms.

I. If a clearly noncompliant food is present in a classroom or restricted area, the noncompliant food will be removed from the classroom or restricted area.

J. Community/PTO use of elementary school facilities:
1. No food is allowed in any classroom;
2. Any event in which food will be served or consumed must be held in the school cafeteria or outdoors;
3. Outside organizations are encouraged to serve only nut-free food items and consult the suggested food list referenced on the District's website when selecting food to be served in the cafeteria or outdoors.
4. All outside organizations shall receive notice of the Prevention Section of this policy when reserving school facilities and must comply with the expectations above.

IV. Education/Communication

A. All school personnel, as well as bus drivers, will be educated on how to recognize symptoms of allergic reactions, preventative strategies to minimize a child's risk of exposure to life-threatening allergies, and what to do in the event of an emergency. Staff education will be coordinated by the principal and school nurse, utilizing a consistent District training module supported by the town Director of Health. Any such training regarding the administration of medication shall be done in accordance with District Policy and State Law.

B. The District shall offer training consistent with District Policy #5141.21 Protocol for Administration of Emergency Medications by Non-Nursing Personnel.

C. The District shall provide each school with consistent and age-appropriate information for students about food allergies, how to recognize symptoms of an allergic reaction and the importance of adhering to the school's policies regarding food and snacks, as well as the development of empathy, understanding, and tolerance for individuals with life-threatening allergies and glycogen storage disease. The principal shall coordinate the delivery of this educational information with building staff.

D. The school nurse shall be responsible for coordinating the communication among parents, a student's individual health care provider and the school regarding a student's life-threatening allergic condition. School staff responsible for implementing a student's IHCP will be notified of their responsibilities and provided with appropriate information as to how to minimize risk of exposure and how to respond in the event of an emergency.

E. The school administrative staff and school nurse shall communicate annually to all school personnel the availability of training regarding Policy #5141.21, Protocol for the Administration of Emergency Medications by Non-Nursing Personnel.

F. Each school will ensure that there are appropriate communication systems available within each school (i.e. telephones, cell phones, walkie-talkies) and for off-site activities (i.e. field trips) to ensure that school personnel are able to effectively respond in case of emergency.

G. The District shall develop standardized letters to be sent home to parents introducing, explaining and enforcing the District's food allergy policy and protocols.

H. The District shall annually, not later than October 1, provide notice to parents of this Policy, and

1. Make the policy available on the District's Website and/or the websites of each school under the District's jurisdiction.
2. Provide notice of the Policy in conjunction with the annual written statement provided to parents and guardians as required by subsection (b) of section 10-231c of the Connecticut General Statutes.

I. The District shall annually update its resources for voluntary, suggested snack alternatives for families.

J. All communication, written or verbal, shall be compliant with the Family Education Rights and Privacy Act.

It is the Board's expectation that specific building-based guidelines/actions will take into account the health needs and well-being of all children without discrimination or isolation of any child. It is the Board's belief that education and open and informative communication are vital for the creation of an environment with reduced risks for all students and their families. In order to assist children with life-threatening allergies to assume more individual responsibility for maintaining their safety as they grow, it is the policy of the Board that guidelines shift as children advance through the primary grades and through secondary school.

Policy adopted: June 15, 2006
Policy revised: August 13, 2020

SUSPENSION AND EXPULSION /DUE PROCESS

Policy 5114

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

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

Policy Objectives

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

Policy Guidelines

1. **Clear Expectations and Communication**:
   - Establish and communicate clear behavioral expectations and the consequences of violating them.
   - Ensure that all students, staff, and parents/guardians are aware of the discipline policy and procedures.
2. **Progressive Discipline Framework**:
   - Utilize a tiered approach to discipline that escalates in response to the severity and frequency of the behavior.
   - Implement early intervention strategies such as counseling, mentoring, and behavior modification plans to address minor infractions.
3. **Restorative Practices**:
   - Employ restorative practices such as mediation, peer counseling, and restorative circles to address conflicts and repair harm.

- Encourage students to take responsibility for their actions and to actively participate in the resolution process.

4. **Consistent and Fair Application**:
   - Ensure that disciplinary measures are applied consistently and fairly across all student populations.
   - Monitor and address any disparities in the application of disciplinary actions to prevent discrimination or bias.
5. **Supportive Interventions**:
   - Provide support services such as counseling, social work, and mental health resources to help students address underlying issues contributing to behavioral problems.
   - Develop individualized behavior plans for students with recurring or severe behavioral issues.
6. **Engagement and Collaboration**:
   - Engage families in the disciplinary process through regular communication and involvement in restorative practices.
   - Collaborate with community organizations and resources to support students and families in addressing behavioral and social-emotional needs.
7. **Training and Professional Development**:
   - Provide ongoing training for staff on progressive discipline, restorative practices, and culturally responsive approaches to student behavior.
   - Encourage staff to develop skills in conflict resolution, de-escalation techniques, and positive behavior support.

See full policy 5114on the New Fairfield Public Schools website.

Policy adopted: May 2, 2002
Policy most recently amended: December 19, 2024

SCHOOL HOURS

Early Learning Center

Regular Hours AM	9:00 AM – 11:45AM
Early Dismissal	9:00 AM – 10:35AM
Delayed Opening (2 hrs)	11:00 AM–12:50PM
Delayed Opening (3 hrs)	AM ELC cancelled
Regular Hours PM	12:45 PM – 3:30 PM
Early Dismissal*	11:00 AM– 12:35PM

*If an early dismissal is called ***after*** the start of school, the afternoon session will be cancelled.

Delayed Opening (2 hrs)	1:40 PM – 3:30 PM
Delayed Opening (3 hrs)	12:45 PM – 3:30 PM

Elementary School (K – 5)

Arrival	8:35 AM – 8:50 AM
Instructional Day	8:55 AM – 3:30 PM
Dismissal Bus	3:35 PM
Dismissal Parent	3:40 PM
Early Dismissal	12:35 PM

Middle School (Grades 6 – 8)

Instructional Day	8:00 AM – 2:50 PM
Early Dismissal	11:40 AM

High School (Grades 9 – 12)

Instructional Day	7:15 AM – 2:05 PM
Early Dismissal	10:50 AM

Early dismissal due to inclement weather may be earlier than listed, at the discretion of the Superintendent of Schools.

Due to inclement weather the start of school may be delayed 2 or 3 hours.

If school has been **canceled, delayed, or if there is a need for an early dismissal**, the information will be broadcast on the following:

Radio:	WLAD	FM 94.1
	WEZN	FM 99.9
	WDAQ	FM 98.3
	WINE	AM 940
	WRKI	FM 95.1
	WAXB	FM 105.5
TV:	Channel 3	WFSB
	Channel 6	NBC/30
	Channel 8	WTNH
	Channel 10	FOX CT
Online:	www.ct.weather.com	

SCHOOL MESSENGER

Communications with our families is critical. Schedules change. Field trips run late. Emergencies occur. New Fairfield Public Schools use SchoolMessenger to send automated phone calls, text messages, and emails to families to ensure notification of important issues quickly and efficiently.

In order for us to reach you quickly, we must have the most up-to date contact information for you as well as your emergency contacts. Your contact information is maintained in PowerSchool, our student information system. Each year you will be asked to update your contact information online through back to school forms in PowerSchool. This includes home, cell and work numbers including the priority in which they should be called in an emergency. For work numbers, the automated system can only call direct dial numbers (no extensions). It is very important to be sure your employer is aware that a call from our school system may reach your place of employment concerning an emergency from the New Fairfield School District.

Should you need to change your contact information during the school year, the change can be requested by emailing helpdesk@newfairfieldschoools.org. If you have any questions or concerns about School Messenger, please contact communications@newfairfieldschools.org.

Note: Parents/guardians should continue to monitor local TV and radio stations for delay and cancellation listings.

New Fairfield Public Schools Community

Superintendent of Schools
Dr. Kenneth Craw
312-5770
craw.kenneth@newfairfieldschools.org

Assistant Superintendent
Dr. Kristine Woleck
312-5668
woleck.kristine@newfairfieldschools.org

Director of Business & Operations
Ms. Carrie DePuy
312-5664
depuy.carrie@newfairfieldschools.org

Director of Pupil Personnel Services
Ms. Monika Krepsztul
312-5774
krepsztul.monika@newfairfieldschools.org

Supervisor of Special Education 9-12, STRIDES
Ms. Michelle Demeyer
312-5774
michelle.demeyer@newfairfieldschools.org

Supervisor of Special Education 4-8
Ms. Theresa Fox
312-5774
fox.theresa@newfairfieldschools.org

Supervisor of Special Education PK-3
Mrs. Alexandra Lambert
312-5774
lambert.alexandra@newfairfieldschools.org

Director of Human Resources
Ms. Rebecca Lloyd
312-5660
lloyd.rebecca@newfairfieldschools.org

Director of Technology
Mr. Paul Gouveia
312-5918
gouveia.paul@newfairfieldschools.org

Our Vision

To create self-motivated, critical thinkers who demonstrate empathy and creativity, take risks, and persevere through challenges to become successful and productive citizens**.**

Our Mission

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

Core Values

Teaching and Learning are more successful when…

All Stakeholders…

- Collaborate to shape the future of each school.
- Cultivate positive relationships to support student growth.
- Demonstrate empathy and kindness, accept others' differences, and listen with understanding.
- Communicate with clarity and purpose individually or collaboratively, and publicly.

All Students…

- Invest in their personal growth, are accepted and valued by others, and are empowered to make decisions.
- Engage in authentic experiences across content areas that extend beyond the walls of the classroom in order to participate as responsible members in the local, national, and global community.
- Demonstrate a commitment to learning.
- Practice healthy behaviors that promote wellness and fitness.

All Educators…

- Create clear learning goals based on success criteria and provide feedback with targeted interventions.
- Base instruction on specific student needs, interests, strengths, and ways of learning.
- Collaborate, examine student work, and collectively address the academic, social, and emotional needs of all learners.
- Develop opportunities for classroom discussion and problem solving.
- Reflect and strive to improve their practice.
- Pursue opportunities for personal growth in meeting professional standards.

Elementary School
24 Gillotti Road

Lower House - Grades PK - 2
Principal – Mrs. Allyson Story
Assistant Principal – Mr. Robert Spino
312-5905
story.allyson@newfairfieldschools.org
spino.robert@newfairfieldschools.org

Upper House - Grades 3 - 5
Principal – Dr. Jennifer Hilderbrand
Assistant Principal – Ms. Alyce Misuraca
312-5905
hilderbrand.jennifer@newfairfieldschools.org
misuraca.alyce@newfairfieldschools.org

Middle School
56 Gillotti Road
Principal – Mrs. Karen Gruetzner
Assistant Principal – Mr. Steven Groccia
312-5885
gruetzner.karen@newfairfieldschools.org
groccia.steven@newfairfieldschools.org

High School
54 Gillotti Road
Principal – Dr. Katherine Blore
Assistant Principal – Mr. Michael F. Chapleau
Assistant Principal – Mr. Scott C. Rohwedder
312-5800
blore.katherine@newfairfieldschools.org
chapleau.mike@newfairfieldschools.org
rohwedder.scott@newfairfieldschools.org

Athletic Director
Mr. Mark Ottusch
312-5850
ottusch.mark@newfairfieldschools.org

Director of Buildings and Grounds
Mr. Joseph Lombardozzi
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