



FAIRFIELD PUBLIC SCHOOLS

Policy Committee Meeting
Tuesday, April 2, 2024
5:00 PM
501 Kings Highway East
Superintendent's Conference Room

To listen via your phone, call 408-418-9388,
and use Meeting Access code: 234 632 09135

Agenda

- I. Call to Order
- II. Approval of March 18, 2024 Policy Committee meeting minutes
- III. Policy
 - a. 4115.3 – Evaluation and Employment of Coaches
 - b. 6151 – Class Size
 - c. 4111.1-4211.1 – Nondiscrimination/Affirmative Action
 - d. 5144.2 – Use of Exclusionary Time Out Settings
 - e. 6140 – Curriculum
 - f. 1110.2 (current) – Title I Parent Involvement
 - g. 1110.2 (new) – Parent Portal Acceptable Use and Safety
 - h. 6141.322 – Web Site Home Page Development
 - i. 6141.323 – Internet Acceptable Use Filtering
- IV. Future Items
 - a. Homework Policy - 6154
 - b. School Climate/Bullying – 5131.911/5131.911AR

- c. Restorative Practices
- d. Reading – 6142.2
- e. Bylaws Impact – (Policy 9000)
- f. Sustainability Policy
- g. Resident/Non-Resident School Attendance - 5118
- h. Artificial Intelligence
- i. Grievance Procedures (Title IX) – 5145.6
- j. Exploitation: Sexual Harassment – 5145.5

V. Open Discussion/Public Comment

VI. Adjournment

Future Meetings: April 30th, May 14th, June 4th, June 18th, August 26th, September 3rd, September 16th, October 1st, October 14th, October 29th, November 18th, December 3rd.

All meetings will be held at 501 Kings Highway East, Superintendent's Conference Room unless otherwise noted.



FAIRFIELD PUBLIC SCHOOLS

Policy Committee Meeting Minutes
Monday, March 18, 2024
5:00 PM
501 Kings Highway East
Superintendent's Conference Room

In Attendance:

Ms. Jennifer Maxon Kennelly, Ms. Jennifer Jacobsen, Ms. Carol Guernsey, Ms. Kanicka Ingram (left at 7:14pm), Dr. Zakia Parrish, Ms. Jennifer Racioppo (FEA Representative), Dr. Jeannette Faber (FEA Representative; left at 6:19pm), Mr. Mick McGarry (FEA President), Ms. Kristen Hardiman

Call to Order: Ms. Maxon Kennelly called the meeting to order at 5:01pm.

Approval of March 5, 2024 Policy Committee meeting minutes: Approved by a 3-0 vote.

Policy:

4118.112 (CABE 4000.1) – Title IX/Sexual Harassment of Employees

Ms. Ingram explained the audit revealed this policy was missing; however, we did have the policy listed under a different number than CABE's number. Ms. Ingram stated she added the word "Title IX" to the title of this policy and added the appendixes. Ms. Maxon Kennelly stated she would prefer to change the appendixes to regulations. Ms. Jacobsen asked Ms. Ingram if all the red language in the appendixes is required language. Ms. Ingram confirmed the red language is required in order for employees to make a formal complaint.

Ms. Maxon Kennelly stated she approves of the addition of the word "Title IX" and requested that the appendixes be moved into regulations. Ms. Jacobsen and Ms. Guernsey agreed with Ms. Maxon Kennelly.

This policy was approved with changes by a 3-0 vote and will be presented to the Board for a "first read" at the March 26th meeting.

4115.3 – Evaluation and Employment of Coaches

Ms. Ingram explained this policy was missing from the policy audit so she used CABE's template as a starting point for this policy. Ms. Jacobsen questioned language under the section "Termination of Employment" which refers to "three or more consecutive school years". Ms. Ingram explained that language in this policy follows the law. Ms. Jacobsen asked about teachers who are also coaches. Ms. Ingram explained those employees sign a separate contract specifically for coaching.

Ms. Jacobsen is interested in seeing alternate language before voting on this policy. Ms. Jacobsen stated she will look at language from other districts to present it to the committee.

4111.1 – 4211.1 (CABE 4118.11) – Nondiscrimination/Affirmative Action

Ms. Ingram stated this was another policy which was missing in the audit; however, we do currently have this policy in place under a different number than CABE's number. Ms. Ingram stated she included some definitions to this policy as well as the "protected class" language.

Ms. Maxon Kennelly requested the formatting be changed in this policy. The committee will review the revised policy at the next meeting on April 2nd.

5145.6 – Grievance Procedures (Title IX)

Ms. Ingram explained the audit revealed our district was missing this policy. It was agreed that the word "Title IX" will be added to the title of this policy since this will be housed in the Students section. Ms. Jacobsen questioned who the student grievance committee is comprised of. Ms. Guernsey stated the language in this policy is geared toward high school students only and she would like it to include middle school students.

Ms. Maxon Kennelly stated the district already has policy 5145.4 in place in the Students section which discusses Title IX. Ms. Ingram stated this policy and regulations specifically discuss the grievance procedure. Ms. Maxon Kennelly explained the regulations for policy 5145.4 also includes the grievance procedure.

Ms. Jacobsen questioned the time period of ten days listed on Page 34, section "General Conditions", item #2. Ms. Jacobsen stated she believes students should be able to initiate a complaint any time with no time restraint. Ms. Jacobsen also questioned the language on Page 34, section "General Conditions", item #4. She would like clarification on what "next level" means.

After further discussion, Ms. Ingram stated she will come back to the committee with another draft of this policy. Ms. Jacobsen stated she is uncomfortable about reporting grievances to a peer committee. Ms. Maxon Kennelly suggested getting feedback from school administrators on students reporting grievances to their peers.

5145.5 – Exploitation: Sexual Harassment

Ms. Ingram stated she added language which includes the definition of sexual harassment and the procedure for reporting sexual harassment. Ms. Maxon Kennelly questioned the "offensive learning environment" language in the definition of sexual harassment. Ms. Jacobsen stated she assumes this policy does not pertain to course content such as Health. Ms. Ingram stated this is updated language to our current policy as recommended by our attorney.

Ms. Jacobsen questioned the strikeout on Page #38 referring to the forty-day report requirement. She asked why there is no time stamp for completing the report.

Ms. Maxon Kennelly asked how our current policy 5145.4 and this policy differ because she believes it is redundant. Ms. Ingram explained CABE likes to see the two policies separated out. Ms. Maxon Kennelly would like to have an explanation from CABE as to why they need to be separated out so that she can answer questions and advise folks on which policy to look in.

Ms. Ingram stated she will provide a new draft of this policy to present to the committee.

6151 – Class Size

Ms. Maxon Kennelly explained the committee cannot vote on this policy tonight since the policy draft was not included in the packet to be viewed by the public.

Ms. Maxon Kennelly stated she revised this policy to include language on expanding and collapsing of classes. Ms. Guernsey stated she is not comfortable with collapsing classes after the first day of school. Ms. Jacobsen agreed that collapsing classes is not academically feasible; however, the district needs to agree on a date for expanding and collapsing classes.

Ms. Guernsey expressed concern with the third sentence in the first bullet point. Ms. Jacobsen recommended removing the word “collapse” from that sentence. Ms. Maxon Kennelly asked Ms. Ingram and Dr. Parrish if they saw anything problematic with these changes. Dr. Parrish responded saying the only problem would be if they expand a class, then the class would need to use a substitute teacher until a full-time teacher is hired. Ms. Jacobsen explained that if a class is collapsed then that teacher would be available if another section is expanded.

Edits to this policy will be discussed at the policy meeting scheduled for April 2nd.

6140 - Curriculum

Ms. Maxon Kennelly stated the committee had asked to see a revised, cleaned up version of this policy. Ms. Guernsey stated she has been thinking about the subject of scheduling and realized it has never been discussed in this policy even though it is tied to curriculum. Ms. Guernsey stated she is not sure scheduling belongs in this policy; however, she would like to discuss the topic. Ms. Maxon Kennelly explained the language in this policy is state statute; however, she is not saying that the topic of scheduling cannot be discussed.

Ms. Jacobsen questioned the language in the last bullet point which references “community priorities”. Ms. Maxon Kennelly stated she would agree to remove that wording and ending the sentence after “expectations”. Ms. Guernsey recommended moving that bullet point to the first bullet point.

A revised policy will be on the agenda for the policy meeting on April. 2nd.

6146.1 - Grading Policy

There was no discussion on this policy due to time restraints.

Open Discussion/Public Comment:

Ms. Jennifer Racioppo – FEA Representative

Ms. Racioppo asked about the red language on Page #45 referring to formative and summative points and a 10% variance. Ms. Maxon Kennelly explained this language was just an idea at one point and was added as a way to give all students opportunities.

Adjournment: Ms. Maxon Kennelly adjourned the meeting at 7:31pm.

4520 ATHLETIC COACHES

It is the policy of the New Canaan Board of Education (the “Board”) that an athletic coach employed by the Board shall:

- 1) adhere to all Board policies, rules and regulations;
- 2) conduct himself or herself in a professional manner;
- 3) serve as a role model for students; and
- 4) demonstrate competence and proficiency in his or her role as an athletic coach of a particular sport.

For purposes of this policy, the term “athletic coach” means any person holding a coaching permit who is hired by the Board to act as a coach for a sport season and who has independent and ultimate responsibility for the direction and supervision of such team.

I. Evaluations

Pursuant to state law, the Board requires that an athletic coach employed by the Board be evaluated on an annual basis by the coach’s immediate supervisor. An athletic coach shall be provided with a copy of any such evaluation. Other assistant and volunteer coaches may be evaluated as directed by the Superintendent of Schools or his/her designee.

II. Employment of an Athletic Coach

Athletic coaches serve at the discretion of the Superintendent, and their employment in their specific coaching may be non-renewed or terminated at any time except as follows.

If the athletic coach has served in the same coaching position for three or more consecutive school years, the following procedures shall apply. The Superintendent may non-renew the employment of any such athletic coach by providing written notification of that action within ninety (90) calendar days of the end of the season. The Superintendent may terminate the employment of any such athletic coach at any time for 1) for reasons of moral misconduct, insubordination, failure to comply with the Board’s policies, rules and regulations; or 2) because the sport has been canceled. If a decision to terminate a coach’s employment is made during the athletic season, the Superintendent shall remove the coach from duty while any hearing conducted pursuant to this policy is pending.

III. Hearing Procedures

An athletic coach who has served in the same coaching position for three or more consecutive years may appeal any such non-renewal or termination decision (except if such decision was due to cancellation of the sport) to the Board in accordance with the following procedures:

The athletic coach must file a written appeal with the Board within ten (10) calendar days of the Superintendent's written notification of non-renewal or termination. Such appeal shall set forth the basis on which the athletic coach seeks review of that decision, and a copy of said appeal shall be sent to the Superintendent. Failure to submit a timely written appeal shall constitute a waiver of said appeal opportunity.

Within a reasonable period of time of its receipt of a written appeal of the Superintendent's decision, the Board or a committee of the Board as designated by the Chairperson shall conduct a hearing to consider such appeal. Reasonable notice of the time and place for such hearing shall be issued to the athletic coach prior to the commencement of the hearing.

At the hearing, the athletic coach shall have an opportunity to present facts and evidence in support of renewal and/or reinstatement, and the Superintendent shall have the opportunity (but shall not be obligated) to present facts and evidence in support of the decision of non-renewal and/or termination. For good cause shown, the athletic coach and/or the Superintendent may call a limited number of witnesses to testify if there is a clear need for witnesses to present factual information (rather than simply expressing an opinion on the skill or competence of the athletic coach). In any event, cumulative or redundant testimony shall not be allowed.

The decision of non-renewal or termination shall be affirmed unless the Board determines that the decision is arbitrary and capricious. The coach shall bear the burden of proof on this point.

Within a reasonable period of time following the hearing, the Board shall determine whether the Superintendent acted in an arbitrary and capricious manner in making his/her decision not to renew and/or to terminate, and shall provide a written decision to the coach. The decision of the Board shall be final.

Legal References: Conn. Gen. Stat. § 10-222e

To BOE 05/05/08 for 1st read

To BOE 05/19/08 for 2nd read (w/revisions)

Approved (w/revisions) BOE 06/02/08

Personnel - Certified

Evaluation, Termination, and Non-Renewal of Athletic Coaches

It is the policy of the Westport Board of Education that an athletic coach employed by the Board shall:

1. adhere to all Board policies, rules and regulations;
2. conduct himself or herself in a professional manner;
3. serve as a role model for students; and
4. demonstrate competence and proficiency in his or her role as an athletic coach of a particular sport.

For purposes of this policy, the term "athletic coach" means any person holding (and required to hold) a coaching permit issued by the Connecticut State Department of Education who is hired by the Westport Board of Education to act as a coach for a sport season. This term "coach" under this policy shall include only coaches who have direct responsibility for one or more teams (including assistant coaches if they serve as a coach to another team (e.g., JV)), and the term shall not include other assistant coaches and volunteer coaches.

The Superintendent may adopt administrative regulations in accordance with this policy.

I. Evaluations

Pursuant to state law, the Board requires that an athletic coach employed by the Board be evaluated on an annual basis by the coach's immediate supervisor. An athletic coach shall be provided with a copy of any such evaluation. Other assistant and volunteer coaches may be evaluated as directed by the Superintendent of Schools or his/her designee.

II. Employment of an Athletic Coach

A. Athletic coaches serve at the discretion of the Superintendent, and their employment in their specific coaching positions (e.g., basketball, golf) may be non-renewed or terminated at any time, subject to the provisions set forth below which apply to athletic coaches who have served in the same position for three or more consecutive years.

B. If the Superintendent terminates or non-renews the coaching contract of an athletic coach who has served in the same coaching position for three or more consecutive school years, the Superintendent, or his/her designee, shall inform such coach of the decision within ninety (90) calendar days of the end of the athletic season covered by the contract. In such cases, the athletic coach will have an opportunity to appeal the decision of the Superintendent in accordance with the procedures set forth below in Section III.

C. Notwithstanding any rights an athletic coach may have to a hearing, nothing prohibits a Superintendent from terminating the employment contract of any athletic coach at any time, including an athletic coach who has served in the same coaching position for three or more consecutive school years:

1) for reasons of moral misconduct, insubordination, failure to comply with the Board's policies, rules and regulations; or

2) because the sport has been canceled.

D. If a decision to terminate a coach's employment is made during the athletic season, the Superintendent shall remove the coach from duty during the pendency of any hearing conducted pursuant to this policy.

III. Hearing Procedures

An athletic coach who has served in the same coaching position for three or more consecutive years may appeal any such non-renewal or termination decision (except if such decision was due to cancellation of the sport) to the Board of Education in accordance with the following procedures:

A. The athletic coach must file a written appeal with the Board within ten (10) calendar days of the Superintendent's written notification of non-renewal or termination. Such appeal shall set forth the basis on which the athletic coach seeks review of that decision, and a copy of said appeal shall be sent to the Superintendent. Failure to submit a timely written appeal shall constitute a waiver of said appeal opportunity.

B. Within a reasonable period of time of its receipt of a written appeal of the Superintendent's decision, the Board or a committee of the Board as designated by the Chairperson, shall conduct a hearing to consider such appeal. Reasonable notice of the time and place for such hearing shall be issued to the athletic coach prior to the commencement of the hearing.

C. At the hearing, the athletic coach shall have an opportunity to present facts and evidence in support of renewal and/or reinstatement, and the Superintendent shall have the opportunity (but shall not be obligated) to present facts and evidence in support of the decision of non-renewal and/or termination. For good cause shown, the athletic coach may call a limited number of witnesses to testify if there is a clear need for witnesses to present factual information (rather than simply expressing an opinion on the skill or competence of the athletic coach). In any event, cumulative or redundant testimony shall not be allowed.

D. The decision of non-renewal or termination shall be affirmed unless the Board determines that the decision is arbitrary and capricious. The coach shall bear the burden of proof on this point.

E. Within a reasonable period of time following the hearing, the Board shall determine whether the Superintendent acted in an arbitrary and capricious manner in making his/her decision not to renew and/or to terminate, and shall provide a written decision to the coach. The decision of the Board shall be final.

Legal References: Conn. Gen. Stat. § [10-222e](#)

Policy adopted: May 2, 2005

Revised: April 27, 2020

Greenwich Public Schools
Greenwich, CT
Personnel — Certified

Employment, Evaluation, Termination and Non-Renewal of Athletic Coaches

4115.3
Page 1

Athletic coaches serve at the discretion of the Superintendent.

For the purposes of this policy, the term “coach” as defined by CT state statute means any person holding a coaching permit issued by the State Board of Education who is hired by the Greenwich Board of Education to act as a coach for a sport season as part of an intramural and interscholastic athletics for a school district. Coaches must hold the coaching permit or a temporary coaching permit and must be evaluated annually as described in the state statutes.

Only coaches holding a permit issued by the State Board of Education who have completed an approved initial training course regarding concussions and subsequent required refresher courses shall be permitted to coach intramural and/or interscholastic athletics for the District

The Board pursuant to P.A. 14-66 directs the administration to implement a Concussion Education Plan and prohibits the administration from allowing a student athlete to participate in any intramural or interscholastic athletic activity unless the student and his/her parent or guardian participates in the Concussion Education Plan of the district. As required all occurrences of concussions are to be reported to the State Board of Education.

There shall be an annual evaluation of all coaches, to be conducted by the athletic director or the coach’s immediate supervisor. Each coach shall receive a written copy of the evaluation.

The purposes of evaluation are:

1. To provide a systematic process whereby coaches may increase the effectiveness of their services to the athletic program utilizing the available professional resources.
2. To provide an opportunity for coaches to analyze their strengths and weaknesses, and to discuss objectively the contributions they have made to the athletic program.
3. To provide an opportunity for the administrative staff to analyze the strengths and weaknesses of individual coaches, and to utilize this knowledge to develop supervisory service to assist individuals in developing their competence.
4. To provide an effective means by which administrators may make recommendations concerning the continued employment of personnel, the granting of increments, and/or other recommendations to the Board of Education.

It is the responsibility of all administrators, coaches and other professional staff members to recognize that the district schools intend to seek and maintain the best qualified staff to provide quality coaching for student athletes. In keeping with this goal, all personnel are expected to participate fully in the appraisal process.

An integral part of this process is self appraisal. The self and administrative appraisals include: knowledge of sports area, coaching skills and techniques, attitudes, behavior patterns, values and ethics.

Greenwich Public Schools
Greenwich, CT
Personnel — Certified

Employment, Evaluation, Termination and Non-Renewal of Athletic Coaches

4115.3
Page 2

Any coach that has held the same coaching position for three or more years, for which the Board terminates or non-renews the contract shall be informed of the Board's decision within ninety (90) days of the completion of the sport season covered by the contract. The coach may request a written statement from the Board specifying the reason(s) for the Board's action. The decision to terminate or non-renew the coach's contract may be appealed by the coach in a manner prescribed by the Board.

The Board may terminate the contract of any coach at any time for reasons of moral misconduct, insubordination, violation of the rules of the Board, revocation of coaching permit by the State Board of Education, or because a sport has been cancelled by the Board.

Legal Reference: Connecticut General Statutes
10-149 Qualifications for coaches of intramural and interscholastic athletic coaches (as amended by P.A. 13-41)
10-151b Evaluation by superintendent of certain educational personnel
10-220a In-service training
10-222e Policy on evaluation and termination of athletic coaches (as amended by P.A. 13-41)
P.A. 13-41 An Act Concerning Hiring Standards for Athletic Directors
P.A. 02-243 An Act Concerning Notification in Cases of Termination of Coaches

Policy adopted by the Greenwich Board of Education: 4/25/2019

Instruction

CLASS SIZE

6151

Class size shall be consistent with the requirements for good instructional procedure and efficient use of teaching personnel.

- For normal class instruction, a class not exceeding twenty-five (25) students shall be considered desirable.
- A class size of fifteen (15) shall be considered a minimum for efficient utilization of the teaching staff.
- When class size in grades K-2 exceeds thirty (30), the class may be divided or a teacher aide and/or intern provided.
- When class size in grades 3-6 exceeds thirty-five (35), the class may be divided or a teacher aide and/or intern provided.
- Secondary (grades 7-12) class size shall not exceed thirty-five (35) for normal class operation.

Adopted 8/27/2004

Instruction

CLASS SIZE

6151 (a)

The Board's goal is to create a culture of deliberate excellence through its commitment to nurture the potential in all students and support their access to curriculum and opportunities.

The Board recognizes the importance of opportunities for a wide range of courses that appeal to students with various interests, and that achievement and engagement in elementary and middle school are strong precursors to high school success.

The relationship between class size and student learning is complex and is affected by grade level, subject area, nature of the pupils, learning objectives, instructional methods and procedures, and physical environment. The goal of the class size policy is the establishment of appropriate class sizes for the pupils, the teacher, the subject matter, and the teaching methods of a particular grade, class, or course. Budgetary implications also factor into class size considerations.

At the elementary level:

- When class size in grades K-2 exceeds ~~thirty (30)~~; twenty-three (23) the class shall ~~may~~ be divided (insert timing and or date).
- When class size in grades K-2 at McKinley School exceeds twenty-one (21), the class shall ~~may~~ be divided (insert timing and/or date).
- When class size in grades 3-5 exceeds ~~thirty-five (35)~~; twenty-five (25) the class shall ~~may~~ be divided (insert timing and/or date).
- When class size in grades 3-5 at McKinley School exceeds twenty-three (23), the class shall ~~may~~ be divided (insert timing and or date).
- After (insert timing and/or date) if enrollment increases the elementary class size caps above, a full time 1.0 FTE paraeducator will be provided and dedicated to that class.

At the secondary level (grades 7-12)

- For normal class instruction, a class not exceeding twenty-five (25) students shall be considered desirable.

Instruction

CLASS SIZE

6151 (b)

- (Insert language on secondary courses that are/can be above 25 due to the physical environment (outdoors, auditorium, gym, larger spaces), instruction methodologies, and nature of the specific courses. (i.e PE and, performance based music/chorus,)
- Class sizes at the secondary level may be lower than 15 in the educational interest of providing student supports, in meeting a continued sequence of course work, in meeting of the graduation requirements, and where the physical environment necessitates.

(Not sure where these last two bullets belong)

- The Superintendent may run smaller classes for groups such as our youngest students, students with the significant challenges, and in consideration of running electives that round out a diverse curriculum at the secondary level.
- Where seating, studio, laboratory, or space limits the numbers of students assigned to a classroom or laboratory, class sizes may be varied.

Adopted 8/27/2004

Revised and Adopted X/XX/XXXX

CLASS SIZE

At the elementary level:

- Class sizes shall not exceed 23 in regular classrooms, and 21 at McKinley, in grades K-2. The Superintendent shall make all decisions on expansion/collapse based on staff and space availability after the first day of classes.
- Class sizes shall not exceed 25 in regular classrooms, and 23 at McKinley, in grades 3-5. The Superintendent shall make all decisions on expansion/collapse based on staff and space availability after the first day of classes.
- If enrollment increases above the elementary class size cap in grades K-4, a full time 1.0 FTE paraeducator will be provided and dedicated to that class.

(Maxon: to consider....)

- If enrollment increases above the elementary class size cap after expansion is no longer an option, the new admittant will be given the option to enroll at a different school with the same middle school feeder pattern. This enrollment option will be decided by the family, and must include family-provided transportation. (then either: [a] The student will return to the home school for the subsequent year unless graduating from 5th grade. [b] The student will retain the option to continue at this school with family-provided transportation, with the decision to be made by _____.)

Greenwich policy option:

3. Beginning on **August 1st**, if there is a potential for adding a section, the Superintendent may choose to send home letters to the entire grade level informing parents about openings at other schools where the average class size for the school does not exceed the district average. No transportation will be provided to students whose parents choose this option.

Personnel – Certified / Non-Certified

**NON-DISCRIMINATION/AFFIRMATIVE ACTION: 4111.1-4211.1(a)
EQUAL EMPLOYMENT OPPORTUNITY**

The District will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action, and termination) on the basis of race (including traits historically associated with race, such as hair texture and protective hairstyles), color, religion, age, gender or sex (including pregnancy, childbirth and pregnancy-related conditions), marital status, sexual orientation, national origin, alienage, ancestry, disability, genetic information, veteran status or service in the military, gender identity or expression, status as a victim of domestic violence, status as a qualified medical marijuana user in Connecticut and/or any other characteristic protected by applicable federal, state or local laws and ordinance (“Protected Class”) except in the case of a bona fide occupational qualification.

It is the policy of the District that any form of discrimination or harassment on the basis of an individual’s membership in a Protected Class is prohibited, whether by students, District employees, or third parties subject to the control of the District. The District’s prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic, and extracurricular activities, including athletics. It is also the policy of the District to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of membership in a Protected Class. ~~protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, disability (including pregnancy), veteran status, or gender identity or expression.~~

I. Definitions:

- For the purposes of this policy, “genetic information” means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. “Genetic information” may also include an individual’s family medical history, the results of an individual’s or family member’s genetic tests, the fact that an individual or an individual’s family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual’s family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.
- For the purposes of this policy, “veteran” means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard, Air Force, and Space Force and any reserve component thereof, including the Connecticut National Guard.

Personnel – Certified / Non-Certified

**NON-DISCRIMINATION/AFFIRMATIVE ACTION: 4111.1-4211.1(b)
EQUAL EMPLOYMENT OPPORTUNITY**

- For the purposes of this policy, “gender identity or expression” means a person's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's
- physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care, or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity, or not being asserted for an improper purpose.
- For purposes of this policy, “Race” is inclusive of ethnic traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.
- For purposes of this policy “Domestic Violence” means (1) A continuous threat of present physical pain or physical injury against a family or household member, as defined in section 46b-38a; (2) stalking, including, but not limited to, stalking as described in section 53a-181d, of such family or household member; (3) a pattern of threatening, including, but not limited to, a pattern of threatening as described in section 53a-62, of such family or household member or a third party that intimidates such family or household member; or (4) coercive control of such family or household member, which is a pattern of behavior that in purpose or effect unreasonably interferes with a person's free will and personal liberty. “Coercive control” includes, but is not limited to, unreasonably engaging in any of the following: (A) Isolating the family or household member from friends, relatives or other sources of support; (B) Depriving the family or household member of basic necessities; (C) Controlling, regulating or monitoring the family or household member's movements, communications, daily behavior, finances, economic resources or access to services; (D) Compelling the family or household

Personnel – Certified / Non-Certified

**NON-DISCRIMINATION/AFFIRMATIVE ACTION: 4111.1-4211.1(c)
EQUAL EMPLOYMENT OPPORTUNITY**

member by force, threat or intimidation, including, but not limited to, threats based on actual or suspected immigration status, to (i) engage in conduct from which such family or household member has a right to abstain, or (ii) abstain from conduct that such family or household member has a right to pursue; (E) Committing or threatening to commit cruelty to animals that intimidates the family or household member; or (F) Forced sex acts, or threats of a sexual nature, including, but not limited to, threatened acts of sexual conduct, threats based on a person's sexuality or threats to release sexual images.

II. Complaint Procedures:

Any employee wishing to file a complaint regarding discrimination may obtain a copy of the District's complaint procedures and complaint form which are included in the District's Administrative Regulations Regarding Non-Discrimination/Personnel. If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled under other appropriate policies (e.g., Policy #4118.112, Sex Discrimination/Harassment in the Workplace; Policy #4118.14, Section 504/ADA).

Any employee also may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):
Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109- 3921
(617-289-0111)
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Employees may also file a complaint regarding employment discrimination with the Equal Employment Opportunity Commission:
Equal Employment Opportunity Commission, Boston Area Office
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
(800-669-4000)

Personnel – Certified / Non-Certified

**NON-DISCRIMINATION/AFFIRMATIVE ACTION: 4111.1-4211.1(d)
EQUAL EMPLOYMENT OPPORTUNITY**

Employees may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(800-477-5737)

Anyone who has questions or concerns about this policy, or would like a copy of the District's complaint procedures or complaint forms related to claims of discrimination, may contact the:

**Executive Director of Human Resources
501 Kings Highway East, Suite 210
Fairfield, CT 06825
203-255-8462**

Anyone who has questions or concerns about the District's policies regarding discrimination on the basis of gender/sex may contact the District's Title IX Coordinator:

**Executive Director of Human Resources
501 Kings Highway East, Suite 210
Fairfield, CT 06825
203-255-8462**

Anyone who has questions or concerns about the District's policies regarding discrimination on the basis of disability may contact the District's Section 504/ADA Coordinator:

**Executive Director of Special Education and Special Programs
501 Kings Highway East, Suite 210
Fairfield, CT 06825
203-255-8379**

Personnel – Certified / Non-Certified

**NON-DISCRIMINATION/AFFIRMATIVE ACTION: 4111.1-4211.1(e)
EQUAL EMPLOYMENT OPPORTUNITY**

NOTICE OF SEXUAL HARASSMENT ALLEGATIONS UNDER TITLE IX

In accordance with the Board’s Policy and Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel), a formal complaint of sexual harassment has been filed with the Title IX Coordinator.

Identities of the parties involved, if known:

_____ (Complainant(s))
_____ (Respondent(s))

The conduct allegedly constituting sexual harassment: _____

The date and the location of the alleged incident, if known: _____

The Title IX Coordinator or designee will contact the parties regarding the next step in the grievance process. Questions can be directed to the Title IX Coordinator:

**Executive Director of Human Resources
501 Kings Highway East, Suite 210
Fairfield, CT 06825
203-255-8462**

The respondent is presumed not responsible for the alleged conduct. A determination regarding responsibility is made at the conclusion of the grievance process. All parties involved may have an advisor of their choice who may be, but it not required to be, an attorney. This advisor may inspect and review evidence as permitted by the Board’s Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel).

Any employee who knowingly makes false statements or knowingly submits false information during this grievance process is subject to discipline, up to and including termination. Additionally, it is a violation of the Board’s Student Discipline Policy to lie to school officials or otherwise engage in dishonest behavior, which includes knowingly making false statements or knowingly submitting false information during the grievance process. Any student who knowingly makes false statements or knowingly submits false

Personnel – Certified / Non-Certified

NON-DISCRIMINATION/AFFIRMATIVE ACTION: 4111.1-4211.1(f)
EQUAL EMPLOYMENT OPPORTUNITY

information during this grievance process will be subject to sanctions pursuant to the Board's Student Discipline Policy.

A copy of the Board's Policy and Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) is included with this notice.

Personnel – Certified / Non-Certified

NON-DISCRIMINATION/AFFIRMATIVE ACTION: 4111.1-4211.1(g)
EQUAL EMPLOYMENT OPPORTUNITY

NOTICE OF INFORMAL RESOLUTION PROCESS FOR SEXUAL HARASSMENT COMPLAINTS UNDER TITLE IX

In accordance with the Board’s Policy and Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel), a formal complaint of sexual harassment has been filed with the Title IX Coordinator. The Board has an informal resolution process to promptly and equitably resolve such complaints using mediation [alternatively, could be restorative justice]. This informal resolution process will only be utilized if both the Complainant and Respondent agree to do so.

The conduct allegedly constituting sexual harassment: _____

If both parties agree to the informal resolution process, it shall preclude the parties from resuming a formal complaint arising out of the same allegations. However, either party may withdraw from the informal resolution process at any time before agreeing to a resolution and resume the grievance process for formal complaints of sexual harassment.

If both parties agree to a resolution, that resolution is binding upon both parties and cannot be changed or appealed.

The District will maintain for a period of seven (7) years records of the informal resolution process and results therefrom.

I voluntarily consent to the informal resolution process:

Complainant

Date

Respondent

Date

Personnel – Certified / Non-Certified

NON-DISCRIMINATION/AFFIRMATIVE ACTION: 4111.1-4211.1(h)
EQUAL EMPLOYMENT OPPORTUNITY

**To be posted in a conspicuous place readily available
for viewing by employees and emailed to employees within three months of hire with
the subject line “Sexual Harassment Policy” or words of similar import.**

**SEXUAL HARASSMENT IS ILLEGAL
AND IS PROHIBITED BY THE CONNECTICUT DISCRIMINATION
EMPLOYMENT PRACTICES ACT**

(Section 46a-60(a)(8) of the Connecticut General Statutes)

AND

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964

(42 United States Code Section 2000e et seq.)

Sexual harassment means any unwelcome sexual advances or requests for sexual favors
or any conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or
condition of an individual's employment;
2. submission to or rejection of such conduct by an individual is used as the basis for
employment decisions affecting such individual; or
3. such conduct has the purpose or effect of substantially interfering with an
individual's work performance or creating an intimidating, hostile, or offensive
working environment.

Examples of Sexual Harassment Include:

Unwelcome sexual advances

Suggestive or lewd remarks

Unwanted hugs, touches, kisses

Requests for sexual favors

RETALIATION FOR COMPLAINING ABOUT SEXUAL HARASSMENT

Derogatory or pornographic posters, cartoons, or drawings.

Personnel – Certified / Non-Certified

NON-DISCRIMINATION/AFFIRMATIVE ACTION: 4111.1-4211.1(i)
EQUAL EMPLOYMENT OPPORTUNITY

Remedies for Sexual Harassment May Include:

- Cease and desist orders
- Back pay
- Compensatory damages
- Punitive damages
- Hiring, promotion, or reinstatement

Retaliation against any employee for complaining about sexual harassment is prohibited under this policy and illegal.

Violation of this policy is grounds for discipline, including discharge.

Individuals who engage in acts of sexual harassment may also be subject to civil and criminal penalties.

An infraction of this policy by supervisors or co-workers should be reported immediately to the Title IX Coordinator or Superintendent if the Title IX Coordinator is the Subject of the complaint.

Confidentiality will be maintained to the extent possible.

Any employee who believes that he or she has been harassed or discriminated against in the workplace in violation of this policy may also contact:

The Connecticut Commission on Human Rights and Opportunities

Southwest Region Office [regional offices and their addresses can be found on the CHRO website, ct.gov/chro/
350 Fairfield Avenue, 6th Floor
Bridgeport, CT 06604

and/ or:

The Equal Employment Opportunity Commission
Boston Area Office
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
Phone (800) 669-4000

Personnel – Certified / Non-Certified

**NON-DISCRIMINATION/AFFIRMATIVE ACTION: 4111.1-4211.1(j)
EQUAL EMPLOYMENT OPPORTUNITY**

Connecticut law requires that a formal written complaint be filed with the Commission on Human Rights and Opportunities within three hundred (300) days of the date when the alleged harassment/ discrimination occurred.

Legal References:

- Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.
- Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.
- Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.
- Age Discrimination in Employment Act, 29 U.S.C. § 621
- Americans with Disabilities Act, 42 U.S.C. § 12101
- Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
- Title II of the Genetic Information Nondiscrimination Act of 2008,
Pub.L.110-233, 42 U.S.C. § 2000ff; 29 CFR 1635.1 et seq.
- Connecticut General Statutes § 1-1n, “Gender Identity or Expression”
defined
- Connecticut General Statutes § 10-153. Discrimination on basis of marital
status
- Connecticut General States § 46a-51. Definitions**
- Connecticut General Statutes § 46a-58. Deprivation of Rights
- Connecticut Fair Employment Practices Act, Connecticut General Statutes
§ 46a-60
- Connecticut General Statutes § 46a-81a Discrimination on basis of sexual
orientation: Definitions
- Connecticut General Statutes § 46a-81c Sexual orientation discrimination:
Employment.
- Connecticut General Statutes §46b-1: Family relations matters and
domestic violence defined**

Adopted 8/27/2004
Revised and Adopted 6/21/2016
Adopted 6/23/2020
Revised and Adopted 8/30/2022
Revised and Adopted X/X/2024

Personnel – Certified / Non-Certified

**ADMINISTRATIVE REGULATION ON 4111.1AR-4211.1AR(a)
NON-DISCRIMINATION/AFFIRMATIVE ACTION:
EQUAL EMPLOYMENT OPPORTUNITY**

It is the policy of the Fairfield Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race (including traits historically associated with race, such as hair texture and protective hairstyles), color, religion, age, gender or sex (including pregnancy, childbirth and pregnancy-related conditions), sexual orientation, marital status, national origin, alienage, disability-(including pregnancy), genetic information, veteran status or service in the military, ~~or~~ gender identity or expression, status as a victim of domestic violence, status as a qualified medical marijuana user in Connecticut and/or any other characteristic protected by applicable federal, state or local laws and ordinance (“Protected Class”) is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

It is the express policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of membership in a Protected Class, ~~protected characteristics such as race, color, religion, age, sex, marital status, sexual orientation, national origin, alienage, ancestry, disability (including pregnancy), genetic information, veteran status or gender identity or expression.~~

If a complaint involves allegations of discrimination or harassment based on disability, such complaints will be addressed in accordance with the procedures set forth in Board Policy 4118.14 – Section 504/ADA.

If a complaint involves allegations of sexual harassment, such complaints will be addressed in accordance with the procedures set forth in Board Policy 4118.112 (Prohibition of Sex Discrimination and Sex Harassment in the Workplace)

~~If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled, as appropriate, in accordance with other Board policies.~~

Preferably, complaints should be filed within thirty (30) calendar days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The district will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of ~~race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, disability (including pregnancy), genetic information, gender identity or expression, or veteran~~

Personnel – Certified / Non-Certified

**ADMINISTRATIVE REGULATION ON 4111.1AR-4211.1AR(b)
NON-DISCRIMINATION/AFFIRMATIVE ACTION:
EQUAL EMPLOYMENT OPPORTUNITY**

~~status~~ membership in a Protected Class. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and implementing Administrative Regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.

Complaint Procedure

As soon as an individual feels that he or she has been subjected to discrimination or harassment on the basis of ~~race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, disability (including pregnancy), genetic information, gender identity or expression, or veteran status~~ membership in a Protected Class he/she should make a written complaint to the Superintendent, or his/her designee. The individual and any respondent (if applicable) will be provided a copy of the Board's policy and regulation and made aware of his/her rights.

The complaint should state the:

- A. Name of the complainant,
- B. Date of the complaint,
- C. Date(s) of the alleged harassment/discrimination,
- D. Name(s) of the harasser(s) or discriminator(s),
- E. Location where such harassment/discrimination occurred,
- F. Names of any witness(es) to the harassment/discrimination,
- G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
- H. Proposed remedy.

Any individual who makes an oral complaint of harassment or discrimination will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If an individual is unable to make a written complaint,

Personnel – Certified / Non-Certified

**ADMINISTRATIVE REGULATION ON 4111.1AR-4211.1AR(c)
NON-DISCRIMINATION/AFFIRMATIVE ACTION:
EQUAL EMPLOYMENT OPPORTUNITY**

the staff member receiving the oral complaint will either reduce the complaint to writing or assist the individual with completing the written complaint form.

All complaints received by staff members are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent or his/her designee shall promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator (“respondent”) and any witnesses to the conduct. 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. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, as determined by the investigator.

Upon receipt of a written complaint of discrimination, the investigator should:

1. offer to meet with the complainant and respondent (if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
2. provide the complainant and respondent (if applicable) with a copy of the Board’s non-discrimination policy and accompanying regulations;
3. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
4. conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;

Personnel – Certified / Non-Certified

**ADMINISTRATIVE REGULATION ON 4111.1AR-4211.1AR(d)
NON-DISCRIMINATION/AFFIRMATIVE ACTION:
EQUAL EMPLOYMENT OPPORTUNITY**

5. maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;

communicate the outcome of the investigation in writing to the complainant and respondent (if any) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be extended by fifteen (15) business days during periods of time when school is in session or reasonably extended based on the availability of necessary witnesses and/or participants

6. during periods of time when school is not in session) from the date the complaint was received by the Superintendent’s office. The complainant and respondent (if any) 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 or harassment, adhering to the requirements of state and federal law;
7. 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 (if any) will receive notice and interim measures may be implemented as necessary (see subparagraph 6);
8. whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;
9. if either party to the complaint is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the party requesting an appeal, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with a designated investigator (if applicable), complainant, and respondent (if any) and meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling a designated investigator’s conclusions or findings (if applicable). The Superintendent shall provide written notice to the complainant and respondent (if any) of the

Commented [KMB1]: This is a very long appeal period. Typically they are closer to 10 business days.

Commented [KI2R1]:

Personnel – Certified / Non-Certified

**ADMINISTRATIVE REGULATION ON 4111.1AR-4211.1AR(e)
NON-DISCRIMINATION/AFFIRMATIVE ACTION:
EQUAL EMPLOYMENT OPPORTUNITY**

proposed actions within fifteen (15) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) following the receipt of the written request for review.

~~If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled under other appropriate policies.~~

Any employee also may file a complaint with the Office for Civil Rights, U.S. Department of Education (“OCR”):
Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
(617) 289-0111
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Employees may also file a complaint regarding employment discrimination with the Equal Employment Opportunity Commission:
Equal Employment Opportunity Commission, Boston Area Office
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
(800-669-4000)

Employees may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:
Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(800-477-5737)

Adopted 6/23/2020
[Revised and Adopted X/X/2024](#)

DISCRIMINATION COMPLAINT FORM

(For complaints based on race, color, religion, age, gender or sex (including pregnancy, childbirth and pregnancy-related conditions), marital status, sexual orientation, national origin, alienage, ancestry, disability ~~(including pregnancy)~~, genetic information, veteran status ~~or~~ gender identity or expression or service in the military, status as a victim or domestic violence, status as a qualified medical marijuana user)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

Location where such discrimination/harassment occurred _____

Name(s) of any witness(es) to the discrimination/harassment _____

Detailed statement of the circumstances constituting the alleged discrimination or harassment

Proposed remedy _____

Students

PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS AND USE OF EXCLUSIONARY TIME OUT

5144.2(a)

The Fairfield Board of Education (the “Board”) seeks to foster a safe and positive learning environment for all students. Board employees will restrict the use of physical restraint and seclusion of students to emergency situations, in accordance with this policy and accompanying administrative regulations and applicable law. Physical restraint or seclusion of a student may be necessary in an emergency situation to maintain the safety of the student or another individual. The Board also regulates the use of exclusionary time out in accordance with this policy and accompanying regulations and applicable law.

The Board authorizes the Superintendent or his/her designee to develop and implement administrative regulations in accordance with this policy and applicable law. The Board of Education mandates compliance with this policy and the associated administrative regulations at all times. Violations of this policy and/or associated administrative regulations by a Board staff member or other individual working at the direction of, or under the supervision of, the Board, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within the associated administrative regulations shall be construed to interfere with the Board’s responsibility to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220. Under no circumstances shall employees or individuals under the supervision of the Board use corporal punishment with students or physically manage students for purposes of discipline.

Legal References:

Conn. Gen. Stat. § 10-76b
Conn. Gen. Stat. § 10-76d
Conn. Gen. Stat. § 10-236b
Conn. Gen. Stat. §§ 53a-18 to 53a-22
Reg. Conn. State Agencies. §§ 10-76b-5 to 10-76b-11

Other References:

Restraint and Seclusion: Resource Document, United States Department of Education, available at <http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>.

Students

**PHYSICAL RESTRAINT AND SECLUSION OF
STUDENTS AND USE OF EXCLUSIONARY TIME OUT**

5144.2(b)

Understanding the Laws and Regulations Governing the Use of Restraint and Seclusion, Connecticut State Department of Education (July 2018).

Guidance Related to Recent Legislation Regarding Restraint and Seclusion, Connecticut State Department of Education (Revised, July 2018).

Adopted: X/X/2024

Students

ADMINISTRATIVE REGULATIONS CONCERNING PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS AND USE OF EXCLUSIONARY TIME OUT **5144.2AR(a)**

The Fairfield Public Schools (the “District”) seeks to foster a safe and positive learning environment for all students. District employees will restrict the use of physical restraint and seclusion of students to emergency situations, in accordance with these administrative regulations and the associated policy and applicable law. Physical restraint or seclusion of a student may be necessary in an emergency situation to maintain the safety of the student or another individual. District employees will restrict the use of exclusionary time out with students to those instances permitted by applicable law, as described in these administrative regulations and applicable law.

The following sets forth the procedures for compliance with the relevant state law and regulations concerning the physical restraint and seclusion of, and use of exclusionary time out with, students in the District. The Superintendent mandates compliance with these regulations at all times. Violations of these regulations by a Fairfield Board of Education (“Board”) staff member or other individual working at the direction of, or under the supervision of, the Board, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within these regulations shall be construed to interfere with the responsibility of the District to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220.

I. Definitions:

- A. Exclusionary Time Out: A temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student’s behavior.
- B. Life-Threatening Physical Restraint: Any physical restraint or hold of a person that (1) restricts the flow of air into a person’s lungs, whether by chest compression or any other means, or (2) immobilizes or reduces the free movement of a person’s arms, legs or head while the person is in the prone position.
- C. Psychopharmacological Agent: Any medication that affects the central nervous system, influencing thinking, emotion or behavior.

Students

**ADMINISTRATIVE REGULATIONS CONCERNING
PHYSICAL RESTRAINT AND SECLUSION OF
STUDENTS AND USE OF EXCLUSIONARY TIME OUT**

5144.2AR(b)

- D. Physical Restraint: Any mechanical or personal restriction that immobilizes or reduces the free movement of a person’s arms, legs or head, including, but not limited to, carrying or forcibly moving a person from one location to another. The term does not include: (1) briefly holding a person in order to calm or comfort the person; (2) restraint involving the minimum contact necessary to safely escort a person from one area to another; (3) medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (4) helmets or other protective gear used to protect a person from injuries due to a fall; (5) helmets, mitts and similar devices used to prevent self-injury when the device is (i) part of a documented treatment plan or an Individualized Education Program (“IEP”); or (ii) prescribed or recommended by a medical professional, as defined in section 38a-976 of the Connecticut General Statutes, and is the least restrictive means available to prevent such injury; or (6) an exclusionary time out.
- E. School Employee: (1) Any individual employed by the District who is a teacher, substitute teacher, administrator, superintendent, guidance counselor, psychologist, social worker, nurse, physician, paraprofessional, coach; and (2) 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 the District pursuant to a contract with the District.
- F. Seclusion: The confinement of a person in a room from which the student is physically prevented from leaving. Seclusion does not include the following: (i) an exclusionary time out; or (ii) any confinement of a student in which the person is physically able to leave the area of confinement including, but not limited to, in-school suspension.
- G. Student: a child who is
1. enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional board of education;

Students

ADMINISTRATIVE REGULATIONS CONCERNING PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS AND USE OF EXCLUSIONARY TIME OUT

5144.2AR(c)

2. receiving special education and related services in an institution or facility operating under a contract with a local or regional board of education pursuant to subsection (d) of section 10-76d of the Connecticut General Statutes;
3. enrolled in a program or school administered by a regional education service center established pursuant to section 10-66a of the Connecticut General Statutes; OR
4. receiving special education and related services from an approved private special education program.

II. Life-Threatening Physical Restraint

- A. No school employee shall under any circumstance use a life-threatening physical restraint on a student.
- B. Nothing in this section shall be construed as limiting any defense to criminal prosecution for the use of deadly physical force that may be available under sections 53a-18 to 53a-22, inclusive, of the Connecticut General Statutes.

III. Procedures for Physical Restraint and Seclusion of Students

- A. No school employee shall use physical restraint or seclusion on a student **EXCEPT** as an emergency intervention to prevent immediate or imminent injury to the student or to others.
- B. Seclusion shall not be used as a planned intervention in a student's behavioral intervention plan, individualized education program or plan pursuant to Section 504 of the Rehabilitation Act.
- C. No school employee shall use physical restraint or seclusion on a student unless the school employee has received training in accordance with state law and/or the District's training plans as described in Section XI below, upon implementation thereof.

Students

ADMINISTRATIVE REGULATIONS CONCERNING PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS AND USE OF EXCLUSIONARY TIME OUT

5144.2AR(d)

- D. Physical restraint and seclusion of a student shall never be used as a disciplinary measure or as a convenience.
- E. School employees must explore ALL less restrictive alternatives prior to using physical restraint or seclusion for a student.
- F. School employees must comply with all regulations promulgated by the Connecticut State Department of Education in their use of physical restraint and seclusion with a student.
- G. Monitoring
 - 1. Physical restraint: A school employee must continually monitor any student who is physically restrained. The monitoring must be conducted by either:
 - a. direct observation of the student; or
 - b. observation by way of video monitoring within physical proximity sufficient to provide aid as may be needed.
 - 2. Seclusion: A school employee must frequently monitor any student who is placed in seclusion. The monitoring must be conducted by either:
 - a. direct observation of the student; or
 - b. observation by way of video monitoring within physical proximity sufficient to provide aid as may be needed.
- H. Length
 - 1. Any period of physical restraint or seclusion:
 - a. shall be limited to that time necessary to allow the student to compose him or herself and return to the educational environment; and

Students

ADMINISTRATIVE REGULATIONS CONCERNING PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS AND USE OF EXCLUSIONARY TIME OUT

5144.2AR(e)

- b. shall not exceed fifteen (15) minutes, except as provided below.
 2. If any instance of physical restraint or seclusion of a student used as an emergency intervention exceeds fifteen (15) minutes, one of the following individuals, who have received training in the use of physical restraint or seclusion, will determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others:
 - a. an administrator, or such administrator's designee;
 - b. a school health or mental health personnel; or
 - c. a board certified behavior analyst.
 3. The individual identified under subsection 2 (a-c) shall make a new determination every thirty (30) minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.
 - I. A school employee must regularly evaluate the student being physically restrained or secluded for signs of physical distress. The school employee must record each evaluation in the educational record of the person being physically restrained or secluded.
- IV. Seclusion Room Requirements

Seclusion can happen in any location, although the District may designate an area or room for this purpose. Regardless of location, any room used for seclusion must:

- A. be of a size that is appropriate to the chronological and developmental age, size and behavior of the student;
- B. have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which the seclusion room is located;

Students

**ADMINISTRATIVE REGULATIONS CONCERNING
PHYSICAL RESTRAINT AND SECLUSION OF
STUDENTS AND USE OF EXCLUSIONARY TIME OUT**

5144.2AR(f)

- C. be equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems that are used in the other rooms of the building in which the seclusion room is located;
- D. be free of any object that poses a danger to the student who is being placed in the seclusion room;
- E. conform to applicable building code requirements.

If the door or doors to a room used for seclusion are to be locked, latched or otherwise secured, a modification from the State Fire Marshal's office shall be secured prior to the installation of a locking mechanism. If a door-locking mechanism is used, the student shall be constantly monitored notwithstanding any other provisions of the Connecticut General Statutes or Regulations to the contrary. The locking mechanism to be used shall be a device that shall be readily released by staff as soon as possible but in no case longer than within two minutes of the onset of an emergency and is connected to the fire alarm system so that the locking mechanism is released automatically when a fire alarm is sounded. An "emergency," for purposes of this subsection, includes but is not limited to the following:

- 1. the need to provide direct and immediate medical attention to the student;
 - 2. fire;
 - 3. the need to remove the student to a safe location during a building lockdown; or
 - 4. other critical situations that may require immediate removal of the student from seclusion to a safe location.
- F. have an unbreakable observation window or fixture located in a wall or door, which allows the student a clear line of sight beyond the area of seclusion, to permit frequent visual monitoring of the student and any school employee in such room. The requirement for an unbreakable observation window does not apply if

Students

ADMINISTRATIVE REGULATIONS CONCERNING PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS AND USE OF EXCLUSIONARY TIME OUT

5144.2AR(g)

it is necessary to clear and use a classroom or other room in the school building as a seclusion room for a student.

V. Use of Psychopharmacologic Agent

- A. No school employee may use a psychopharmacologic agent on a student without that student's consent and the consent of the student's parent/guardian, except:
 - 1. as an emergency intervention to prevent immediate or imminent injury to the student or to others; or
 - 2. as an integral part of the student's established medical or behavioral support or educational plan, or, if no such plan has been developed, as part of a licensed practitioner's initial orders.
- B. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.
- C. Any administration of a psychopharmacologic agent must ONLY be done in accordance with applicable federal and state law and the Board of Education's Administration of Medication Policy.

VI. Procedures for Exclusionary Time Out

- A. No school employee may use exclusionary time out as a form of discipline for a student.
- B. At least one school employee must remain with the student, or be immediately available to the student such that the student and the employee are able to communicate verbally, throughout the exclusionary time out.
- C. The space used for an exclusionary time out must be clean, safe, sanitary and appropriate for the purpose of calming the student or deescalating the student's behavior.

Students

ADMINISTRATIVE REGULATIONS CONCERNING 5144.2AR(h) PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS AND USE OF EXCLUSIONARY TIME OUT

- D. The exclusionary time period must end as soon as possible.
- E. Consistent with subsection D above, the exclusionary time out period may vary depending on the student’s chronological and developmental age, individual needs and behavior.

VII. Required Meetings

- A. Students not eligible for special education (and not being evaluated for eligibility for special education)
 - 1. In the event that physical restraint or seclusion is used on a student **four (4) or more times within twenty (20) school days**, a team composed of an administrator, one or more of the student’s teachers, a parent or guardian of the student, and, if any, a school mental health professional, shall convene to:
 - a. conduct or revise a behavioral assessment of the student;
 - b. create or revise any applicable behavior intervention plan; and
 - c. determine whether such student may require a referral for consideration for special education pursuant to federal and state law.
 - 2. The requirement to convene this meeting shall not supersede the District’s obligation to refer a student to a planning and placement team (“PPT”) as may be required in accordance with federal and state law.
- B. Students eligible for special education (and students being evaluated for eligibility for special education)
 - 1. In the event that physical restraint or seclusion is used on a student **four (4) or more times within twenty (20) school days**, the student’s PPT shall convene to:

Students

ADMINISTRATIVE REGULATIONS CONCERNING PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS AND USE OF EXCLUSIONARY TIME OUT

5144.2AR(i)

- a. conduct or revise a functional behavioral assessment (“FBA”);
 - b. create or revise any applicable behavior intervention plan (“BIP”), including but not limited to, such student’s individualized education program (“IEP”); and
 - c. review or revise the student’s IEP, as appropriate.
2. In the event that the exclusionary time out process is unsuccessful in addressing a student’s problematic behavior, the student’s PPT shall convene as soon as practicable to determine alternative interventions or strategies to address the student’s behavior.
- C. A District and/or school administrator(s) shall determine the school employee(s) responsible for reviewing the number of occurrences of the use of physical restraint or seclusion on a monthly basis to ensure that the appropriate meeting(s) has been convened following the fourth occurrence of physical restraint or seclusion in a twenty (20) day period.

VIII. Crisis Intervention Team

- A. Each school year, each school in the District must identify a crisis intervention team consisting of any teacher, administrator, school paraprofessional or other school employee designated by the school principal (in coordination with other appropriate administrators), and who has direct contact with students.
- B. Members of crisis intervention teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or others.
- C. The District shall maintain a list of the members of the crisis intervention team for each school.

IX. Documentation and Communication

Students

ADMINISTRATIVE REGULATIONS CONCERNING PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS AND USE OF EXCLUSIONARY TIME OUT

5144.2AR(j)

- A. After each incident of physical restraint or seclusion, and no later than the school day following the incident, a school employee must complete the form provided by the District for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the student who was physically restrained or secluded. The information documented on the form must include the following:
1. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;
 2. a detailed description of the nature of the restraint or seclusion;
 3. the duration of the restraint or seclusion;
 4. the effect of the restraint or seclusion on the student's established behavioral support or educational plan; AND
 5. whether the seclusion of a student was conducted pursuant to an IEP.
- B. A school employee must notify the parent or guardian of a student of each incident that the student is physically restrained or secluded.
1. A school employee must make a reasonable attempt to immediately notify a parent or guardian after a student is initially placed in physical restraint or seclusion; in all circumstances, a school employee shall notify the parent or guardian within twenty-four (24) hours after a student is initially placed in physical restraint or seclusion.
 2. Notification must be made by telephone, e-mail, or other method which may include, but is not limited to, sending a note home with the student.
 3. The parent or guardian of a student who has been physically restrained or placed in seclusion shall be sent a copy of the completed incident report of

Students

**ADMINISTRATIVE REGULATIONS CONCERNING 5144.2AR(k)
PHYSICAL RESTRAINT AND SECLUSION OF
STUDENTS AND USE OF EXCLUSIONARY TIME OUT**

such action no later than two (2) business days after the use of physical restraint or seclusion, regardless of whether the parent received the notification described in subsections 1 and 2 above.

4. The Executive Director of Special Education or his or her designee shall determine what school employees shall be permitted to ensure that required parent/guardian notifications are made.
- C. The Executive Director of Special Education or his or her designee, must, at each initial PPT meeting for a student, inform the child’s parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion as expressed through this regulation, and of the laws and regulations adopted by the Connecticut State Department of Education relating to physical restraint and seclusion.
1. The Executive Director of Special Education or his or her designee, shall provide to the child’s parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, at the first PPT meeting following the student’s referral to special education the plain language notice of rights regarding physical restraint and seclusion developed by the Connecticut State Department of Education.
 2. The plain language notice developed by the Connecticut State Department of Education shall also be provided to the student’s parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older at the first PPT meeting at which the use of seclusion as a behavior intervention is included in the student’s IEP.
- D. The Executive Director of Special Education or his or her designee, must be notified of the following:
1. each use of physical restraint or seclusion on a student;

Students

ADMINISTRATIVE REGULATIONS CONCERNING PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS AND USE OF EXCLUSIONARY TIME OUT **5144.2AR(I)**

2. the nature of the emergency that necessitated its use;
 3. whether the seclusion of a student was conducted pursuant to an IEP;
AND
 4. if the physical restraint or seclusion resulted in physical injury to the student.
- X. Responsibilities of the Executive Director of Special Education or his or her designee
- A. The Executive Director of Special Education or his or her designee, must compile annually the instances of physical restraint and seclusion within the District, the nature of each instance of physical restraint and seclusion, and whether instances of seclusion were conducted pursuant to IEPs.
 - B. The Executive Director of Special Education or his or her designee, must report to the Connecticut State Department of Education within two (2) business days any instance of physical restraint or seclusion that resulted in physical injury (serious and non-serious) to the student.
- XI. Professional Development Plan and Training
- A. The District shall provide training regarding the physical restraint and seclusion of students to the members of the crisis intervention team for each school in the District identified in Section VIII, above. The District may provide such training to any teacher, administrator, school paraprofessional or other school employee, designated by the school principal and who has direct contact with students. The District shall provide such training annually and the training shall include, but not be limited to:
 1. Beginning with the school year commencing July 1, 2017, an annual overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students and the proper uses of physical restraint and seclusion. Such overview shall be provided by the

Students

ADMINISTRATIVE REGULATIONS CONCERNING PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS AND USE OF EXCLUSIONARY TIME OUT

5144.2AR(m)

Department of Education in a manner and form as prescribed by the Commissioner of Education.

2. The creation of a plan to provide training regarding the prevention of incidents requiring physical restraint or seclusion of students. This plan shall be implemented not later than July 1, 2018.
3. The creation of a plan to provide training regarding the proper means of physical restraint or seclusion of a student, including, but not limited to:
 - a. verbal defusing or de-escalation;
 - b. prevention strategies;
 - c. various types of physical restraint;
 - d. the differences between life-threatening physical restraint and other varying levels of physical restraint;
 - e. the differences between permissible physical restraint and pain compliance techniques;
 - f. monitoring methods to prevent harm to a student who is physically restrained or in seclusion; and
 - g. recording and reporting procedures on the use of physical restraint and seclusion.

This plan shall be implemented not later than July 1, 2018.

- B. Each member of a crisis intervention team must be recertified in the use of physical restraint and seclusion pursuant to Section XI.A.3, above, on an annual basis.

XII. Review and Revision of Policies, Regulations and Procedures

Students

ADMINISTRATIVE REGULATIONS CONCERNING PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS AND USE OF EXCLUSIONARY TIME OUT

5144.2AR(n)

- A. The District shall make available policies and procedures regarding the physical restraint and seclusion of students and the use of exclusionary time out on the District's Internet web site and procedures manual.
- B. The District shall update any policies, regulations and/or procedures regarding the physical restraint and seclusion of students and the use of exclusionary time out within sixty (60) days after the State Department of Education's adoption or revision of regulations regarding the same. Any and all such updates shall be made available in accordance with subsection A of this section.

Legal References:

Conn. Gen. Stat. § 10-76b
Conn. Gen. Stat. § 10-76d
Conn. Gen. Stat. § 10-236b
Conn. Gen. Stat. §§ 53a-18 to 53a-22
Conn. Agencies Reg. §§ 10-76b-5 to 10-76b-11

Other References:

Restraint and Seclusion: Resource Document, United States Department of Education, available at <http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>.

Understanding the Laws and Regulations Governing the Use of Restraint and Seclusion, Connecticut State Department of Education (July 2018).

Guidance Related to Recent Legislation Regarding Restraint and Seclusion, Connecticut State Department of Education (Revised, July 2018).

Adopted: X/X/2024

Instruction

CURRICULUM

6140(a)

The curricula of the schools shall be in accordance with the Board of Education’s adopted goals and legal requirements. The curriculum design shall be a PK-12 program with appropriate articulation between all levels PK-12.

A program of continuing improvement and development of the curriculum shall be in effect. Curriculum development by the certified staff shall include such factors as the following:

- Board of Education input prior to curriculum review on expectations;
- actual studies and information concerning the needs of students in this school district;
- the range of abilities, aptitudes, and interests of the students;
- input from residents of the school district;
- updates in alignment with the curriculum review cycles; **and**
- avoidance of discrimination.

Fairfield Public Schools shall provide a program of instruction and curriculum that will be in accordance with Connecticut State Statute 10-16b and taught by legally qualified teachers.

The Board of Education has the responsibility for establishing and approving curricula for the school district. A District Curriculum Committee will be established by the Superintendent. This committee has the responsibility to recommend, develop, review, and approve bring forward all curriculum ~~for the District and said curriculum shall be subject to the approval of the Board of Education to the Board.~~ Teachers shall teach within the approved curricula.

The Board of Education supports opportunities for faculty to consult and assist in curriculum development through workshops, study groups, assistance from outside consultants, and an extended school year to allow teachers to work on curriculum during the summer.

Periodic reports, including planned pilot programs, shall be made to the Board of Education.

The Administrative Regulations ~~62006140AR~~ dated ~~X/X/2023~~ 5/23/2023 shall not be revised without prior approval of the Board of Education.

- Legal Reference:
- Connecticut General Statutes
 - 10-15 Towns to maintain schools
 - 10-15c Discrimination in public schools prohibited
 - 10-16b Prescribed courses of study
 - 10-16c et seq. re Family life education

10-17 English language to be medium of instruction
10-17 et seq. re Bilingual instruction
10-18 Courses in United States history, government and duties, and responsibilities of citizenship
10-18a Contents of textbooks and other general instructional materials
10-18b et seq. re Firearms safety programs
10-19 Effect of alcohol, nicotine, or tobacco and drugs to be taught
10-19a et seq. re Substance abuse prevention team
10-221a High school graduation requirements
10-21 et seq. re Vocational education and cooperation with business
10-220 Duties of boards of education as amended by PA 08-153
PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School

Adopted 8/27/2004

Revised and Adopted 5/24/2011

Revised and Adopted 6/24/2013

Revised and Adopted 5/23/2023

Revised and Adopted X/X/2024

Instruction

CURRICULUM

ADMINISTRATIVE REGULATIONS ON CURRICULUM

6140AR(a)

As part of a comprehensive curriculum research and review process, teachers and administrators may wish to “pilot” or “field test” new textbooks or programs prior to recommending Board of Education adoption. “Piloting” or “field testing” a textbook or program is not a required element of the review process. However, if such activities are planned and implemented as part of such a review, then the following regulations must be followed.

Definition of Planned Pilot Program

A “planned pilot program” involves the field testing of a textbook, core instructional program, or new course prior to a research-based recommendation of adoption to the Fairfield Board of Education. For all planned pilot programs, the piloted text will be used in addition to the Board approved textbook.

Field testing of new instructional materials that are supplementary, ancillary, or to be used for intervention; new software programs or on-line services; or new instructional techniques are **not** considered “planned pilot programs” for the purposes of this policy or these regulations, as they do not require Board of Education approval for implementation.

Examples of a “planned pilot program” would include:

- A textbook used in addition to the Board of Education approved textbook
- A new elective course at the high school
- A core instructional program that replaces an existing adopted textbook

Approval Process

Any certified staff member may propose a planned pilot program. Such a proposal must include:

- Rationale for conducting the pilot (e.g., research, student data,)
- Description of the textbook, course, or program to be piloted
- Number of students and teachers involved
- Duration
- Criteria for determining success (including student data; parent, student, staff feedback as appropriate)
- Schedule of interim progress and final progress reporting, including recommendations
- Estimated costs of pilot and full adoption
- Professional development needed prior to the pilot

Instruction

CURRICULUM

ADMINISTRATIVE REGULATIONS ON CURRICULUM (continued) 6140AR**(b)**

Prior to the implementation of such a pilot, all of the following individuals must approve:

- Curriculum leader or department coordinator/liaison
- Principals/Head Principals of affected schools
- Deputy Superintendent and/or Chief Academic Officer

Once these individuals have approved the pilot, then the proposal is submitted to the District Curriculum Committee for final approval. Approval is granted for a period not to exceed one school year.

Notification and Participation

Prior to the implementation of such a planned pilot program, parents of affected students and the Board of Education must be notified at least 30 days in advance of implementation. To comply with state statute and Policy 6140, in the event that the pilot of a new textbook or core instructional program involves more than 30 percent of the students in a grade level or course; or if such pilot extends beyond one semester, then the pilot must be brought to the Board of Education for approval. For all planned pilot programs, the piloted text will be used in addition to the Board approved textbook.

In the case of a new elective course, such advance notice can be contained in the Program of Studies. Unless required by law, once a planned pilot is approved, all students must participate in the pilot just like any other instructional program.

Board of Education Input into Curriculum Reviews

Per Policy 6140, the Board shall give input on its curriculum expectations and community priorities. In doing so, the following process will be followed:

- At minimum, 1.5 years prior to each content-area's/discipline's revise and approve curriculum year, the Board will schedule a presentation agenda item to solicit and provide input and expectations into the curriculum review.
- The District will provide an update, in the form of a presentation, on the content area/discipline to the Board regarding anticipated updates since the last approval.
-

Instruction

CURRICULUM

ADMINISTRATIVE REGULATIONS ON CURRICULUM (continued) 6140AR(c)

- During the curriculum review process, the District will update the Board on its progress, at minimum, one year prior to the curriculum’s first read proposal.
- This process will begin for the 2025-2026 revise and approve curriculum reviews. For those curriculum revise and approve processes prior to the 2025-2026 school year, a truncated process will be implemented including a public Board discussion during the 2024 calendar year with no interim report to the Board.

Changes in Regulations

These regulations will be changed only after a review of such changes with the Board of Education’s Policy Committee.

6/26/2013
3/28/2023
5/23/2023
X/XX/XXXX

Community Relations

TITLE I PARENT INVOLVEMENT 1110.2(a)

~~The Board of Education endorses the parent or guardian involvement goals of Title I and encourages the regular participation by the parent or guardian of Title I¹ eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parent or guardian, school, and community.~~

~~Pursuant to federal law, the district will develop jointly with, agree on with, and distribute to the parent or guardian of children participating in the Title I program a written parent or guardian involvement policy.~~

~~At the required annual meeting of Title I parents or guardians, the parent or guardian will have opportunities to participate in the design, development, operation, and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental or custodial involvement.~~

~~In addition to the required annual meeting, at least three (3) additional meetings shall be held, at various times of the day and/or evenings, for the parent or guardian of children participating in the Title I program. These meetings shall be convened by the building administrator of each Title I school to provide the parent or guardian with:~~

- ~~• information about programs provided under Title I;~~
- ~~• a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;~~
- ~~• opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and~~
- ~~• the opportunity to bring parent or guardian comments, if they are dissatisfied with the school's Title I program, to the district level.~~

~~Title I funding, if sufficient, may be used to facilitate parent or guardian attendance at meetings through payment of transportation and childcare costs.~~

~~The parent or guardian of children identified to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided.~~

¹ Title I is part of the Federal Elementary and Secondary Education Act (ESEA). It provides funds to school districts based on poverty data which is determined by the number of district students who are eligible for free or reduced-price lunch. The schools with the highest poverty data receive Title I funding for supplementary services to students needing additional educational support.

Community Relations

~~TITLE I PARENT INVOLVEMENT (continued)~~ ~~1110.2(b)~~

~~Opportunities will be provided for the parent or guardian to meet with the classroom and Title I teachers to discuss their child's progress. Parents or guardians will also receive guidance as to how they can assist in the education of their children at home.~~

~~Each school in the district receiving Title I funds shall develop, jointly with the parent or guardian of children served in the program, a "School Parent Compact" outlining the manner in which the parent or guardian, school staff, and students share the responsibility for improved student academic achievement in meeting State standards.~~

~~The "School Parent Compact" shall:~~

- ~~• describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's academic achievement standards;~~
- ~~• indicate the ways in which each parent or guardian will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extra-curricular time; and~~
- ~~• address the importance of on-going parent-teacher communication with, at a minimum, parent-teacher conferences, frequent reports to the parent or guardian, and reasonable access to staff.~~

~~Legal Reference: Improving America's Schools Act, PL 103-382, Sec. 1112 Local
Education Agency Plans
Improving America's Schools Act (IASA), PL 103-382
PL 107-110 "No Child Left Behind Act of 2001," Title I Improving the
Academic Achievement of the Disadvantaged, Sec. 1118~~

~~Adopted 8/27/2004~~

Instruction

TITLE I PARENT INVOLVEMENT

6172.4(a)

The Board of Education endorses the parent or guardian involvement goals of Title I and encourages the regular participation by the parent or guardian of Title I¹ eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parent or guardian, school, and community.

Pursuant to federal law, the district will develop jointly with, agree on with, and distribute to the parent or guardian of children participating in the Title I program a written parent or guardian involvement policy.

At the required annual meeting of Title I parents or guardians, the parent or guardian will have opportunities to participate in the design, development, operation, and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental or custodial involvement.

In addition to the required annual meeting, at least three (3) additional meetings shall be held, at various times of the day and/or evenings, for the parent or guardian of children participating in the Title I program. These meetings shall be convened by the building administrator of each Title I school to provide the parent or guardian with:

- information about programs provided under Title I;
- a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- the opportunity to bring parent or guardian comments, if they are dissatisfied with the school's Title I program, to the district level.

Title I funding, if sufficient, may be used to facilitate parent or guardian attendance at meetings through payment of transportation and childcare costs.

The parent or guardian of children identified to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided.

¹ Title I is part of the Federal Elementary and Secondary Education Act (ESEA). It provides funds to school districts based on poverty data which is determined by the number of district students who are eligible for free or reduced-price lunch. The schools with the highest poverty data receive Title I funding for supplementary services to students needing additional educational support.

Instruction

TITLE I PARENT INVOLVEMENT (continued)

6172.4(b)

Opportunities will be provided for the parent or guardian to meet with the classroom and Title I teachers to discuss their child’s progress. Parents or guardians will also receive guidance as to how they can assist in the education of their children at home.

Each school in the district receiving Title I funds shall develop, jointly with the parent or guardian of children served in the program, a “School-Parent Compact” outlining the manner in which the parent or guardian, school staff, and students share the responsibility for improved student academic achievement in meeting State standards.

The “School-Parent Compact” shall:

- describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State’s academic achievement standards;
- indicate the ways in which each parent or guardian will be responsible for supporting their child’s learning, such as monitoring attendance, homework completion, and television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child’s education and positive use of extra-curricular time; and
- address the importance of on-going parent-teacher communication with, at a minimum, parent-teacher conferences, frequent reports to the parent or guardian, and reasonable access to staff.

Legal Reference: Improving America’s Schools Act, PL 103-382, Sec. 1112 Local Education Agency Plans
Improving America’s Schools Act (IASA), PL 103-382
PL 107-110 “No Child Left Behind Act of 2001,” Title I - Improving the Academic Achievement of the Disadvantaged, Sec. 1118

Adopted 8/27/2004

Community Relations

PARENT PORTAL ACCEPTABLE USE AND SAFETY POLICY

1110.2(a)

The Fairfield Public Schools uses Infinite Campus for student information management. This program provides a secure portal tool which parents/guardians use to view the records of their child(ren) via the Internet. Fairfield Public Schools provides parents/guardians of currently enrolled students the privilege of free access to the Parent Portal. The District reserves the right to deny or cease access to the Parent Portal due to the abuse of the Portal, court orders, or any other legal proceedings that limit the availability of private educational data.

Purpose

The District has opened the Parent Portal to enhance communication between the District and parents/guardians. Users of the Parent Portal will have access to the following information about their children:

- Attendance
- Student schedule
- Grade book and assignments
- Behavior Incidents
- Food Service account balances and usage
- Fee processing
- Student assessment records (e.g. report cards)
- Bus transportation schedule

Features:

The portal provides the ability for parents to update or process:

- Contact information for family members
- Online registration for new students.

The District reserves the right to add or remove any of the above functions from the Parent Portal at any time.

Use of the Parent Portal

Access to the Parent Portal on the District's system is a privilege, not a right. Users of the Parent Portal are required to adhere to the following guidelines:

- Users will act in a responsible, legal, and ethical manner.
- Users will not attempt to harm or destroy data, the school, or the District network.
- Users will not attempt to access data or any other account owned by another user.
- Users will not use the Parent Portal for any illegal activity, including violation of data privacy laws.

Community Relations

PARENT PORTAL ACCEPTABLE USE AND SAFETY POLICY

1110.2(b)

- Users who identify a security problem with the Parent Portal must notify the District's Technology Department/Central Office Administration immediately without demonstrating the problem to someone else.
- Users will not share their password with anyone, including their own children.
- Users will not set their own computer to automatically login to the Parent Portal.
- Users identified as a security risk to the Parent Portal or District's network will be denied access to the Parent Portal.

Anyone found to be in violation of these rules may be subject to civil and/or criminal prosecution.

Legal Reference: Connecticut General Statutes

[10-15b](#) Access of parent or guardians to student's records.

[11-8a](#) Retention, destruction and transfer of documents

[11-8b](#) Transfer or disposal of public records. State Library Board to adopt regulations.

[46b-56 \(e\)](#) Access to Records of Minors. Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).

Federal Statutes

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).

Dept. of Education 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

Policy Adopted: X/X/2024

Instruction

WEB SITE AND HOME PAGE DEVELOPMENT

6141.322(a)

~~The Fairfield Board of Education recognizes the value of establishing a World Wide Web presence for the Fairfield Public Schools. Such a site provides for improved communication with parents or guardians and residents of Fairfield and with others who are interested in obtaining general information about our schools, curriculum and programs of study, policies and procedures, school events, and the like. However, the Board also recognizes that the information provided on this site must be responsibly developed, as are other school publications. Therefore, all information or material posted on the school district web site must be professional and ethical, and must meet the standards required of other school district publications. The content of a page must be approved by school district administration and will also be subject to a technical review to ensure that the author(s) have complied with electronic publishing standards. All pages must conform to Board policies and administrative regulations regarding acceptable use, instructional resources, and collection development, and should be displayable and readable with standard web browser software.~~

~~All World Wide Web information directly related to the Fairfield Public Schools, its schools, its departments, and its programs will be stored on and served to the web utilizing the district approved Internet provider service and/or designated HTTP server.~~

~~The administration will develop administrative regulations to carry out this policy.~~

The Board of Education allows the District and schools within the District to create and maintain Web sites for educational purposes. Web sites are avenues for educating, providing information, communicating and expressing creativity. District and individual school websites shall be used to share information about school curriculum and instruction, school-authorized activities, and other information relating to our schools and our mission. Websites may also provide instructional resources for staff and students.

The content of materials published on websites should be professional quality and consistent with the education mission of the school system. Websites shall follow standards for ethical behavior in regard to information and technology by showing respect for the principles of intellectual freedom, intellectual property rights and the responsible use of information and technology. Pages shall reflect an understanding that both internal and external audiences will be viewing the information.

Any pages or links representing the school district shall follow guidelines and responsibilities pertaining to content standards, student records, copyright, technical standards, and accessibility for disabled individuals which are contained in the administrative regulations which accompany this policy.

Instruction

WEB SITE AND HOME PAGE DEVELOPMENT

6141.322(a)

1-19(b)(11) Access to public records. Exempt records

10-15b Access of parent or guardian to student's records

10-209 Records not to be public

11-8a Retention, destruction, and transfer of documents

11-8b Transfer or disposal of public records. State library board to adopt regulations

46b-56(e) Access to records of minors

Connecticut Public Records Administration Schedule V-Disposition of Education Records revised 1983

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of PL 93-568, codified at 20 USC 1232g)

Instruction

WEB SITE AND HOME PAGE DEVELOPMENT (continued)

6141.322(b)

Legal Reference: Dept. of Education 34 CFR part 99 (May 9, 1980 45 FR 30802)
(continued) regs implementing FERPA enacted as part of 438 of General Education
Provisions Act (20 USC 1232g) parent and student privacy and other
rights with respect to educational records, as amended 11/21/96
PL 94-553, The Copyright Act of 1976, 17 USC 101 et seq.

Adopted ~~8/27/2004~~

Instruction

ADMINISTRATIVE REGULATIONS ON WEB SITE AND HOME PAGE DEVELOPMENT

6141.322AR

The Fairfield Public Schools invite all staff to utilize the power of the district's web sites to further their instructional and communication goals. The following regulations are necessary and prudent for the smooth functioning of the district's web site.

Security

- Ownership of all files created in the scope of one's employment shall remain with the Fairfield Public Schools.
- The administration may modify or remove any page in which the content does not conform to the district's publication, instructional resources, collection development, and acceptable use policies and practices.
- The district will not host any personal pages (pages with no district curriculum or communication connection) for either staff or students, nor will the district provide links to such pages.
- No information about students may be posted which does not conform to the Federal Family Education Rights and Privacy Act of 1974. **Users will not post personal contact information about themselves or other people. Personal contact information includes, but is not limited to, home address, telephone, school address, and work address.**
- Original student work that is posted will be accompanied by language assuring that the student or his family is the copyright holder.
- Users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide their password to another person.
- The web is a complex entity and while every care is taken to maintain its function and availability, no warranty either express or implied, can be made that it will be error-free or without defect. The district is not responsible for any damage users may suffer including, but not limited to, loss of data. The district will not be responsible for the financial obligations or other losses arising through the unauthorized or intentional misuse of the systems.

Commented [BN1]: This requires discussion as work contact information has been posted frequently in email directories. Perhaps eliminate the work portion of this sentence.

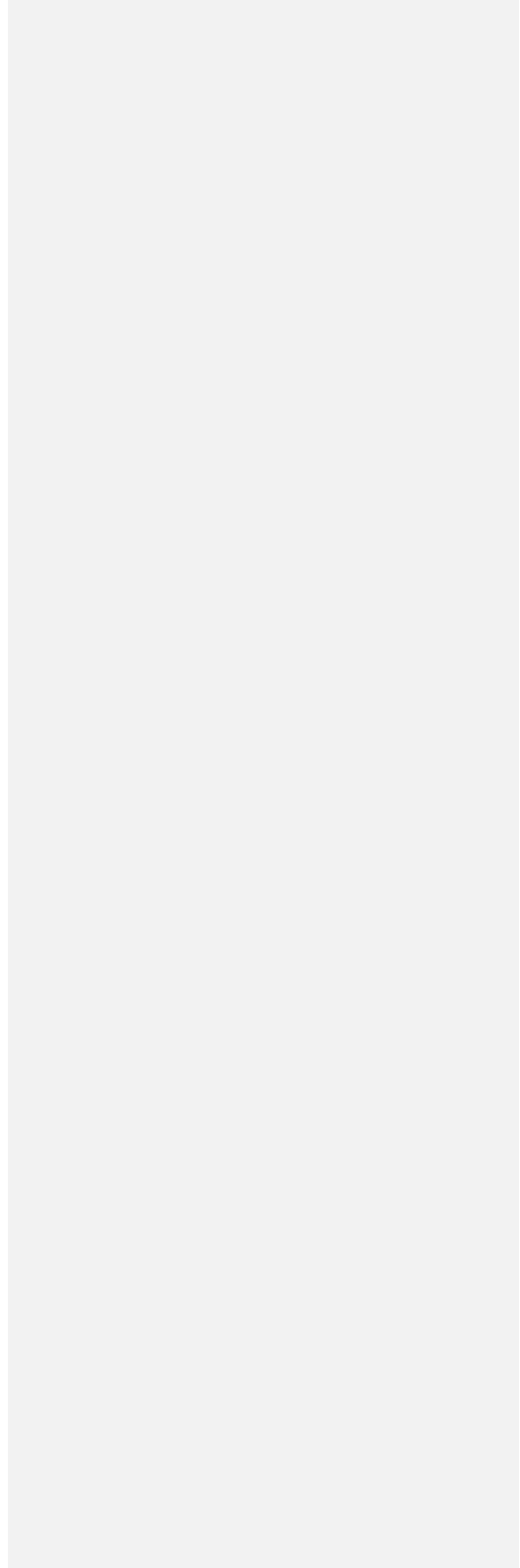
Authorization, Verification, and Review

- ~~All potential authors must read and sign the Fairfield Public Schools Web Site Compliance Form before access for posting will be granted. Authors are approved by the School Administrator, the Superintendent or their designee.~~
- The web sites have a limited educational purpose. The term "educational purpose" includes use of the site for classroom activities, professional or career development, and limited high-quality personal research. Content must reflect curriculum or district-related

Commented [BN2]: I do not believe we've used this form in quite some time

|

communication objectives.



Instruction

**ADMINISTRATIVE REGULATIONS ON
WEB SITE AND HOME PAGE DEVELOPMENT (continued)**

6141.322AR

Authorization, Verification, and Review (continued)

- All authors or their designee must conduct a periodic review of pages for the purpose of making any updates or changes to information.
- Links, allowed only for educational use, are the responsibility of the author and must be reviewed periodically for accuracy and suitability.
- Pages containing links to web pages outside of the Fairfield Public Schools web site must include the following disclaimer: “The Fairfield Public Schools is not responsible for any information or content provided by web sites beyond this site.”
- If it is determined that the content of a linked site is no longer appropriate according to Fairfield Public Schools criteria, it may be requested to be removed or removed without notice.
- An administrator may designate a “webmaster” to manage a department, school, or program page.
- Each individual who posts material on the web is responsible for its accuracy and timeliness.
- No copyrighted material may be posted to any page without the specific permission of the copyright holder. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.
- All pages are prohibited from containing:
 - a. advertising material promoting the sale of commercial or noncommercial products or services (~~pages created on commercial sites, e.g., schoolnotes.com, angelfire.com, where the advertisements are not within the staff member’s control are exempt from this prohibition~~);
 - b. advertising on behalf of candidates for public office;
 - c. classified ads;
 - d. request for volunteers or services by non-profit or for-profit groups or request for donations of money, materials, or services by the same (exception: educational or district-related information); and/or
 - e. editorial comments of any kind.

Commented [BN3]: We no longer use alternate sites such as these to create websites. Staff uses either Final Site, Parent Square or Google webpages

Instruction

ADMINISTRATIVE REGULATIONS ON WEB SITE AND HOME PAGE DEVELOPMENT (continued)

6141.322AR

Publishing Student Images

- Schools will ~~print~~ *electronically distribute—a general written announcement* at the beginning of the year in a communication to all parents or guardians (such as a newsletter) announcing:
 - a. the routine videotaping or photographing of school concerts, assemblies, etc;
 - b. these images are routinely displayed or shown in a variety of settings including, but not limited to, meetings, publications, and the school’s web site; and
 - c. student names are not connected with their images.

Parents or guardians who do not want their child videotaped or photographed and those images displayed in the circumstances described are asked to contact the school principal.

- If videotaping, audio taping, or photography is planned for a more specific school setting (e.g., a classroom) a written announcement of the planned activity incorporating *both that activity and any potential future activities of a similar nature* will be sent to the parent or guardian. For example, a letter could state the following:

During the week of October ____, _____, the students and I will be videotaping their presentations of essential questions they have developed and research they have conducted on life in the rain forest. Students will use these videos to conduct a self-evaluation of their performance.

This is the first time this year I will be using videotape, audiotape, or photography in my class. However, from the date of this activity forward I will be utilizing these media in a variety of instructional activities within this class during the remainder of the year. The images are routinely displayed in a variety of settings including, but not limited to, meetings, publications, and the school’s web site. Student names are not connected with their images. *If you do not permit your child to have his or her image recorded and displayed please let me know, in writing, and I will honor your wishes during this project and for the remainder of the year.*

I look forward to the beneficial use of videotape in evaluating our upcoming presentations and hope you will let your child participate.

Instruction

**ADMINISTRATIVE REGULATIONS ON
WEB SITE AND HOME PAGE DEVELOPMENT (continued)**

6141.322AR

Publishing Student Images (continued)

- In certain circumstances, it may be desirable to display a student's image in a publication or on the school's web site with his name, such as when an award is given. Publishing a student's image with his name requires **express written permission** from the parent or guardian.
- This provision of seeking prior permission does not apply to school yearbooks, school newspapers, or images published by the working press. However, if a parent or guardian has a concern about the publication of a student's image in those settings, that concern should be brought to the school principal.

Publishing Student Names

- Recognizing a student's accomplishments through appropriate publicity shares the good news of a student's achievement and can build or reinforce his positive self-image. This publicity often takes the form of publishing student names on building bulletin boards, in newsletters, and increasingly, on classroom and school web pages.

The following guidelines cover the most common circumstances under which students' names may be published:

- a. Full names may be printed or posted alone or in lists for performances, memberships, awards, accomplishments, and other similar circumstances as long as there is no correlation with an accompanying student picture ~~without prior permission~~.
- b. When original student work is printed or posted without an accompanying student picture, a student's first name and, if necessary for clarification, grade designation may be cited (e.g., Kathy, grade 7A; John, grade 4E) with prior notification (school general written announcement).
- c. If it is deemed desirable to display a student's image, his name may not be associated with that picture without **express written permission** from the parent or guardian.

8/27/2004

Instruction

INTERNET ACCEPTABLE USE: FILTERING

6141.323

The Board of Education of the Fairfield Public Schools has a responsibility to:

- enable students to utilize the Internet and participate in the increasingly information-based society of today;
- enable students to cope with the wide range and volume of material available through the Internet; and
- comply with the laws governing Internet use by minors.

Therefore a system designed to filter out Internet sites with content considered unacceptable and inappropriate for student viewing ~~will be~~ is utilized. This filtering system shall be in addition to all other efforts utilized to help ensure student access to approved educational materials.

Filtering should only be viewed as one of a number of techniques used to manage students' access to ~~the~~ Internet content and encourage acceptable usage. It should not be viewed as a foolproof approach to preventing access to inappropriate material.

Filtering will be used in conjunction with:

- educating the students and staff to be “net smart”; safe online:
 - Using a secure Internet connection
 - choosing strong passwords
 - enabling multi factor authentication where able and feasible
 - understanding privacy settings and terms of use
- requiring permission from the parents or guardians;
- utilizing acceptable use agreements and a *Network Code of Conduct* which prohibit the following:
 - using obscene or defamatory language;
 - damaging computers, altering computer systems, or computer networks;
 - violating copyright laws;
 - accessing offensive messages or pictures;
 - using another's password or login credentials;
 - giving out one's name, address, or phone number;
 - trespassing in another's folders, work, or files;
 - using another's folders, work, or files; and
 - intentionally wasting limited resources;
- prohibiting use of the network for commercial purposes;
- supervising students in a manner that is appropriate to their grade and is consistent with district grade level *Guidelines for Internet Use*; and
- employing disciplinary measures appropriate to the offense if violations of regulations occur.

The placement of filters on District computers /computer systems is viewed as an exercise of the Board's ability to determine educational suitability of all material used in the schools.

Filters may be utilized with district schools to block preselected sites, block by keyword, block entire categories like chat and gaming sites and through a pre-selected list of approved sites.

Procedures for suggesting site be Blocked or Unblocked.

If a district staff member observes a site which they believe contains inappropriate material, they may request the site (URL) be blocked. Technology staff will review the site for inappropriateness and take appropriate action.

If a district staff member finds a site blocked they intend to use in the classroom, or to enable access to bona fide research or other lawful purpose, the staff member may request the site be unblocked. Technology staff, and in some cases instructional leadership, will review the site and take appropriate action.

Filters will not be removed for students at any time. There are no exceptions to the statutory requirement that Internet access be blocked/filtered at all times for minors.

◆

Adopted 8/27/2004

Commented [BN1]: This may be best put into an administrative regulation as technology changes these processes may also change