

## Series 6000 – Instruction

### 1. Elementary and Secondary

#### E. Instructional Arrangements

##### (10) Individualized Education /Special Education Program

Any child, whether a student of the school district, of pre-school age, or between the ages of three and 21 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a “special education planning and placement team” (PPT) which shall make an evaluative study to determine whether the child is a child with a disability as defined in state and federal statutes and if special education is required and to establish the scope of the special education program.

A parent of a child, the State Department of Education, other state agencies available to the District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Initial evaluations using a variety of assessment tools and measures to gather relevant functional, developmental and academic information, must be completed within 60 days of the receipt of written parental consent, for the initial evaluation; or implement the student’s IEP within 45 school days of a referral, (not counting the time necessary to obtain written parental consent to conduct the initial evaluation or to begin providing special education). The 45 school day requirement begins after the District receives a completed and signed PPT referral from or letter requesting a referral to the PPT process or per a timeline determined by the State. The 45 school day requirement begins the day the District receives a written request from a parent or staff member requesting a referral to the PPT process. If when speaking to a District staff member, a parent verbally expresses a concern that his or her child may have a disability and need special education services, the staff person will direct the parent to put their concern(s) in writing and then accept that document as a referral. The date on which the parent expressed the concern to the District will be considered the date of referral even if a standard referral form was not completed and submitted at that time. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

The timeline for implementation of an IEP must occur within 60 school days of the PPT referral in those situations in which a student’s IEP requires an out-of-district or private placement (not including the time it takes to obtain written parental consent).

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child is identified as requiring special education.

#### **Planning and Placement Team or Individualized Education Program Team**

The term “individualized education program team” or “IEP Team” means a group of individuals composed of -

- (i) the parents of a child with a disability
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who -
  - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
  - (II) is knowledgeable about the general education curriculum; and
  - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
- (vii) As applicable, the school paraprofessional, if any, assigned to such child, and
- (viii) whenever appropriate, the child with a disability.

**Note:** An IEP Team member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the IEP Team prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition parents/guardians or surrogate parents have the right to be present at and participate in

all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have the right to an advisors and/or request the child's assigned paraprofessional, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets. The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

Parents/Guardians and the District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

(a) **General.** The IEP for each child must include -

- (1) An accurate statement of the child's present levels of academic achievement and functional performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including -
  - (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
  - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (2) A statement of measurable annual academic and functional goals that aim to improve educational results and functional performance for each child with a disability, related to -
  - (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum;
  - (ii) Meeting each of the child's other educational needs that result from the child's disability; and
  - (iii) Providing a meaningful opportunity for the child to meet challenging objectives.

#### ***Alternate Assessments***

- (iv) A statement of “benchmarks or short-term objectives” is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

The IEP/PPT Team may only recommend appropriate accommodation or use of alternate assessment, but may not exempt students with disabilities from the state assessment.

- (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child.
- (i) To advance appropriately toward attaining the annual goals;
- (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
- (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph.
- (4) A school must offer an IEP that is “reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.” The child’s educational program must be appropriately ambitious in light of his/her circumstances and every child should have the chance to meet challenging objectives. The IEP Team, in determining whether an IEP is reasonably calculated to enable a child to make progress should consider the child’s:
- Previous rate or academic growth,
  - Progress towards achieving or exceeding grade-level proficiency,
  - Behaviors, if any, interfering with the child’s progress, and
  - Parent’s input and any additional information provided by such parents.

The U.S. Supreme Court, in the *Endrew F* decision stated, “any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal. (137 S.CT. 998)

- (5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;
- (6) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and

- (7) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and
- (8) A statement of
  - (i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
  - (ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of
    - (A) Their child's progress toward the annual goals; and
    - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year
- (9) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

**Note:** In order to make FAPE available to each eligible child with a disability, the child's IEP must be designed to enable the child to be involved in, and make progress in, the general education curriculum ("the same curriculum as for nondisabled children which is based on a State's academic content standards. This alignment must guide, and not replace the individualized decision-making required in the IEP process.")

(b) ***Transition services.***

- (1) The IEP must include:
  - (i) For each student beginning not later than the first IEP to be in effect when the child is 16, and younger if appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
  - (ii) For each student beginning not later than the first IEP to be in effect when the child is 16, (or younger, if determined appropriate by the IEP Team), a statement of needed transition services for the student, including courses of study, needed to assist the child in reaching these goals.
  - (iii): For each student, who is at least 14 years of age, and diagnosed with autism spectrum disorder, beginning not later than the date on which the first IEP takes effect, a statement of transition service needs which shall include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and where appropriate, independent living skills. In addition, the statement of transition needs shall include the transition services, including courses of study, needed to assist a child in reaching those goals. Such IEP shall be updated annually.

- (iiiiv) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.
- (2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.
- (c) **Transfer of rights.** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)
- (d) **Students with disabilities convicted as adults and incarcerated in adult prisons.** Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.
- (e) **Students with disabilities identified as deaf or hearing impaired.** For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which shall address;
  - (i) the child's primary language or mode of communication;
  - (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
  - (iii) educational options available to the child;
  - (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
  - (v) the accessibility of academic instruction, school services and extracurricular activities to the child;
  - (vi) Assistive devices and services for the child; **and**
  - (vii)** Communication and physical environment accommodations for the child; **and**
  - (vii)(viii)** An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

## Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one. If the transfer involves districts within Connecticut, the District will provide services

“comparable to those described in the previously held IEP,” until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services “comparable to those described in the previously held IEP,” until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student’s program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual’s parent or guardian.

### **Independent Educational Assessment**

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Legal Reference: Connecticut General Statutes  
10-76a Definitions (as amended by PA 06-18)  
10-76b State supervision of special education programs and services.  
Regulations. (as amended by PA 12-173)  
10-76d Duties and powers of Boards of Education to provide special  
education programs and services. (as amended by June Special Session PA  
15-5, Sec. 277 and PA 19-49)  
10-76ff Procedures for determining if a child requires special education  
(as amended by PA 06-18)  
10-76g State aid for special education.  
10-76h Special education hearing and review procedure.  
10-76jj Language and communication plan as part of individualized  
education program for child identified as deaf or hard of hearing (as  
amended by PA 19-184)  
PA 06-18 An Act Concerning Special Education  
PA 12-173 An Act Concerning Individualized Education Programs and  
Other Issues Relating to Special Education  
State Board of Education Regulations  
34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped  
Children.  
300.14 Special education definitions.  
300.340-349 Individualized education programs.  
300.503 Independent educational assessment.  
300.533 Placement procedures.  
300.550-556 Least restrictive environment.  
P.L. 108-446 The Individuals with Disabilities Education Improvement  
Act of 2004  
*Rowley v. Board of Education*, 485 U.S.-176 (1982)  
*Endrew F. v. Douglas County School District RE-1*, 15-827 U.S. (2017)

*A.M. v. N.Y. City Department of Education*, 845F.3d 523, 541 (2d Cir.1997)

*Mrs. B., v. Milford Board of Education* 103 F. 3d 1114, 1121 (2d Cir. 1997)

Policy adopted: November 5, 2018

SUFFIELD PUBLIC SCHOOLS  
Suffield, Connecticut



## Series 6000 – Instruction

### 1. Elementary and Secondary

#### D. Curriculum

##### (6) Graduation Requirements

Graduation from our public schools implies (1) that students have satisfactorily completed the prescribed courses of study for the grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, assessed in part by the statewide mastery examinations, established by the faculty and approved by the Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits.

The school district may not require achievement of a satisfactory score on the statewide proficiency examination or statewide mastery examination, or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.

~~Graduation shall not be held until 180 days and 900 hours of actual school work are completed.~~ The Board of Education may establish a firm graduation date at any time during the school year; however, the graduation date shall not be scheduled prior to the 180<sup>th</sup> day of school of the adopted school calendar.

The following credits are necessary:

#### **Students graduating in years 2020-2022**

In order to graduate and be granted a diploma, students must satisfactorily complete a minimum of 24 credit hours, including not fewer than:

#### **9 Credits in Humanities:**

- Four (4) credits in English
- Three (3) credits in Social Studies, including at least one (1) credit in United States\American History and one (1) credit in American Government and Civics
- One (1) credit in Vocational/Fine Arts
- One (1) credit in a Humanities elective

#### **8 Credits in Science, Technology, Engineering and Mathematics**

- Four (4) credits in Math - including Algebra I, Geometry, and either Algebra II or Statistics
- Three (3) credits in Science
- One (1) credit in Science, Technology, Engineering, and Mathematics elective

#### **2 Credits in Career and Life Skills, including not fewer than:**

- One (1) credit in Physical Education
- One-half (1/2) credit in Life Education
- One-half (1/2) credit in Personal Finance or Economics

#### **1 Credit in World Languages**

#### **4.0 Credits in Additional Electives**

## **Students graduating in the year 2023 and beyond**

In order to graduate and be granted a diploma, students must satisfactorily complete a minimum of 25 credit hours, including not fewer than:

### **9 Credits in Humanities, including:**

- Four (4) credits in English
- Three (3) credits in Social Studies, including one (1) credit in Civics
- One (1) credit in the Arts
- One (1) credit identified as a Humanities elective in the SHS Program of Studies

### **9 Credits in Science, Technology, Engineering and Mathematics, including:**

- Four (4) credits in Math
- Three (3) credits in Science
- Two (2) credits identified as a STEM elective in the SHS Program of Studies

### **2 Credits in Career and Life Skills, including:**

- One (1) credit in Physical Education
- One (1) credit in Life Education (Health)

### **1 Credit in World Languages**

### **1 Credit in Mastery-Based Diploma Assessment**

### **3 Credits in Additional Electives**

For students in the classes of 2023 and 2024, credits for high school level courses in mathematics and World Language taken during middle school will be awarded upon successful demonstration of mastery of the high school subject matter content.

Beginning with the class of 2025 and beyond, middle school students may earn one (1) credit in mathematics and one (1) credit in World Language upon the successful demonstration of mastery of the high school subject matter content for courses taken in middle school. For example, middle school students who demonstrate mastery following the fulfillment of high school level mathematics or World Language courses will be given the option to apply up to one (1) credit for math and one (1) credit for World Language toward meeting graduation requirements.

If physical education is not taken because of medical excuse, another course may be substituted.

In addition, also beginning with the graduating class of 2023, the Board of Education will provide adequate student support and remedial services for students beginning in grade seven (2017-2018 school year). Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed, if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through online courses; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education; (3) allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (4) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency through success on an alternate assessment.

All credits earned toward meeting any of the graduation requirements through the successful completion of online courses must fulfill the requirements established in policy #6172.6, "Virtual/Online Learning."

The District shall create a student success plan for each enrolled student, beginning in grade six. Such plans shall include a student's career and academic choices in grades six to 12, inclusive. Beginning in grade six, such student success plans shall provide evidence of career exploration in each grade including, but not limited to, careers in manufacturing. The Board shall utilize the Department of Education's issued and revised guidance regarding changes to such student success plans.

### **Credits**

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

A credit shall consist of not less than the equivalent of a 40 minute class period for each school day of a school year, and one-half credit is given for courses that compile work in one semester, except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, (2) through online course work, or (3) for the mastery-based diploma assessment.

Only courses taken in grades six through 12, inclusive, and that are in accordance with the statewide subject matter content standards, adopted by the State Board of Education shall satisfy the graduation requirements.

### **Academic Advancement Program**

The Board of Education permits students in grades 11 and 12 to substitute (1) achievement of a passing score on an existing nationally recognized examination as determined, by the State Department of Education, or series of examinations approved by the State Board of Education, (2) a cumulative grade point average determined by the State Board of Education and (3) at least three letters of recommendation from school professionals (defined in 10-66dd), for the required high school graduation requirement. The State Board of Education will issue an Academic Advancement Program Certificate to any student successfully completing such program. The Academic Advancement Program Certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a Connecticut public institution of higher education.

The Board of Education shall permit a student to graduate from high school upon the successful completion of the above described academic advancement program.

### **Awards of High School Diplomas**

Students who complete all graduation requirements shall receive a diploma at commencement.

Individuals also may satisfy graduation requirements by the satisfactory completion of the following:

1. Successful completion of a summer course or summer courses comparable (as determined by the principal) to the subject(s) in which the student was deficient.
2. Honorable discharge from the United States Armed Forces after a minimum of 90 days of active service during World War II, the Korean hostilities, or the Vietnam Era for individuals

who withdrew from school to join the Armed Forces and did not receive a diploma as a consequence of such service.

Legal Reference: Connecticut General Statutes

10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill, P.A. 15-237, An Act Concerning High School Graduation [P.A. 17-42](#) and P.A. 16-4(SS), section 310-), [and P.A. 19-58, An Act Promoting Careers in Manufacturing to Public School Students.](#))

10-233(a) Promotion and graduation policies. (as amended by P.A. 01-166)  
P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools.  
P.A. 13-247 An Act Implementing Provisions of the State Budget.  
P.A. 15-237 An Act Concerning High School Graduation.

Policy adopted: July 9, 2002  
Policy revised: February 3, 2004, July 14, 2009  
July 27, 2010, August 21, 2012  
August 19, 2014, June 5, 2017  
July 8, 2019, December 5, 2019

SUFFIELD PUBLIC SCHOOLS  
Suffield, Connecticut

## Series 0000 – Mission-Goals-Objectives

### 2. Goals and Objectives

The Suffield Public School District established objectives and these goals:

Objectives:

1. To maximize each student's potential through a rich and challenging curriculum and a broad range of programs.
2. To provide proactive, coordinated academic, social, and emotional support for every student.
3. To cultivate responsibility, respect, and resilience in our students, and to promote citizenship in the school, the community, the nation, and the world.
4. To encourage and enhance collaborative relationships with parents and with the broader community.
5. To ensure that the staff and students are fluent in the integrated use of technology in the service of learning.
6. To be responsible stewards of the District's school resources.
7. To provide a safe and secure learning environment.
8. To invest in the continual development of our staff.
9. To equip students with the knowledge and skills necessary to pursue the future of their choice and to prepare students to function effectively in various life roles.

Board Goals Adopted in 2019:

1. Establish healthy channels of outreach, communication, engagement, and collaboration with town government and the community.
2. Systematically use meaningful data to drive, improve and track student success.
3. Continue to design and implement an integrated plan for professional learning aligned with district needs.
4. Continue the implementation of revised curriculum with an emphasis on alignment and consistency between documented curriculum and delivered curriculum.

5. Develop a five-year Strategic Plan.

Legal References: Connecticut General Statutes

10-4(c) Duties of boards. Reports. Comprehensive plan for elementary, secondary, vocational, career and adult education.

10-220(b) Duties of boards of education as amended by PA 19-58.

~~The Suffield Public Schools has adopted the following Strategic Goals:~~

- ~~1. Complete the policy, practice and cultural shifts needed to transition to a digital learning environment.~~
- ~~2. Design and implement a systemic plan for professional learning aligned with district needs.~~
- ~~3. Systematically use data to drive and improve practice~~
- ~~4. Create an aligned and accessible curriculum that embeds 21st century skills and is aligned with Common Core Standards.~~

The mission statement of the Suffield Public Schools appears in policy 0000.

Policy adopted: April 22, 2008  
Policy revised: December 2, 2014

SUFFIELD PUBLIC SCHOOLS  
Suffield, Connecticut

## Series 9000 - Bylaws of the Board

### 1. Organization

#### C. Committees

The Board of Education shall act as a committee of the whole in final consideration of all matters. Board subcommittees are created to address the systemic work of the school system, and increase communication and understanding around best-practices, innovation, and district improvement efforts. All committee meetings shall follow the provisions of the Freedom of Information Act as required by statute. Standing subcommittees may be established or dissolved as determined by the Board. They will be reaffirmed at the first business meeting following an election by majority vote. Membership is to be designated by the Board Chairperson, taking into consideration the professional skills and personal interests of each member.

Subcommittees of the Board of Education will have a chairperson designated by the Board Chair who establishes the subcommittee meeting agenda with the Superintendent or his/her designee, records (or delegates) and submits meeting minutes, and presents reports to the Board at regular meetings.

The subcommittees of the Suffield Board of Education are:

- Finance ~~and~~ ~~Facilities and Negotiations~~
- Community Engagement and Public Relations
- Policy
- Curriculum and Instruction

#### Ad-Hoc Committees

- Negotiations

#### Special/Advisory Committees

The Chairperson of the Board of Education shall appoint temporary and special committees as may be deemed necessary or advisable by the Board of Education, and the Chairperson shall be an ex-officio member of each committee.

The duties of the committee shall be outlined at the time of appointment, and the committee shall be considered dissolved when its final report has been made to the Board of Education.

#### Program Liaisons

The Board also participates in several local and regional education programs to which liaisons are assigned. Such programs include:

- CABE (Connecticut Association of Boards of Education, Inc.)
- CREC (Capitol Region Education Council)
- Agriscience

Bylaw adopted by the Board: December 2, 1997

Bylaw revised: June 28, 2012, June 25, 2018

SUFFIELD PUBLIC SCHOOLS  
Suffield, Connecticut

