

Board of Education Regular Meeting 2022

Thursday, October 20, 2022 7:00 PM

BOE Meeting Access: BOE (10/20/22 at 7 p.m.) Web:

<https://zoom.us/j/95645155590> Dial In: (929) 205-6099 Meeting ID: 956 4515 5590, 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF THE MINUTES

III.A. October 6, 2022 - Regular

III.B. October 12, 2022 - Special

IV. APPROVAL OF THE AGENDA

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

VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS

VI.A. Chairman's Report

VI.B. Superintendent's Report

VI.C. Committee Reports

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

VI.D. Liaison Reports

VI.D.1. Board of Finance (Ed Sbordone)

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

VII. INFORMATION ITEMS

VII.A. Academic Growth and Achievement Report 2022

VII.B. New Fairfield High School/Consolidated School
Building Project Update

VII.C. Board of Education Policies (Second
Reading)

VII.C.1. Policy 5145.511 – Exploitation; Sexual Harassment

VII.C.2. Policy 6140 - Curriculum

VII.C.3. Policy 6172.6 - Distance Education

VIII. **ACTION ITEMS**

VIII.A. Personnel Report

VIII.B. Acceptance of Grant

VIII.B.1. American Heart Association, Inc.

VIII.C. Paraprofessional Leave of Absence Request (*To be voted on after Executive Session*)

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

X. **FUTURE AGENDA ITEMS**

XI. **BOARD MEMBER COMMENTS**

XII. **EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING PARAPROFESSIONAL LEAVE OF ABSENCE REQUEST**

XIII. **ADJOURNMENT**

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

The New Fairfield Board of Education held a regular meeting on Thursday, October 6, 2022, at 7:00 p.m. at the Community Room at 33 Route 37, New Fairfield, CT 06812.

MINUTES - October 6, 2022

PRESENT: Dominic Cipollone (Chairman), Tim Blair, Greg Flanagan, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

ABSENT: Kathy Baker and Amy Johnson

ALSO PRESENT: Superintendent of Schools Dr. Kenneth Craw, Assistant Superintendent of Schools Julie Luby, Director of Business and Operations Carrie DePuy, Pupil Personnel Director Katherine Matz, New Fairfield High School Principal James D’Amico, New Fairfield Middle School Principal Karen Gruetzner, Elementary Principal Allyson Story, Elementary Assistant Principal Steven Groccia and Special Education Supervisor Melissa Busnel

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

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF MINUTES

A. September 15, 2022 - Regular meeting - approved by consensus

IV. APPROVAL OF AGENDA

MOTION: Ed Sbordone made a motion to add Agenda Item D2 Liaison Reports “Board of Finance.” Greg Flanagan seconded the motion. **IN FAVOR:** Tim Blair, Dominic Cipollone, Greg Flanagan, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

V. PUBLIC PARTICIPATION

Aline Fogel spoke of their concerns regarding parking issues at the Consolidated School/Meeting House Hill School.

VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS

A. Chairman’s Report - Dominic Cipollone spoke of the following:

- Use of time for the 80-minute blocks at the high school and the best use of instruction time for K-12 students.

B. Superintendent’s Report - Superintendent of Schools Dr. Kenneth Craw spoke of the following:

- Spoke of the opportunity he had to be part of the learning walks at the high school.
- Spoke of the installation of the new playground for Consolidated/MHHS campus.
- Gave an update regarding his entry plan.

C. Committee Reports

1. Curriculum - Stephanie Strazza noted that this committee met on September 27th. They discussed potential textbooks for courses at the high school. There was an update on the Science of Reading. The Social Studies curriculum will be discussed at a future meeting.
2. Policy - Samantha Mannion noted that this subcommittee met recently. There are three policies on tonight’s agenda for first reading and three policies up for a vote.

3. Special Education Ad Hoc - Stephanie Strazza noted that this committee met on October 6th and discussed upcoming needs and how it relates to the budget. They also discussed the new IEP format that is required by the State to be used since July 1, 2022.

D. Liaison Reports

1. School Security and Safety Committee - Samantha Mannion noted that this subcommittee has not yet met this school year.

2. Board of Finance - Ed Sbordone noted that the BOF met on September 21st. They discussed the surplus for both the Town and the BOE. They also discussed the unusually low balance in the Medical Reserve Fund and discussed the optimal balance for the reserve fund. It was noted that there will be a joint meeting with the BOE on Wednesday, October 12th at 7:00 p.m. to discuss special education.

VII. INFORMATION/ACTION ITEMS

A. Suspension of Communications/Community Outreach Subcommittee

Dominic Cipollone spoke of suspending this subcommittee and focusing instead on the School Start Time Subcommittee.

MOTION: Samantha Mannion made a motion to suspend the Communications/Community Outreach Subcommittee. Stephanie Strazza seconded the motion. **IN FAVOR:** Tim Blair, Dominic Cipollone, Greg Flanagan, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

B. New Fairfield High School Start Time Subcommittee

MOTION: Samantha Mannion made a motion to restart the New Fairfield High School Start Time Subcommittee and with the new name New Fairfield High School Start Time/End Time Subcommittee. Kimberly LaTourette seconded the motion. **IN FAVOR:** Tim Blair, Dominic Cipollone, Greg Flanagan, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

It was noted that this subcommittee will research only the start and end times at the high school and not the other schools.

VIII. INFORMATION ITEMS

A. New Fairfield High School Master Schedule Update - High School Principal James D'Amico spoke of the Scheduling Committee and specifically the prioritization and parameters for the instructional day. They analyzed the current schedule and focused on what is currently working well.

B. Budget Calendar 2022-2023 - Director of Business and Operations Carrie DePuy spoke of meeting dates for the upcoming budget cycle and noted that they for the most part mirror last year's dates.

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

James D'Amico noted that they have been giving tours to staff members and invited any interested Board of Education members to tour. He noted that the response to the tours has been very positive. There was a brief discussion of the current parking situation at the high school.

Carrie DePuy spoke of a punch list for items that are being repaired at the new Consolidated School.

D. Transportation Update - Carrie DePuy spoke of improvements to the parking situation at the Consolidated/MHHS Schools. There was a brief discussion of the bus back up on Middleton Drive.

E. Board of Education Policies (*First Reading*)

1. Policy 5145.511- Exploitation; Sexual Harassment
2. Policy 6140 - Curriculum
3. Policy 6172.6 - Distance Education

IX. ACTION ITEMS

A. Personnel Report

MOTION: Kathy Baker made a motion to recommend to the full Board the approval of the Personnel Report for September 29, 2022, as recommended by the administration. Ed Sbordone seconded the motion. **IN FAVOR:** Tim Blair, Dominic Cipollone, Greg Flanagan, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

B. Board of Education Policies

MOTION: Samantha Mannion made a motion to recommend to the full Board the approval of the Board of the Education Policies listed below as presented. Kimberly LaTourette seconded the motion. **IN FAVOR:** Tim Blair, Dominic Cipollone, Greg Flanagan, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

1. Policy 5113.2 - Truancy
2. Policy 5141.4 - Reporting Child Abuse/Neglect or Sexual Assault
3. Policy 5144.4 – Discipline - Physical Exercise and Discipline of Students

C. CT DOT Distracted Driving Survey

MOTION: Greg Flanagan made a motion to recommend to the full Board the approval to grant permission for the CT DOT Distracted Driving Survey to be conducted electronically in grades 9 through 12. Ed Sbordone seconded the motion. **IN FAVOR:** Tim Blair, Dominic Cipollone, Greg Flanagan, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

D. New Textbook Adoption

MOTION: Stephanie Strazza made a motion to suspend the rules referring to new textbook adoption of Pop, Rock, & Soul Reader, 4th Edition; and American Popular Music: From Minstrelsy to MP3, 6th Edition. Greg Flanagan seconded the motion. **IN FAVOR:** Tim Blair, Dominic Cipollone, Greg Flanagan, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

MOTION: Stephanie Strazza made a motion to recommend to the full Board the adoption of the following new textbooks: Pop, Rock, & Soul Reader, 4th Edition; and American Popular Music: From Minstrelsy to MP3, 6th Edition. Greg Flanagan seconded the motion. **IN FAVOR:** Tim Blair, Dominic Cipollone, Greg Flanagan, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

X. PUBLIC PARTICIPATION

Joe Barata spoke of concerns regarding the buses on Middleton Drive and asked that the school district ask parents to send their students on the bus whenever possible.

Kim St. Jean spoke of concerns regarding the bus situation on Middleton Drive.

Kyle Willeford spoke of concerns regarding the bus situation on Middleton Drive.

Aline Fogel thanked the staff members for their hard work with the bus situation and spoke of frustrations with the logistics of combining the two elementary schools.
Maria Gorniakova spoke of issues with the buses on Middleton Drive.

XI. FUTURE AGENDA ITEMS - None

XII. BOARD MEMBER COMMENTS

Members of the Board assured everyone that they are working hard to come up with a solution for the bus issues and asked everyone to be patient during the transition period.

XIII. ADJOURNMENT

MOTION: Dominic Cipollone made a motion to adjourn the meeting at 8:25 p.m. Greg Flanagan seconded the motion. **IN FAVOR:** Tim Blair, Dominic Cipollone, Greg Flanagan, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

Respectfully submitted,
Suzanne Kloos

Town of New Fairfield
Board of Finance
4 Brush Hill Road
New Fairfield, CT 06812

MINUTES
Board of Finance/Board of Education Joint Meeting
Wednesday, October 12, 2022
7:00 PM
New Fairfield Community Room
33 Route 37

Board of Finance members present

Wes Marsh, Chairman
Mark Beninson
Thora Perkins
Dave Coleman, Alternate
Chris D'Esposito, Alternate
Greg Williams, Alternate

Board of Finance members absent

Michael Cammarota
Cheryl Reedy
Claudia Willard

Board of Education members present

Dominic Cipollone, BOE Chairman
Tim Blair
Kathy Baker
Greg Flanagan
Kimberly LaTourette
Samantha Mannion
Ed Sbordone
Stephanie Strazza

Board of Education member absent

Amy Johnson

Call To Order

Chairman Wes Marsh called the meeting to order at approximately 7:05 pm.

Pledge of Allegiance

Appointments- Wes Marsh noted that three regular BOF members will not be in attendance for this meeting and have appointed the following alternate members to serve in their absence:

- Michael Cammarota - Dave Coleman
- Cheryl Reedy - Greg Williams
- Claudia Williams - Chris D'Esposito

Other Town officials and Educators present

Dr. Kenneth Craw, Superintendent of Schools
Carrie DePuy, Director of Business and Operations
Katherine Matz, Pupil Personnel Director
James D'Amico, New Fairfield High School Principal
Karen Gruetzner, New Fairfield Middle School Principal
Allyson Story, Elementary Principal
Melissa Busnel, Special Education Supervisor

Also Present

Attorney Andy Bellach - Shipman and Goodwin

Presentation by Director of Pupil Personnel Director

Board of Education Chairman Dominic Cipollone noted that the purpose of this meeting is to get a greater understanding of the laws regarding special education and how they pertain specifically to New Fairfield.

Pupil Personnel Director Katherine Matz introduced herself and gave a brief description of her background pertaining to Special Education. She also introduced Attorney Andy Bellach from the firm of Shipman and Goodman. Ms. Matz spoke of the Special Education laws and how they affect the budget and noted that the district is required to fund services for every student that is identified as needing services. Other topics of discussion included the difference between IEP and 504 plans and the rules regarding services for gifted and talented students. There was a brief description of the STRIDES program and it was noted that qualified students are eligible for the program until the day they turn 22.

Dr. Kenneth Craw spoke of the team effort of all educators and spoke not only of the legal obligations but also the moral and ethical obligations for special education students. He applauded staff members for their hard work on behalf of the special education community.

Board Member Comments

Members of the Board of Finance and the Board of Education thanked Ms. Matz for her thorough presentation. BOF Chairman Wes Marsh asked members of all board to direct any questions regarding the program to Superintendent of School Dr. Kenneth Craw.

Public Comment

Selectman Lori-Ann Beninson asked about the role of the family members. Katherine Matz noted that decisions are made with the collaboration of the families.

Adjournment

Kathy Baker made a motion to adjourn at 7:59 pm. Greg Flanagan seconded the motion - **All in favor**



Academic Growth & Achievement



Where We Are Today
October 2022

Terms for and Ways of Looking at our Data

- Achievement for All (percent at each level or PI)
- Achievement for Some (percent meeting benchmarks)
- Growth (percent of target achieved by all students)
- Vertically (across the district at one point in time)
- Longitudinally (across time)
- Cohort (one group of students over time)
- Performance Index (average achievement of all students)

Notes to Inform Our Thinking...

- 2019 - 2020 was Pandemic Year One - Students lost $\frac{1}{3}$ of the year
- 2020 - 2021 was Pandemic Year Two - There were school closures, room & zoom, and a remote option that meant some students never attended in-person
- 2021 - 2022 was Pandemic Year Three - It was impacted by high rates of quarantines; there was Q-school and windowing for part of the year; there was no room & zoom
- During the 2020 - 2021 school year, more than 50% of HS students were virtual
- When looking at this data, which is from the end of last year, subtract 2 to know what grade students were in when school closed abruptly in March 2020 and add 1 to know what grade students are in now
- When thinking about *this year's* students, subtract 3 to know what grade students were in when school closed abruptly in March 2020

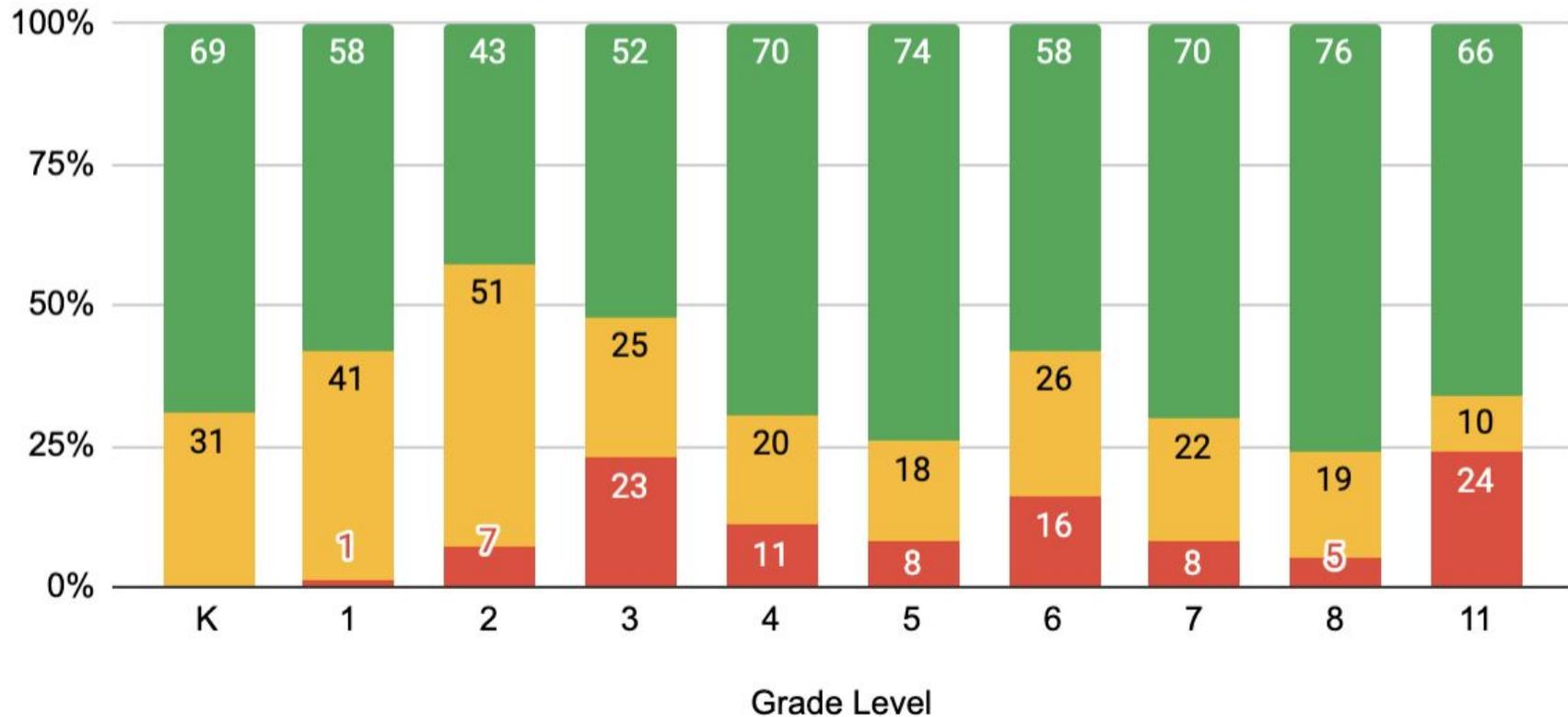
A young woman with curly hair, wearing a red t-shirt, is sitting at a white desk in a classroom, reading a book. The book is open to a page with a pink background and the title "you wish" in white cursive. The book cover also features the title "you wish" and an illustration of a girl. On the desk in front of her are several notebooks, including one with a black and white patterned cover and another with a colorful cover that says "College Ready". A clear plastic water bottle is also on the desk. In the background, other students are seated at desks, and a bookshelf is visible. The text "English Language Arts" is overlaid in white on the bottom half of the image.

English Language Arts

English Language Arts

End of Year 2022

■ % on or above ■ % approaching ■ % below



ELA

Percent Meeting or Exceeding Benchmark on iReady, SBAC & SAT

Grade	2016 2017	2017 2018	2018 2019	2019 2020	2020 2021	2021 2022
K					67	69
1					58	58
2					55	43
3	76	73	63		55	52
4	73	78	74		61	70
5	76	76	79		59	74
6	64	77	73		65	58
7	73	77	77		75	70
8	68	78	72		72	76
3-8 Combined	72	77	73		64	67
11	80	86	78		77	65

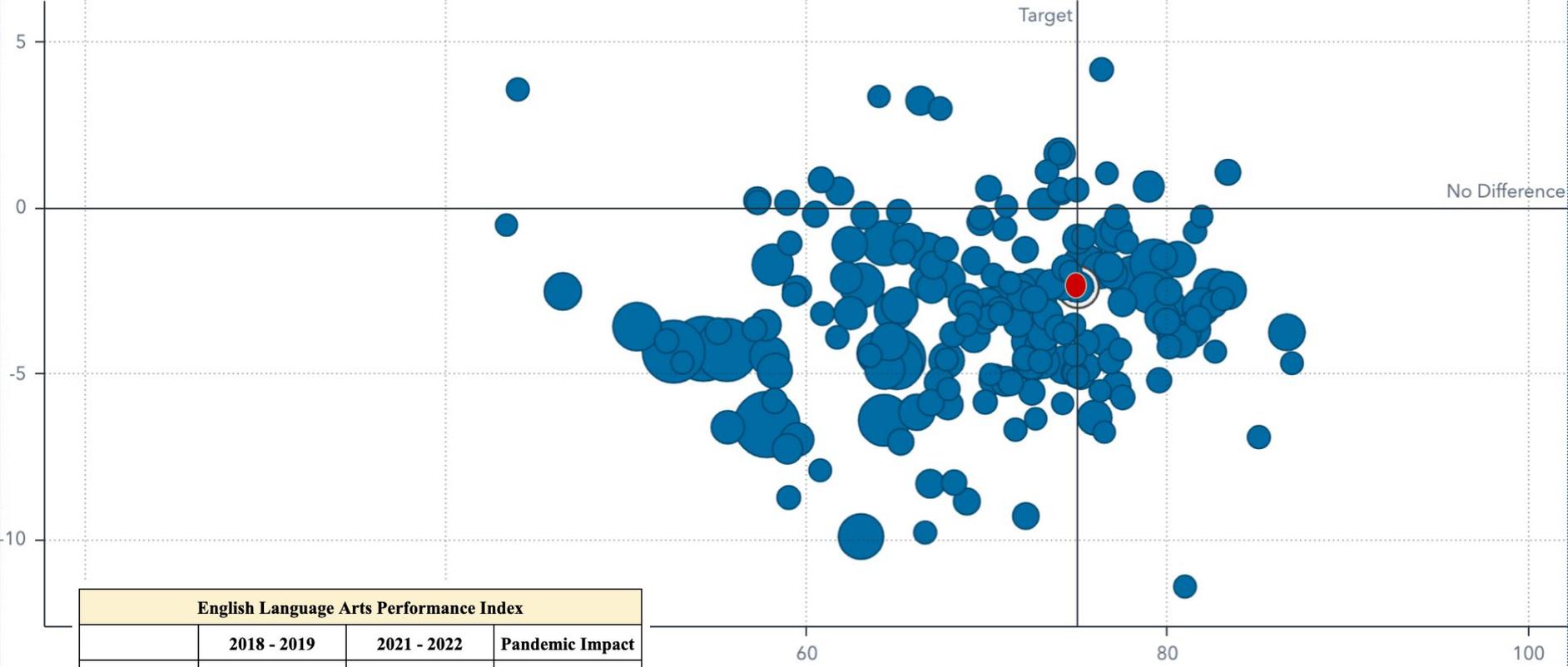
Student Growth
Average Percentage of Target Met

Grade	ELA	
	2019	2022
4	76	84
5	69	75
6	61	55
7	61	69
8	45	66
Combined	62	69
<i>State</i>	<i>60</i>	<i>60</i>



Change in Performance Index (2018-19 to 2021-22)

Difference 2018-19 to 2021-22



English Language Arts Performance Index			
	2018 - 2019	2021 - 2022	Pandemic Impact
State of CT	67.7	64.2	- 3.5
New Fairfield	75.1	72.7	- 2.4

2018-19 Performance Index

Notes to Inform Our Thinking...

- Masks were worn in school, likely impacting early language and literacy learning in all of 2020 - 2021 and $\frac{2}{3}$ of 2021 - 2022
- Foundations was first implemented in grades K - 2 in the 2019 - 2020 school year
- Students currently in grade 5 had one partial year of Foundations in grade 2

Actions implemented to positively impact student learning & academic performance in literacy

Elementary School: reprioritized time use in K - 1, PL on dyslexia K-5, updated version of grades 3-5 word study resource, new resource for phonemic awareness K-1, continued PL on strategy group reading instruction, units aligned to standards

Middle School: shift in specialized reading instructional model to assure regular and special education support, update of intervention processes, excellent hiring of highly trained reading staff

High School: New 9th grade reading intervention class

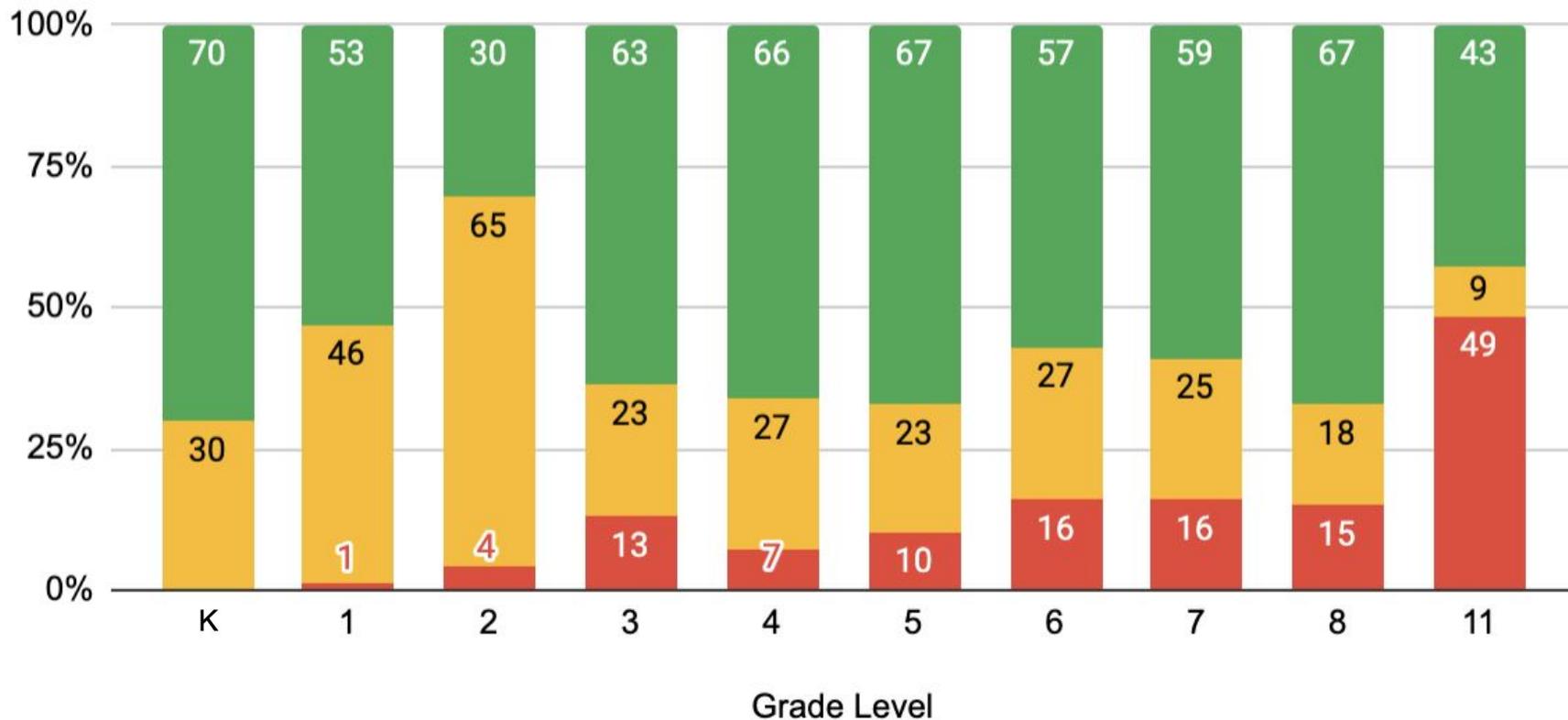


Mathematics

Mathematics

End of Year 2022

■ % on or above ■ % approaching ■ % below



MATH

Percent Meeting or Exceeding Benchmark on iReady, SBAC & SAT

Grade	2016 2017	2017 2018	2018 2019	2019 2020	2020 2021	2021 2022
K					60	70
1					44	53
2					27	30
3	83	84	74		55	63
4	70	75	69		58	66
5	64	62	69		46	67
6	59	69	66		54	57
7	56	58	67		56	59
8	56	71	59		47	67
3-8 Combined	65	70	67		52	64
11	43	57	48		55	42

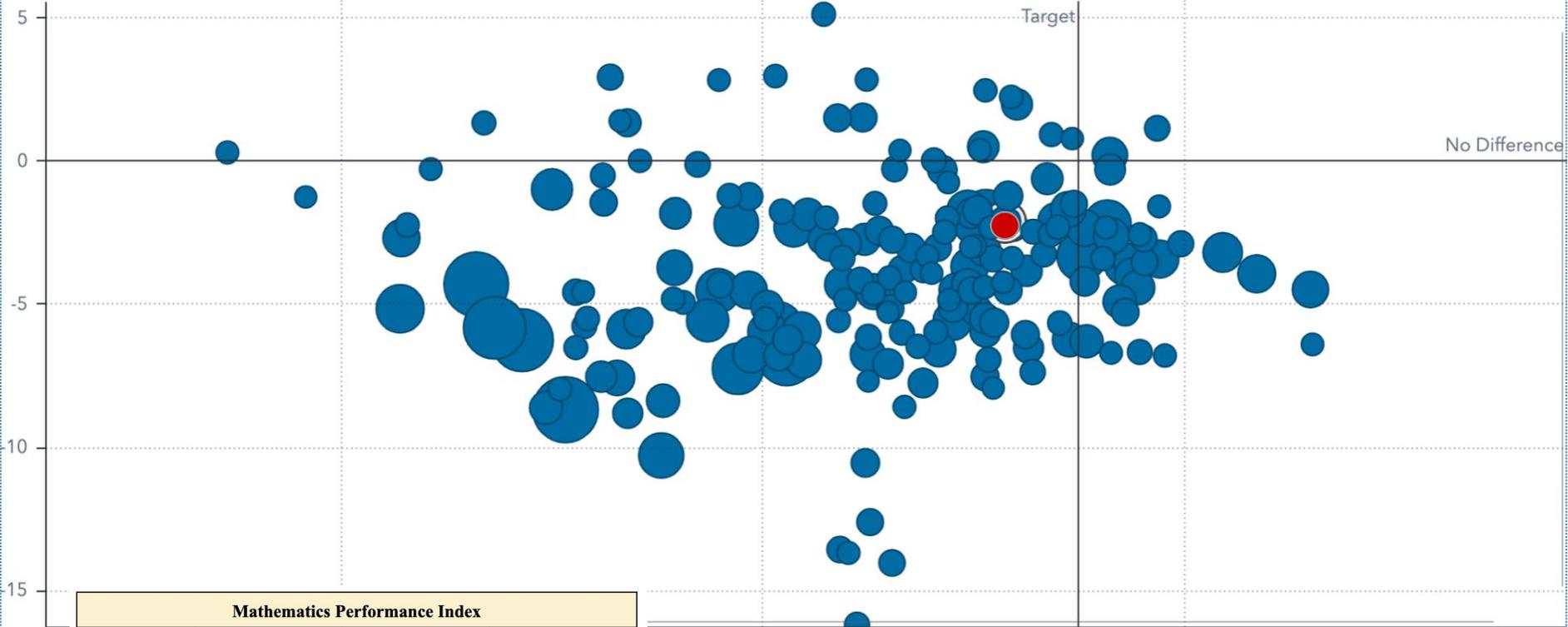
Student Growth
Average Percentage of Target Met

Grade	MATH	
	2019	2022
4	50	82
5	72	79
6	72	82
7	54	72
8	77	80
Combined	65	79
<i>State</i>	<i>63</i>	<i>65</i>



Change in Performance Index (2018-19 to 2021-22)

Difference 2018-19 to 2021-22



Mathematics Performance Index			
	2018 - 2019	2021 - 2022	Pandemic Impact
State of CT	63.1	58.6	- 4.5
New Fairfield	71.5	69.4	- 2.1

2018-19 Performance Index

Notes to Inform Our Thinking...

- The majority of the 11th graders were enrolled in Algebra I in Pandemic Year 1
- The majority of the 11th graders were in Geometry/Data Science in Pandemic Year 2
- K-5 instruction aligned to standards

Actions implemented to positively impact student learning & academic performance in mathematics

Elementary School: Bridges implementation, instruction aligned to standards

Middle School: focus on math practices, exploring potential resources, supporting special education math teachers, algebra in grade 7, focus on standards and discourse

High School: math everyday for all Algebra I (new), math everyday for non-proficient in Geometry & Algebra II



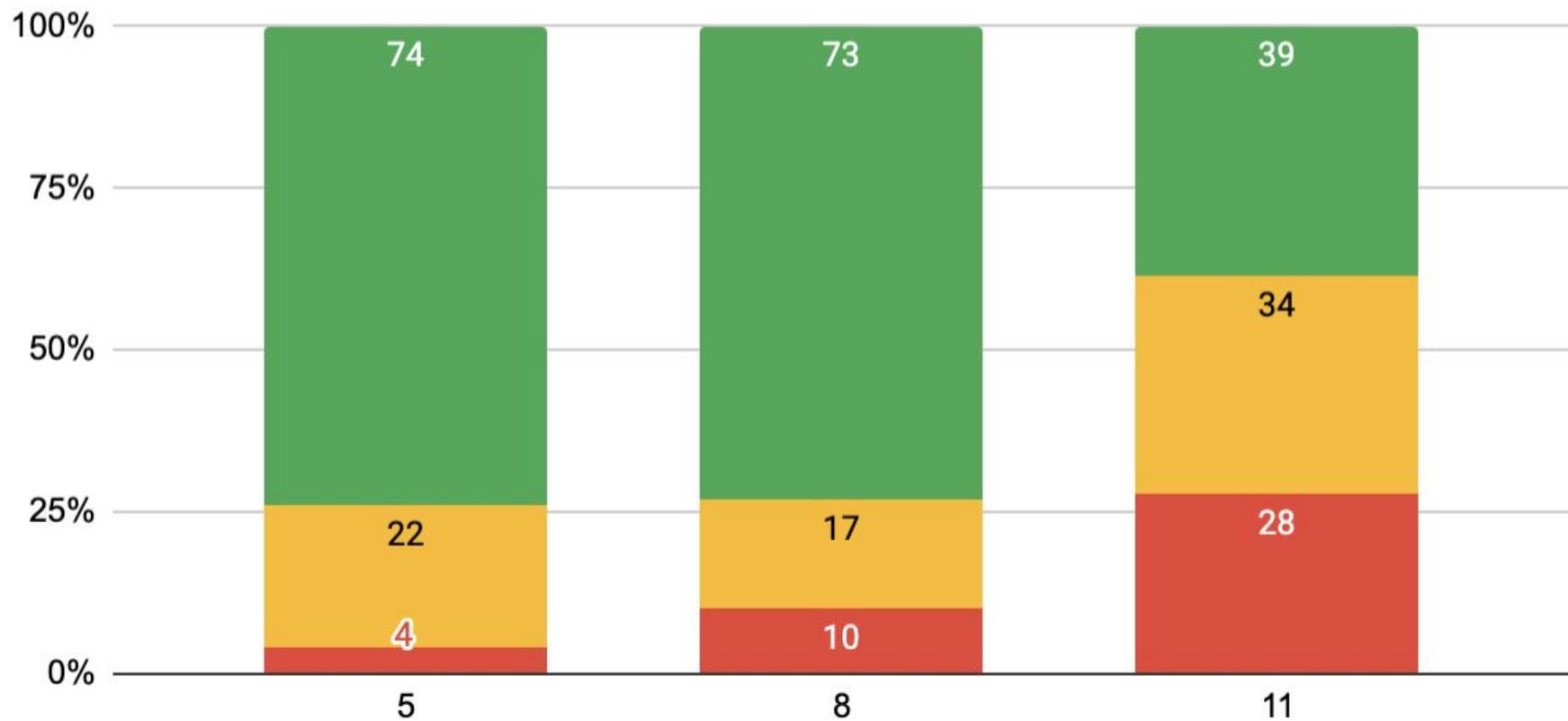
...

Science

Science

End of Year 2022

■ % on or above ■ % approaching ■ % below



Science

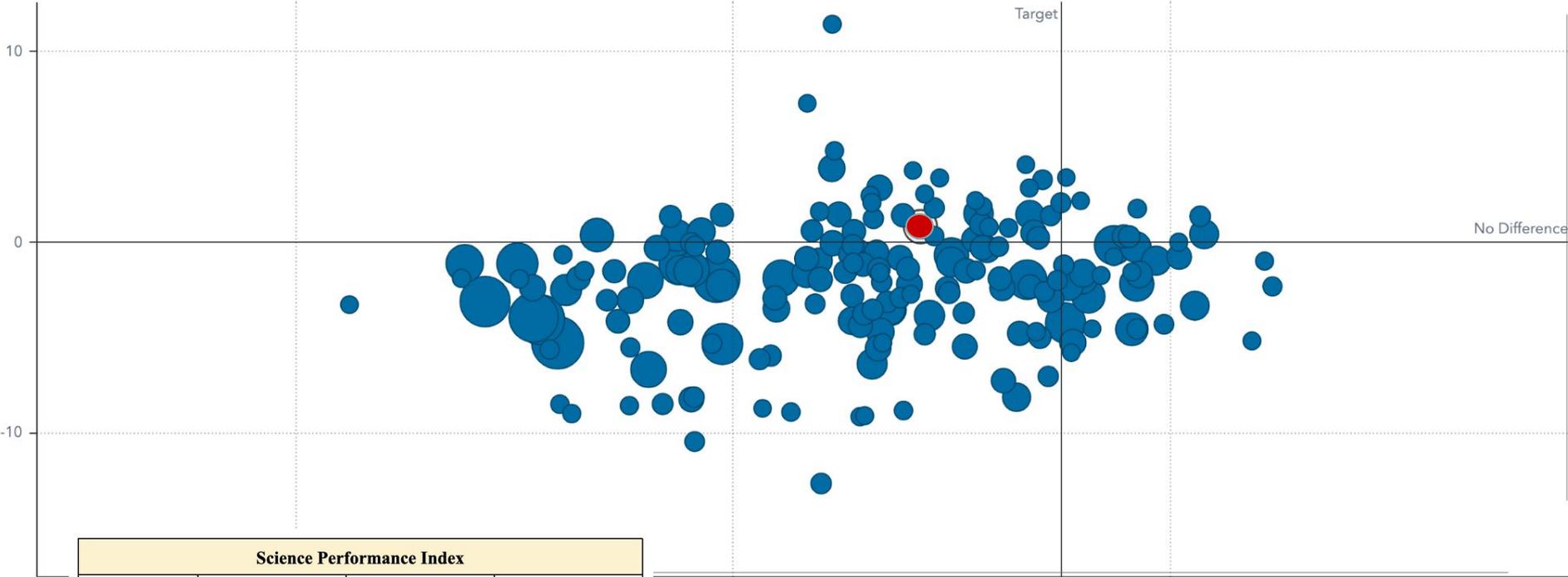
Percent Meeting or Exceeding Benchmark on NGSS

Grade	2018	2019	2020	2021
	2019	2020	2021	2022
5	82		61	74
8	56		60	73
11	48		55	39
Combined	62		59	63



Change in Performance Index (2018-19 to 2021-22)

Difference 2018-19 to 2021-22



Science Performance Index			
	2018 - 2019	2021 - 2022	Pandemic Impact
State of CT	63.8	61.4	- 2.4
New Fairfield	68.6	69.4	+ 0.8

2018-19 Performance Index

Notes to Inform Our Thinking...

- 2019 - 2020 was the first year of the reorganized HS Science sequence that allows all students to take Biology, Chemistry and Physics
- Students in grade 11 in 2021 - 2022, had significant disruption to both Biology and Chemistry and some disruption to Physics
- Students who are in grade 11 this year, had significant disruption to Biology and some disruption to Chemistry and should have a typical Physics experience this year
- The middle school reorganized their units of study, starting in 2019 - 2020
- The middle school science department implemented a new assessment tool in 2021 - 2022 in all 3 grades

Actions implemented to positively impact student learning & academic performance in science

Elementary School: Exploring new resources

Middle School: Exploring new resources, implementation of new assessment tool

High School: Developing resources, focus on science practices, integrating IABs, emphasis on labs and rigor across levels

Systems of Support to Impact Continuous Growth & Achievement



NEW FAIRFIELD'S DISTRICT INSTRUCTIONAL STRATEGY MAP 2022 - 2023

District Leaders will	Building Leaders will	Coaches, Department Chairs and Grade Level Leaders will	Teachers will	Students will	So that our Graduates are...
<p>Utilize the district's vision for our graduates as a "true north"</p> <p>Communicate our shared vision</p> <p>Collaborate regularly with building leaders</p> <p>Lead district-wide equity work</p> <p>Support the work through Professional Learning:</p> <ul style="list-style-type: none"> • Task Design (Antonetti) • Responsive Classroom (A. Story) • Reading Strategy Groups (Dignon) • Community Building (Cobb/Hall) • Numeracy Practices • Gifted consultant (Dr. Earle) • Coaching training for coaches • Dyslexia/Literacy Acquisition (Nascimento) <p>Share in teacher evaluation, focusing on this plan</p> <p>Provide an SLO that addresses the district focus</p> <p>Continue to develop a comprehensive K-12 systemic curricula</p> <p>Purchase new resources as necessary and appropriate</p> <p>Promote a positive district culture and climate</p>	<p>Utilize the district's vision for our graduates as a "true north"</p> <p>Create building specific strategy maps to support this plan</p> <p>Observe instruction regularly</p> <p>Use the co-created HQI definition to discuss and evaluate instruction</p> <p>Build off of our work with JA about task design and support teachers' work</p> <p>Listen closely to staff to understand their needs</p> <p>Support a "Walk-through" model for teachers</p> <p>Support the coaches in implementing the district coaching model (no opt-outs)</p> <p>Support the implementation of our systemwide, tiered intervention process</p> <p>Promote a positive school culture and climate</p>	<p>Utilize the district's vision for our graduates as a "true north"</p> <p>Implement the district coaching model</p> <p>Work side-by-side, hands-on, with teachers</p> <p>Encourage teacher reflection</p> <p>Participate in PL alongside teachers</p> <p>Participate in coaching training</p> <p>Develop a deep understanding of HQI</p> <p>Develop a deep understanding of "agency"</p> <p>Build off of our work with JA about task design and support teachers' work</p>	<p>Utilize the district's vision for our graduates as a "true north"</p> <p>Design tasks that support mastery of the standard and for which success is clearly defined and are designed for students to make meaning and provide an opportunity for <i>each</i> student to engage personally, intellectually, and academically</p> <p>Create a learning environment that is inclusive, flexible, and emotionally and intellectually safe in order to foster authenticity, personal connections, learning with and from others, and intellectual risk-taking</p> <p>Intentionally and purposefully orchestrate student-centered learning through questioning, listening, eliciting student thinking, and providing actionable feedback to support students in making meaning</p> <p>Provide tiered intervention in a systematic manner in line with our Intervention Process</p> <p>Partner with colleagues to support student learning</p> <p>Actively engage with coaching</p>	<p>Develop their ability to integrate thinking, feeling, and behaving to succeed at important developmental tasks (CASEL)</p> <p>Be academically and intellectually engaged to make meaning and connections</p> <p>Take ownership of their learning through civil discourse, questioning, taking risks, extending thinking, collaborating, and persevering</p>	<p>Knowledgeable Scholars</p> <p>Talented Communicators</p> <p>Critical & Creative Thinkers</p> <p>Engaged Global Citizens</p> <p>Self-determined & Self-reliant Individuals</p>

Vision of the Graduate... Introduced at New Teacher Orientation, PL linked with HQI and Task Design, Coaches & admins developing this

High-quality Instruction... student centered, agency, discourse, differentiation and specialized instruction (special education and gifted services)

Through-line... teacher and admin goals from strategy map, HQI as an evaluation tool

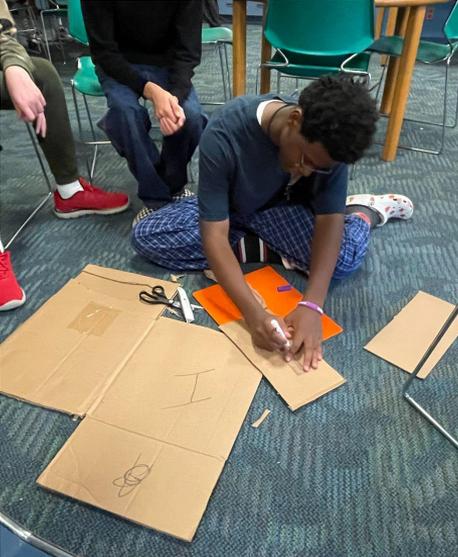
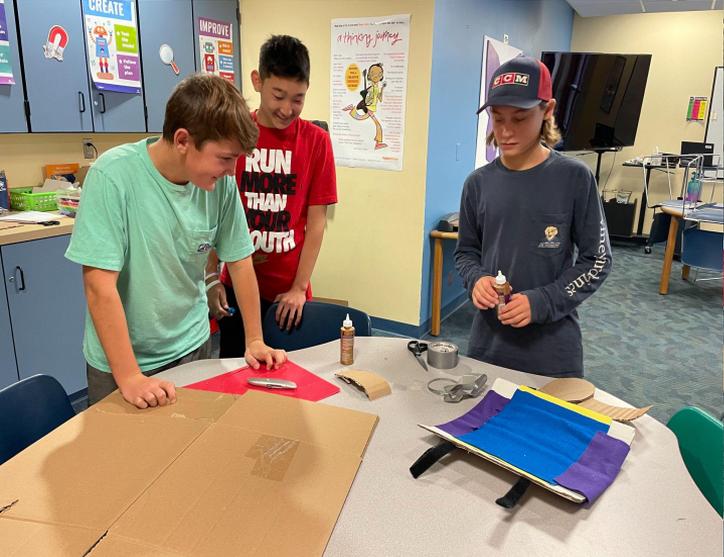
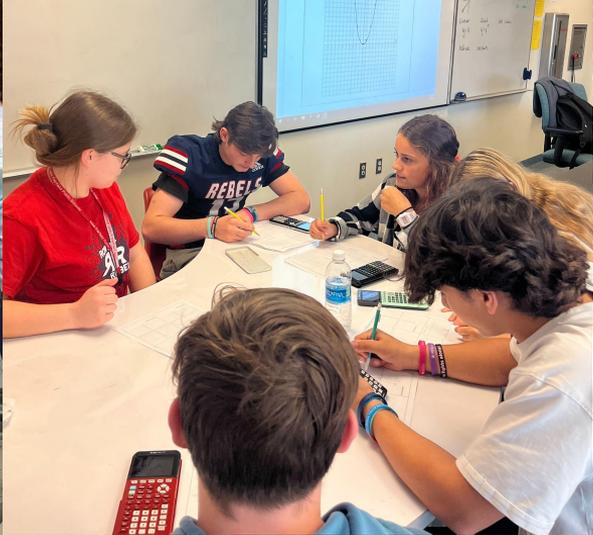
Coaching... Newly articulated coaching model

Intervention... systematic, systemic and intentional, dedicated WIN block K-8

Curriculum... Standards driving instruction, vertical articulation



“A dream written down with a date becomes a goal. A goal broken down into steps becomes a plan. A plan backed by action makes your dreams come true.” Greg S. Reid



A sample of this mandated policy to consider with update reflecting PA 22-87.

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program

Definitions

~~**Sexual violence** is a multi-layered oppression that occurs at the societal and individual level and is connected to and influenced by other forms of oppression, in particular, sexism, racism and heterosexism. On the societal level, it is the preponderance of attitudes, actions, social norms that perpetuate and sustain environments and behaviors that promote a cultural tolerance, acceptance, and denial of sexual assault and abuse. On an individual level, sexual violence is a wide range of sexual acts and behaviors that are unwanted, coerced, committed without consent, or forced either by physical means or through threats.~~

Sexual abuse refers to coerced or forced sexual contact or activity that may be ongoing or occurs over time, often within a trusting relationship. Most victims know their perpetrators. Perpetrators are usually older than their victims and may trick or force them into gradually doing the sexual behavior. The sexual behavior may not be violent and may even be pleasurable to the child, who doesn't necessarily know it is wrong. Perpetrators of ongoing sexual abuse control the child/youth through secrecy, shame, or threats. Children cannot consent to sexual contact with adults or older youth, and sexual contact is considered abuse, regardless of whether it includes touching or not.

Sexual assault usually refers to forced or unwanted sexual contact or activity that occurs as a single incident, as opposed to ongoing sexual abuse that may continue over time. It may also involve verbal or visual behaviors, or any type of pressure designed to coerce or force someone to join in the unwanted sexual contact or activity. The assault may involve a similar range of behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation or pressure. The offender usually takes advantage of the victim's vulnerability. Anyone can perpetrate this type of abuse – a trusted friend or family member, a stranger, a casual acquaintance, or an intimate partner.

Alternate Definition

~~**Sexual assault** can be defined as any type of sexual contact or behavior that occurs by force or without consent of the recipient of the unwanted sexual activity. This includes sexual activity such as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape. It includes sexual acts against people who are unable to consent either due to age or lack of capacity.~~

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program (continued)

Program

The **New Fairfield** Public Schools shall implement the Sexual Abuse and Assault Awareness and Prevention Program identified or developed, in compliance with C.G.S 17a-101q, by the Department of Children and Families, in collaboration with the Department of Education and other assisting entities, with the goal of informing students and staff about child sexual abuse and assault awareness and available resources. The District's implementation of the Sexual Abuse and Assault Awareness and Prevention Program, per statute, shall be not later than October 1, 2016. The program, for students in Grades K-12, inclusive, shall include, but not be limited to:

1. Providing teachers instructional modules that may include, but not be limited to:
 - a. Training regarding the prevention and identification of, and response to, child sexual abuse and assault, and
 - b. Resources to further student, teacher and parental awareness regarding child sexual abuse and the prevention of such abuse and assault.

Alternate Language:

- ~~1. Providing mandatory training to all District staff to ensure they are fully informed on:
 - a. The warning signs of sexual abuse and sexual misconduct involving a child, including recognizing and reporting child sexual abuse,
 - b. Mandatory reporting requirements,
 - c. Prevention and identification of, and response to, child sexual abuse and assault,
 - d. Bystander and appropriate interaction with children and training programs,
 - e. School District policies pertaining to sexual abuse and sexual misconduct,
 - f. Establishing and maintaining professional relationships with students,
 - g. Available resources for children affected by sexual abuse or misconduct, and
 - h. Appropriate follow up and care for abused students as they return to the classroom setting.~~
2. Providing students age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to:
 - a. The skills to recognize:
 - i. Child sexual abuse and assault,
 - ii. Boundary violations and unwanted forms of touching and contact, and
 - iii. Ways offenders groom or desensitize victims.

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program (continued)

~~*Alternate Language:*~~ (continued)

- ~~b. Strategies to promote disclosure, reduce self-blame and mobilize bystanders.~~
- ~~c. Actions that child victims of sexual abuse and assault may take to obtain assistance.~~
- ~~d. Intervention and counseling options for child victims of sexual abuse and assault.~~
- ~~e. Access to educational resources to enable child victims of sexual abuse and assault to succeed in school.~~
- ~~f. Uniform procedures for reporting instances of child sexual abuse and assault to school staff members.~~

~~The lessons should be evidence-informed, developmentally and age-appropriate and informed by the required curricula standards and performance indicators contained in the SDE Guidelines (Section Three).~~

~~[*Note: Above items a, b, c, d, e, and f are required per P.A. 14-196.*]~~

3. Implementing a child sexual abuse curriculum to provide age-appropriate information to teach students the difference between appropriate and inappropriate conduct in situations where child sexual abuse or sexual assault could occur, and to identify actions a child may take to prevent and report sexual abuse or sexual assault. Students will be:
 - a. Provided with resources and referrals to handle these potentially dangerous situations.
 - b. Provided access to available counseling and educational support.

The Board of Education directs the Superintendent develop administrative regulations to address the issues of students obtaining assistance, intervention and counseling options, access to educational resources and procedures for reporting instances of child sexual abuse and assault.

A student shall be excused from participating in the sexual abuse, assault awareness and prevention program offered within the school, in its entirety or any part thereof, upon receipt by the Principal or his/her designee, of a written request from the student's parent/guardian.

~~(*Alternate language:* A student shall be excused from participating in classroom instruction regarding sexual abuse and sexual assault upon receipt by the Principal of a written request from the student's parent or guardian.)~~

Any student exempted from the sexual abuse and assault awareness and prevention program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work.

Students shall be encouraged to disclose abuse to a trusted adult member of the staff, including, but not limited to, teachers, administrators, nurses, coaches, and counselors. Child abuse reporting procedures will be followed for all acts of violence and sexual abuse against children as delineated in policy #5141.4, "Reporting of Suspected Child Abuse," and its accompanying regulations.

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program (continued)

Reporting Child Sexual Abuse and Assault

Connecticut General Statutes §17a-101, as amended, requires all school employees including the Superintendent of Schools, school teachers, substitute teachers, administrators, school guidance counselors, school paraprofessionals, licensed nurses, physicians, psychologists, social workers, coaches of intramural or interscholastic athletics, or any other person, who in the performance of his/her duties, has regular contact with students and who provides services to District students, who have reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent risk of serious harm to report such abuse and/or neglect in compliance with applicable state statutes.

An oral report by telephone or in person shall be made as soon as possible but no later than 12 hours to the Commissioner of Children and Families and to the Superintendent of Schools or his/her designee followed within 48 hours by a written report to the Department of Children and Families.

Reporting suspected abuse and/or neglect of children, in addition to the requirements pertaining to staff training, record keeping and dissemination of this policy, shall be in accordance with the procedures established and set forth in the Administrative Regulation #5141.4.

(cf. 5131.911 – Bullying)

(cf. 5141.4 – Reporting of Suspected Child Abuse)

(cf. 5145.5 – Sexual Harassment)

Legal Reference: Connecticut General Statutes
17a-101q Statewide sexual abuse and assault awareness and prevention program
A Statewide K-12 Sexual Assault and Abuse Prevention and Awareness Program developed by DCF, SDE, and Connecticut Alliance (The Alliance) to End Sexual Violence.
PA 22-87 AN Act Concerning the Identification and Prevention of and Response to Adult Sexual Misconduct Against Children

Policy adopted:

rev 8/16

rev 7/22

Existing policy updated to reflect PA 22-80.

Instruction

Curriculum

In accordance with state statutes, the prescribed course of study shall include at least the following subject matter:

1. The arts, including dance, music, art and theater;
2. Career education;
3. Consumer education;
4. Health and safety, including, but not limited to, human growth and development; nutrition; first aid including CPR training; disease prevention and cancer awareness, including age and developmentally-appropriate instruction in performing self-examinations for screening breast and testicular cancer; community and consumer ~~health,~~ **health**; physical mental and emotional health, including youth suicide prevention, substance abuse prevention including opioid use and related disorders; safety, including the use of social media, and may include the dangers of gang membership; ~~and~~ accident prevention;
5. Language arts, including reading, writing, grammar, speaking and spelling;
6. Mathematics;
7. Physical education;
8. Science, which may include the climate change curriculum;
9. Social studies, including citizenship, economics, geography, government, history, and Holocaust and genocide education and awareness, **and Asian American and Pacific Islander (AAPI) Studies (effective 2025-2026 school year)**;
10. African-American and Black Studies;
11. Puerto Rican and Latino Studies;
12. Native American Studies (*effective 2023-2024 school year*);
13. Computer programming instruction; and
14. At least on the secondary level, one or more world languages and vocational education.

The curriculum development/revision process will be conducted by a District Curriculum Committee that has the responsibility to recommend, develop, review, and approve all curriculum for the District and said curriculum shall be subject to the approval of the Board of Education.

The Board of Education reserves the responsibility for establishing and approving curricula for the school district. Teachers shall teach within the approved curricula.

Instruction

Curriculum

The Board of Education in establishing and approving curricula for the school district will give due consideration to the possible adoption and use of the model curriculum for grades K-8 developed by the Connecticut State Department of Education in collaboration with the State Education Resource Center (SERC) upon its availability. Such consideration shall be based upon the recommendation of the District Curriculum Committee.

(cf. 6110 - Provisions of Negotiated Agreements)
(cf. 6121 - Nondiscrimination: Instructional Program)

Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study, as amended by PA 08-153, PA 21-2 JSS, Sections 374, 375, 376.
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.
10-18 bet seq. re Firearms safety programs.
10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught. Training of personnel. Evaluation of programs by alcohol and drug abuse commission and department of education.
10-19a et seq. re Substance abuse prevention team.
10-24 Course in motor vehicle operation and highway safety.
10-21 et seq. re Vocational education and cooperation with business.
10-220 Duties of boards of education as amended by PA 08-153.
10-221a High School graduation requirements.
PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School.

Policy adopted: March 3, 2022
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Existing policy, appropriate as written, with update to legal reference.

Instruction

Distance Education

Virtual/Online Courses

The Board of Education believes that distance education through virtual/online courses is an opportunity for enrichment for NFHS students. Online learning has a distinct advantage in that it does not require students to be physically present in the same location as the instructor or other students. Distance education courses are part of New Fairfield's educational program delivery system to increase accessibility and flexibility in the delivery of instruction. In addition to regular classroom-based instruction, students in the district may earn credit through distance education provided by virtual/online courses.

Virtual schools are educational organizations that offer courses at various grade levels through Internet or Web-based methods. Virtual schools allow students to take courses not currently offered at NFHS and, as such, enrich existing curriculum.

Online courses offered via organizations such as Virtual High School shall not result in a reduction of the current number of electives offered at New Fairfield High School, nor shall it result in the reduction in force of any existing staff.

In order to earn credits in meeting the requirements for high school graduation through the successful completion of on-line coursework, the Board, in compliance with C.G.S. 10-221a (17) shall ensure, at a minimum, that (a) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional District classroom setting, (b) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (c) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, (d) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (e) the courses are (1) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (2) offered by institutions of higher education that are accredited by the Department of Higher Education or regionally accredited; or (3) toward meeting the high school graduation requirement upon the successful completion of the board examination series permitting students in grades 9 through 12 to substitute achievement of a passing score on a series of examinations approved by the State Board of Education for meeting credit requirements for graduation.

If the drop-out rate of the District is determined ~~to be~~ **to have been** 8% or higher in the previous school year, the Board of Education shall establish an on-line credit recovery program for those students who are identified as being in danger of failing to graduate. These students, once identified by certified personnel, must be allowed to complete on-line District-approved coursework toward meeting high school graduation requirements. Each high school within the District shall designate, from among existing staff, an online learning coordinator to administer and coordinate the online credit recovery program.

Instruction

Distance Education

Virtual/Online Courses (continued)

New Fairfield High School students may earn a maximum of six (6) units of academic credits by completing online courses: three (3) through Virtual High School and an additional three (3) with prior approval of the high school principal for other online courses. (NOTE: In light of new legislation, District may need to reconsider “cap” on number of courses.)

One or more of the following conditions must exist for students to register for an online or virtual course:

1. Only students registered at New Fairfield High School may enroll in an online or virtual course for credit.
2. The course or its equivalent is not offered at New Fairfield High School. (In the event of an unavoidable scheduling conflict that would have a negative impact on a student's academic sequence or ability to complete proscribed graduation requirements, the administration may approve the taking of an online course ~~the equivalent of which is offered at NFHS.~~ as an equivalent substitute for a course offered at NFHS.)
3. The course could serve as a supplement to extended homebound instruction.
4. The district has expelled the student from the regular school setting, but educational services are to be continued.
5. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment for a portion of his/her academic program.

As determined by Board/school policy, students taking a virtual course will do the following:

- Adhere to the District code of conduct to include rules of behavior and consequences for violations.
- Adhere to attendance requirements of the District.
- Adhere to the District's Internet policy.
- Adhere to New Fairfield High School's policy on withdrawing from a course.

The school must receive an official record of the final grade before awarding credit toward graduation.

The site-coordinator is responsible for monitoring student progress in a virtual course.

Instruction

Distance Education (continued)

(cf. 6141.321 - Computers: Acceptable Use of the Internet)

(cf. 6141.1 - Independent Study)

(cf. 6146 - Graduation Requirements)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules, policies and procedures.

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 and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses, Other Subject Areas) and P.A. 10-111, An Act Concerning Education Reform in Connecticut.

PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School.

Policy adopted: January 5, 2006
Policy revised: December 4, 2008
Policy revised: November 4, 2010
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
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