

Policy Subcommittee Special Meeting

Wednesday, November 20, 2024 7:00 PM

Meeting Access: Policy Subcommittee (11/20/24 at 7:00 p.m.) Web:

<https://zoom.us/j/98383618014> Dial In: (929) 205-6099 Meeting ID: 983 8361 8014, 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. APPROVAL OF MINUTES

II.A. October 23, 2024 - Regular

III. ACTION ITEMS

III.A. Policy 6146 - Graduation Requirements

III.B. Policy 3517.1 - Identification Badges

III.C. Policy 2400 - Evaluation of the Superintendent

IV. INFORMATION ITEMS

IV.A. New Fairfield High School Parking Guidelines

V. OTHER

VI. ADJOURNMENT

BOARD OF EDUCATION, NEW FAIRFIELD, CT
Policy Subcommittee Meeting

Name of Subcommittee: Policy Meeting type: Regular
Date of Meeting: 10/23/24 Place of Meeting: Zoom
Members present: Kathy Baker, Amy Johnson, Kimberly LaTourette, Samantha Mannion
Members absent:
Other attendees: Ken Craw, Kristine Woleck, Dominic Cipollone, Atty. Sarah Gleason -Shipman & Goodwin
Minutes submitted by: Amy Johnson
Meeting Access: Policy Subcommittee (10/23/24 at 7:00 p.m.) Web:
<https://zoom.us/j/93059398060> Dial In: (929) 205-6099 Meeting ID: 930 5939 8060

The meeting was called to order at 7 p.m.

II. APPROVAL OF MINUTES

A. September 25, 2024 – Regular - approved by consensus

III. INFORMATION/ACTION ITEMS

Motion: To move agenda item 3.A. down to 3.C. with the remaining items moved up
Made by: Samantha Mannion Seconded by: Kim LaTourette
Recording of Vote: All in favor

A. Policy 3171.1 – Non-Lapsing Education Fund (Non-Regional School Districts)

This policy is based on new legislation, and it is a policy that we do not have. The BOE no longer needs to request from the Board of Selectmen and Board of Finance permission to keep unexpended funds, and the Board of Education can move up to 2% of unexpended funds of the operating budget into the capital account.

Motion: To move Policy 3171.1 Non-Lapsing Education Fund (Non-Regional School Districts) to the full Board for consideration and a vote with suspension of the rules for the November meeting

Made by: Samantha Mannion Seconded by: Kathy Baker

Recording of Vote: All in favor

B Policy 5114 – Suspension and Expulsion/Due Process

The Board has been provided with an overview of the changes in this lengthy CABE recommended policy. Legislative changes have driven revisions to this policy, including that there is only up to 5 days for in-school suspension at the K-2 level. Ken says he has been doing behavior intervention and Samantha wants to put that into the policy. Atty. Gleason does not recommend putting behavior intervention or crisis intervention into the policy because then we are bound to it. Ken suggested reviewing this in the future in February or March.

Motion: To move Policy 5114 – Suspension and Expulsion/Due Process to the full Board for consideration

Made by: Samantha Mannion Seconded by: Kimberly LaTourette

Recording of Vote: All in favor

C. Policy 4000.1/4200.1, 5145.44 – Sexual Harassment/Title IX

Motion: To move that the Subcommittee enter into Executive Session for the Purpose of discussing Attorney-Client Communication regarding Sexual Harassment /Title IX Policy and to invite Ken Craw, Kristine Woleck and Atty. Sarah Gleason into Executive Session

Made by: Samantha Mannion Seconded by: Kim LaTourette

Recording of Vote: All in favor

The Subcommittee entered into Executive Session at 7:22 p.m.

Motion: To move that the Subcommittee exit Executive Session

Made by: Samantha Mannion

Seconded by: Amy Johnson

Recording of Vote: All in favor

The Subcommittee exited Executive Session at 7:46 p.m.

Atty. Sarah Gleason gave an overview of the new policy. She explained that there were significant Federal changes made to Sexual Harassment/Discrimination Title IX legislation effective August 1, 2024, including an expanded definition of sexual discrimination/harassment, conduct that must be investigated and the investigation process schools must follow. The Shipman & Goodwin model policies and regulations, one for employees and one for students, comply with all the legal requirements.

Motion: To move Shipman & Goodwin's model Policy 4000.1/4200.1 Prohibition of Sex Discrimination, Including Sex-Based Harassment, with the inclusion of Kristine Woleck as the contact for students and the HR Director as the contact for staff, to the full Board for consideration with suspension of the rules.

Made by: Samantha Mannion

Seconded by: Kimberly LaTourette

Recording of Vote: All in favor

Motion: To move Shipman & Goodwin's model Policy 5145.44 Prohibition of Sex Discrimination, Including Sex-Based Harassment, with the inclusion of Kristine Woleck as the contact for students and the HR Director as the contact for staff, to the full Board for consideration with suspension of the rules.

Made by: Samantha Mannion

Seconded by: Kimberly LaTourette

Recording of Vote: All in favor

VI. OTHER – Samantha would like to have Ken put in the radar to do follow up in February. We also want to follow up and see how the cell phone implementation is going in January or February. Samantha would also like an update on residency matters later in this year/early 2025. Ken and Samantha are fine tuning evaluation paperwork, and will forward information when it is done.

VII. ADJOURNMENT

Motion to adjourn: Made by: Samantha Mannion

Seconded by: Amy Johnson

Recording of vote: All in favor

Meeting adjourned at: 7:54 p.m.

Instruction

Graduation Requirements

Introduction

In order to graduate from New Fairfield High School a student must earn a minimum of 26 credits in grades 9 through 12 (unless exceptions have been made by a duly convened planning and placement team, or otherwise in accordance with C.G.S. section 10-221a) and must have met the credit distribution requirements. When students participate in the Senior Enrichment Experience (SEE) program, they will earn graduation credits for all courses in which they have earned a passing grade at the start of their involvement in the program. Students who earn a passing grade for college coursework at accredited universities may submit official transcripts to the high school principal for consideration for credit approval. Students must also meet three performance standards: English Language Arts, Mathematics, and Science. These standards define the areas of literacy that the New Fairfield Public School District feels all students should know and be able to do.

Credit Distribution Requirement for the Classes of 2019 – 2022:

• English	4 credits
• Mathematics	3 credits
• Social Studies	3 credits
	(including at least ½ credit in Civics or American Government)
• Science	3 credits
• Health/Physical Education	2 credits
• World Language	1 credit
• School and Community Service	.5 credit
• Personal Finance	.5 credit
• Fine/Applied Arts	2 credits*
• Capstone (including SEE Project)	1 credit
• Electives	6 credits

* One credit may be earned if a student takes two world languages for four (4) years.

Instruction

Graduation Requirements (continued)

Credit Distribution Requirement for the Class of 2023 – 2025: ~~and beyond:~~

- **Humanities** **9 credits**
 - English* 4 credits
 - Social Studies* 3 credits
 - *including 1 credit of United States History*
 - American Government* .5 credit
 - Fine & Performing Arts (FAPA)* 1 credit
 - English, Social Studies, or FAPA** .5 credit
- **STEM** **9 credits**
 - Mathematics* 3 credits
 - Science* 3 credits
 - Career & Technical Education (CTE)* 1 credit
 - Mathematics, Science, or CTE** 2 credits
- **Physical Education & Health** 2 credits
 - Physical Education & Wellness* 1 credit
 - Health & Safety Education* 1 credit
- **World Language** **1 credit**
- **Personal Finance** **.5 credit**
- **School & Community Service** **.5 credit**
- **Senior Enrichment Experience /** **1 credit**
 - Attributes of the Graduate* **NFPS Vision of the Learner**
- **Open Credits** **3 credits**

Instruction

Graduation Requirements

Credit Distribution Requirement for the Class of 2026 and beyond:

- **Humanities** **9 credits**
 - English* *4 credits*
 - Social Studies* *3 credits*
 - *including 1 credit of United States History*
 - American Government* *.5 credit*
 - Fine & Performing Arts (FAPA)* *1 credit*
 - English, Social Studies, or FAPA** *.5 credit*
 - **STEM** **9 credits**
 - Mathematics* *3 credits*
 - Science* *3 credits*
 - Career & Technical Education (CTE)* *1 credit*
 - Mathematics, Science, or CTE** *2 credits*
 - **Physical Education & Health** **2 credits**
 - Physical Education & Wellness* *1 credit*
 - Health & Safety Education* *1 credit*
 - **World Language** **1 credit**
 - **Personal Finance** **.5 credit**
- *To be applied towards credits required in Humanities or STEM requirements or as an elective credit.*
- **School & Community Service** **.5 credit**
 - **Senior Enrichment Experience /** **1 credit**
Attributes of the Graduate **NFPS Vision of the Learner**
 - **Open Credits** **3 credits** **To fulfill the total of 26 credits**

* If a student takes two world languages for four (4) years, one open credit in Humanities (English, Social Studies, or FAPA) or STEM (Mathematics, Science, or CTE) may be earned.

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 is defined as** ~~shall consist of~~ not less than the equivalent of a forty-minute class period for each school day of a school year 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 coursework or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

Instruction

Graduation Requirements (continued)

Academic Advancement Program

The Board of Education permits students in grades eleven and twelve to substitute (1) achievement of a passing score on an existing nationally recognized examination, approved 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.

All students must carry seven classes each semester. Seniors may carry six classes and petition for early release if they have 20 credits, are in good academic standing and have the approval of their parents/guardians.

Diplomas of Distinction

The Board of Education recognizes students who exceed the credit requirements for graduation by rewarding a Diploma of Distinction based on the requirements set forth below.

Beginning with the Class of 2023, Diplomas of Distinction may also be earned by students who complete the requirements of College and Career Pathways, as defined in the New Fairfield High School Program of Studies.

~~Credit Distribution Requirement for Diploma of Distinction for the Classes of 2019 – 2022:~~

- English 4 credits
- Math 4 credits
- Science 4 credits
- Social Studies 3 credits
- World Languages 3 credits (in the same language at high school)
- Health & P.E. 2 credits
- Fine/Applied Arts 2 credits*
- School & Community Service .5 credit
- Personal Finance .5 credit
- Capstone (including SEE Project) 1 credit
- Additional 3, 4, or 5 weight elective .5 credit (during the senior year)
- Must earn a total of 26 credits

* One credit may be earned if a student takes two world languages for four (4) years.

Instruction

Graduation Requirements (continued)

Credit Distribution Requirement for Diploma of Academic **Distinction:** ~~for the Class of 2023 and beyond:~~

- **Humanities** **9 credits**
 - English* 4 credits
 - Social Studies* 3 credits
 - *including 1 credit of United States History*
 - American Government* 0.5 credit
 - Fine & Performing Arts (FAPA)* 1 credit
 - English, Social Studies, or FAPA** .5 credit
- **STEM** **9 credits**
 - Mathematics* 4 credits
 - Science* 4 credits
 - Career & Technical Education (CTE)** 1 credit
- **Physical Education & Health** **2 credits**
 - Physical Education & Wellness* 1 credit
 - Health & Safety Education* 1 credit
- **World Language** **3 credits (in the same language)**
- **Personal Finance** **.5 credit**
 - *To be applied towards credits required in Humanities or STEM requirements or as an elective credit.*
- **School & Community Service** **.5 credit**
- **Senior Enrichment Experience /** **1 credit**
 - Attributes of the Graduate* **NFPS Vision of the Learner**
- **Open Credits** **To fulfill the total of 26 credits**
1 credit

* If a student takes two world languages for four (4) years, one open credit in Humanities (English, Social Studies, or FAPA) or CTE may be earned.

To receive a Diploma with Highest Distinction a student in addition to all of the above, must complete the following:

~~For the Class of 2021 and 2022:~~

~~Earn a score in the top band of the Next Generation Science Assessment; and earn a 1280* on the SAT or a 26 Composite Score on the ACT.~~

~~*Equivalent to scoring in the top band of the SAT EBRW and Math sections as defined by Connecticut State Department of Education.~~

~~The Diploma of Highest Distinction will not be available beyond the Class of 2022.~~

Instruction

Graduation Requirements (continued)

Diplomas of Distinction in a College and Career Pathway: ~~for the Class of 2023 and beyond:~~

Students may earn a Diploma of Distinction in the following areas, to be designated as such on their official transcript:

Diploma of Allied Health Distinction
Diploma of Arts & Design Distinction

The requirements of College and Career Pathways shall be:

- Meeting the credit distribution requirements for graduation from New Fairfield High School
- Meeting the pathway-specific course requirements set forth in the New Fairfield High School Program of Studies, including a minimum of one course in which post-secondary credit may be earned
- Completion of 30 hours of work immersion in the college and career pathway area
- Participation in co-curricular activities as approved by the New Fairfield High School administration and school counseling office

FAFSA Requirement for Classes Graduating in 2027 and Thereafter

Students graduating in 2027 and beyond are required to have satisfied one of the following prior to graduation:

- (1) completed a FAFSA;
- (2) for students without legal immigration status, completed and submitted to a public institution of higher education an application for institutional financial aid; or
- (3) completed a waiver of completion of the FAFSA and/or financial aid application, as applicable, on a form prescribed by the Commissioner of Education, signed by the student's parent or guardian or signed by the student if the student is eighteen or older.

On and after March 15 of each school year, a principal or designee ~~, school counselor, teacher, or other certified educator~~ may complete the waiver on behalf of any student who has not satisfied the above requirements if such principal or designee ~~, school counselor, teacher, or other certified educator~~ affirms that they have made a good faith effort to contact the parent/guardian and ~~or~~ student about completion of such applications.

Instruction

Graduation Requirements (continued)

District's Performance Standards

English Language Arts (ELA)

Definition:

Students should be able to communicate effectively in a variety of ways, both verbally and in writing. As part of this goal, students must demonstrate proficiency at reading a variety of materials and responding appropriately. This may include making connections between a variety of sources, using problem-solving strategies, and interpreting and evaluating information.

Objectives: The student will be able to:

- read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- produce effective and well-grounded writing for a range of purpose and audiences.
- employ effective speaking and listening skills for a range of purposes and audiences.
- engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Assessment:

Students will take the Connecticut SAT School Day in Evidence-based Reading and Writing. If a student does not take the SAT, s/he must create a piece of writing that follows the Writing Process Model and produce a publishable, superior product. This writing sample will then be evaluated using a locally created assessment rubric.

Instruction

Graduation Requirements

District's Performance Standards

English Language Arts (ELA) (continued)

Implementation:

Students will have numerous opportunities in all English/Language Arts and Social Studies classes to produce writing samples using the Writing Process Model.

Assistance:

For assistance, students may go to the Learning Center, National Honor Society Tutorial Service, and/or receive one-on-one consultation with a classroom teacher.

Mathematics

Definition:

Students should become mathematical problem solvers, learn to communicate mathematically, learn to reason mathematically, learn to value mathematics, and become confident in their ability to do mathematics. While it is still important for students to be able to calculate and manipulate mathematical symbols, the focus is on technology and application of knowledge and skills.

Objectives: The student will be able to:

- explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- solve a range of well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
- clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
- analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Assessment:

Students will take the Connecticut SAT School Day. If a student does not take the SAT, s/he must meet one of the following criteria for the standard:

- Achieve a C+ or better in three math courses required for graduation, or
- Complete a performance-based learning assessment demonstrating the above skills.

Instruction

Graduation Requirements

District's Performance Standards

Mathematics (continued)

Implementation:

Students will have numerous opportunities in all mathematics classes to complete performance-based learning assessment activities.

Assistance:

For assistance, students may go to the Learning Center, National Honor Society Tutorial Service, and/or receive one-on-one consultation with a classroom teacher.

Science

Definition:

To meet graduation requirements in science, the student will be able to master scientific methodology as a basis of inquiry for all problem solving and decision making challenges.

Objectives: The student will be able to:

- define a problem and identify dependent and independent variables.
- form a hypothesis after gathering information about the problem.
- design an experiment.
- collect data through quantitative and qualitative observation.
- use the data to support or disprove the hypothesis.
- use technology to present the data in accordance with meeting the district technology standard.

~~For the Class of 2020 and beyond:~~

Students will take the Next Generation Science Assessment. If a student does not take the Science State Mastery Assessment, s/he must meet one of the following criteria for the standard:

Assessment:

- Achieve a C+ or better in three science courses required for graduation, or
- Conduct a field-based research project, or
- Complete a science research project and presentation.

Instruction

Graduation Requirements

Science (continued)

Implementation:

Students will have numerous opportunities in all science activities to complete projects using the scientific method.

Assistance:

It is strongly recommended that students who are working on a field-based research project or science research project take a fourth year of science in order to work with a science teacher for help with his/her project. Students producing a field-based research project or science research project will use the Learning Center for mentoring in the implementation of their project.

Special Circumstances

- Transfer students – Consideration will be given to a student who transfers into New Fairfield after the first three years of high school.
- Special Education students – The IEP will outline the expected performance standards for a student in special education.
- 504 students – Considerations will be given to modifications provided by the appropriate 504 plan.
- The Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes.
- The Board of Education shall award a high school diploma to any person who (1) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941 to December 31, 1946, inclusive, (2) did not receive a diploma as a consequence of such work, and (3) has been a resident of the state for at least fifty (50) consecutive years.

Notification:

Of teachers:

In September of each school year, or as soon as the scores are available, the School Counseling Department will provide a list of juniors and seniors who have not met performance standards for graduation. This list will be sent to Department Heads of each specific subject area.

Instruction

Graduation Requirements (continued)

Notification:

Of students:

At the end of the year, the School Counseling Department will notify all juniors who have not met a performance standard for graduation. At the beginning of each school year, the School Counseling Department will notify seniors as to their status relative to the performance standard requirements for graduation. They will include the options available for the student. Successful completion of a performance standard will be included on the final report period of the junior year or on the first report period it is met in the senior year.

Of parent/guardian(s):

At the beginning of each school year, the School Counseling Department will notify, in writing, the parent(s)/guardian(s) of any senior who has not yet met one or more of the performance standards for graduation. Successful completion of a performance standard will be included on the final report period of the junior year or the first report period it is met in the senior year.

Appeals

- Students should submit their appeal to the Principal within 20 days of receiving their score. The appeal should include the rubric along with a statement explaining why the student feels the score is incorrect. An independent assessor will score the performance standard.
- The Chief Academic Officer or his/her designee will name the independent assessor.
- The outcome of this assessment will be sent to the Principal who will share this information with the student and parent(s)/guardian(s).

Connecticut Seal of Biliteracy

~~Commencing with the graduating class of 2018, and for each graduating class thereafter, the~~
The Board of Education, utilizing criteria established by the State Board of Education, may/shall affix the “Connecticut State Seal of Biliteracy” to a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. “Foreign language” means a world language other than English and includes American Sign Language and any other language spoken by a ~~federally recognized~~ Native American tribe. The Board of Education shall include on such student’s transcript a designation that the student received the “Connecticut Seal of Biliteracy.”

Instruction

Graduation Requirements (continued)

Student Success Plans

The Board shall create a student success plan for each enrolled student, beginning in grade six. Such plan shall include a student's career and academic choices in grades six to twelve, inclusive. Beginning in grade six, such student success plan 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's success plan. In creating such student success plan, consideration shall be given to career and academic choices in computer science, science, technology, engineering and mathematics.

~~On or after July 1, 2021, the student success plan shall be created, if possible, in collaboration with each student and the student's parent/guardian. On or after July 1, 2022, the~~

The student success plan shall, to the extent that it does not conflict with the career choices of the student or his/her parent/guardian, include an academic plan that is in compliance with the Board's challenging curriculum policy.

Legal Reference: Connecticut General Statutes

10-5 State high school diploma; "honors diploma." Payment of fees; exceptions. (as amended by PA 17-29)

10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247 and P.A. 14-230).

10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results.

10-16(1) Graduation exercises. (As amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Appeals Establishment of Graduation Dates).

10-221a High school graduation requirements as amended by P.A. 08-138, 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 and P.A. 13-247, Budget Implementer Bill, P.A. 15-237, An Act Concerning High School Graduation and P.A. 16-4(SS), section 310, P.A. 17-42, An Act Concerning Revisions to the High School Graduation Requirements, P.A. 17-29, An Act Concerning Connecticut's Seal of Biliteracy, P.A. 19-58 An Act Promoting Careers in Manufacturing to Public School Students and P.A. 21-199 Section 4, An Act Concerning Various Revisions to the Education Statutes.

P.A. 13-108, An Act Unleashing Innovation in Connecticut Schools.

P.A. 13-247, An Act Implementing Provisions of the State Budget.

Instruction

Graduation Requirements (continued)

Policy adopted: December 2, 2004
Policy revised: December 7, 2006
Policy revised: April 3, 2008
Policy revised: November 6, 2008
Policy revised: November 17, 2011
Policy revised: March 6, 2014
Policy revised: October 30, 2014
Policy revised: April 21, 2015
Policy revised: March 3, 2016
Policy revised: November 2, 2016
Policy revised: March 2, 2017
Policy revised: June 15, 2017
Policy revised: March 1, 2018
Policy revised: March 7, 2019
Policy revised: May 6, 2021
Policy revised: January 6, 2022
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

MISSION STATEMENT

New Fairfield High School strives to provide a safe educational environment in which students *respect* the right for all to become *engaged* learners and responsible citizens who *belong, excel and lead* within a diverse society and changing world.

CORE VALUES & BELIEFS STATEMENT

New Fairfield High School is committed to all students achieving high academic standards and personal wellness, enabling continuous growth through authentic, flexible pathways. By prioritizing connectedness and compassion, we empower all members of our learning community to take ownership of our individual and collective development as we foster the *Attributes of the Graduate* **VISION of the Learner.**

ATTRIBUTES of the GRADUATE VISION of the LEARNER

(21st Century Learning Expectations)

DELETE THIS CHART

<u>Critical Thinker</u>	<u>Problem Solver</u>	<u>Effective Communicator</u>	<u>Productive Citizen</u>
<i>Improves the quality of understanding by skillfully analyzing, assessing, and constructing new knowledge within different contexts.</i>	<i>Engages in the process and act of finding the best solution(s) to a difficult or complex issue.</i>	<i>Uses a variety of methods to communicate persuasively and effectively, including written, spoken, visual, or audio discourse, appropriate to task, purpose, and audience.</i>	<i>Actively participates, demonstrates, and contributes in the responsibilities related to classroom, community, state, national and global issues.</i>
A. Synthesize and make connections through analysis, interpretation, and evaluation of collected information, including prior knowledge from multiple disciplines.	A. Observe and evaluate situations in order to define problems and specify successful outcomes.	A. Organize and express thoughts and ideas in a concise and purposeful manner, supported by spoken and textual evidence and logic.	A. Demonstrate a commitment to personal and community health and wellness.
B. Construct, justify, and refute arguments using sound reasoning and evidence to draw conclusions.	B. Conduct background research to collect artifacts/information related to problem.	B. Use appropriate language and mode(s) of communication for the given audience, context and purpose.	B. Listen to, interact with and respect the varying perspectives of others.
C. Engage in the process of analyzing, reconsidering, and questioning understandings by considering different perspectives, biases, and opinions within a broad context of issues.	C. Generate possible solutions and use evidence to choose a solution(s).	C. Integrate and synthesize information gathered from multiple sources including active speaking and listening.	C. Recognize and demonstrate ethical values and behavior in both the academic environment and the greater communities.
	D. Develop and carry out a plan to implement the chosen solution(s).	D. Use the conventions of standard English language, including grammar, syntax, punctuation, and vocabulary.	D. Demonstrate digital responsibility appropriate to task.
	E. Evaluate the best solution and persevere in attempting to solve challenging problems.		E. Volunteer to enhance community life.

ADD THIS CHART

<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> 
<p>Pursue their interests and make meaning while developing a depth of background knowledge in all of the core academic domains as well as in life skills such as financial literacy, that they can use to solve problems and succeed in life.</p>	<p>Read, write, listen, speak, create and view skillfully, critically and confidently. They can adapt their style and message for a variety of purposes, situations and audiences. As a result, they have strong relationship skills and can collaborate well. They can manage conflict confidently and respectfully.</p>	<p>Access, evaluate and apply information to solve problems, pursue their curiosities and make decisions. They will grow their creativity through experiences within the fine and performing arts which will further support their ability to think critically and creatively.</p>	<p>Learn about the history of their local community, our country and other countries around the world to understand the value and unique principles of our American democracy. They learn what other cultures are like so that they can understand, respect and embrace diversity, be socially aware, be kind, compassionate, empathetic and respectful. They obtain information from multiple, reliable sources and use it to be active, civic-minded participants within and beyond their community.</p>	<p>Set goals, persevere, and reflect as they learn to understand and regulate their emotions and reactions, which will foster their overall health, wellness and mindfulness. Through this they will become intentional, resilient, independent and most importantly, self-reliant.</p>

It is the goal of New Fairfield High School to develop multiple valid and reliable assessments along with the flexible pathways necessary for students to demonstrate ~~the Attributes of the Graduate~~ **the Vision of the Learner**. At this time, attaining ~~the Attributes of the Graduate~~ **the Vision of the Learner** is not a graduation requirement. However, it is the intention of the Board of Education to require attaining ~~the Attributes of the Graduate~~ **the Vision of the Learner** prior to graduation in the future.

Business/Non-Instructional Operations

Security of Buildings and Grounds

Site and Building Access

Identification Badges

The Board of Education recognizes the importance of providing a safe environment for all District students and staff. To promote a safe environment, the District requires all employees, volunteers and visitors to wear, above the waist, a District issued, approved identification badge.

Required Identification: All employees, while carrying out regular employment duties, will display identification badges in plain view. Student ID badges and lanyards will be provided to all students at the middle school and high school, which authorizes students to be on campus and on school buses. ~~High School students are required to display their ID badge in a prominent location and to retain their ID badge.~~ Middle School **and High School** students must retain their ID badge, but do not have to wear their badge once in school. These ID badges will help staff in identifying students. Students will be required to present their ID badge to enter the school building if they arrive after the start of the school day.

Issuing Identification Badges: Identification badges will be provided to all employees. The initial badge, clip or lanyard will be provided to all employees at no cost to the employee. ID badges will be replaced as necessary due to normal use, to make the photo current or for changes in employment status.

Visitors/Volunteers: All visitors/volunteers are required to check in to the main office or front desk to obtain a visitor's badge. Volunteer and visitor badges may be permanent and lent to the person or disposable. A log shall be maintained of all visitors/volunteers in the building. When visitors/volunteers leave the building, they must sign out.

All visitors shall display the visitor's badge while they are in the school building during the school day.

Visitors who do not comply with this policy shall be escorted from the property. Staff members who observe someone entering District facilities without proper identification are required to address the person or immediately report this circumstance to the administration main office or front desk.

Lost or Stolen Badges: The first time the identification badge is lost or stolen, the District will provide a replacement at no cost. Each additional identification badge requested will cost \$10.00 per badge. If a badge is lost or stolen, employees should contact Human Resources and students should contact the school main office immediately.

(cf. 1250 – Visits to the School)
(cf. 3516 – Safety)

Business/Non-Instructional Operations

Security of Buildings and Grounds

Site and Building Access

Identification Badges

Legal Reference: Connecticut General Statutes

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

Policy adopted: December 19, 2013
Policy revised: April 3, 2014
Policy revised: June 4, 2015
Policy revised: March 3, 2022
Policy revised: May 4, 2023

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Administration

Evaluation of Superintendent

It is the responsibility of the Board of Education to maintain and improve the quality of administration and instruction in the public school system. In this regard, the Board will formally evaluate the Superintendent each year in accordance with guidelines and criteria mutually determined and agreed to by the Board and the Superintendent.

Through the evaluation of the Superintendent, the Board will strive to accomplish the following:

1. Clarify for the Superintendent his/her role in the school system as seen by the Board.
2. Clarify for all Board members the role of the Superintendent in light of his/her job description and the immediate priorities among the responsibilities agreed upon by the Board and the Superintendent.
3. Board of Education members will make every effort to participate in the Superintendent evaluation process, including being present at the annual evaluation meeting.
4. Develop harmonious working relationships between the Board and the Superintendent.
5. Provide effective administrative leadership for the school system.

(cf. 4115 – Evaluation)

Legal Reference: Connecticut General Statutes

10-151b Evaluation by superintendents of certain education personnel.
(amended by PA 04-137, An Act Concerning Teachers' Evaluations and
P.A. 12-116 An Act Concerning Educational Reform)

Policy adopted: March 1, 2007
Policy revised: December 6, 2012
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Administration

Evaluation of Administrators

Evaluations of certified staff below the rank of Superintendent shall be conducted in accordance with the guidelines adopted by the State Board of Education under Connecticut General Statutes 10-151b, as amended and such other guidelines as are mutually agreed upon by the Board and the “teachers’ and administrators’ representative” under the Teacher Negotiations Act. Further, claims of failure to follow such guidelines shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004.

Administrators will be evaluated annually. The annual evaluation will consist of one of three parts:

- A. Development, implementation and evaluation of annual performance objectives.
- B. Professional growth.
- C. Appraisal of fulfillment of responsibilities contained within applicable job description.

Performance objectives for administrators will contain the following minimum essentials:

- A. Procedures for achieving the district's goals and objectives.
- B. A statement of specific local, division, school or department objectives and procedures for achieving those objectives.
- C. Appraisal.
- D. Procedures for involving staff members in instructional decision making (where applicable).
- E. Procedures for involvement of the community in division, school, or department activities and decisions related to the division, school or department program (where applicable).
- F. Procedures for program improvement, monitoring and evaluation (where applicable).

Conferences will be scheduled with the Superintendent or designee in June or July each year to discuss and evaluate the preceding year's job performance and personal growth plans; to discuss tentative and final job performance and personal growth plans for the succeeding year; and to discuss and sign the Superintendent's or designee's written evaluation summary. The Superintendent may invite members of the Superintendent's administrative team to assist in reviewing and evaluating the job performance plan.

The annual evaluation will be placed in the administrator's permanent personnel file.

Regulation approved:

March 1, 2007

NEW FAIRFIELD PUBLIC SCHOOLS

Regulation revised:

December 6, 2012

New Fairfield, Connecticut

Regulation reviewed:

PARKING

(CURRENT LANGUAGE)

Driving is a privilege. Only seniors may register for parking due to ongoing construction of the new high school and limited spots on campus. All vehicles must be registered in the main office with the assistant principals' secretary. A fee of \$50.00/semester is due upon registering a vehicle. Seniors will be assigned a numbered parking space based on a lottery and their continued good standing in school. **There is no parking for juniors, sophomores, or freshmen.**

- **Only students with a special parking tag issued in the main office may use the spaces in the staff lot.**
- **Parking is not allowed on any roadway**
- **Parking is not allowed on any grass areas**
- **Cars should be parked between two lines defining the parking space, not at the end of a line of cars.**

Students may not park in the faculty lot of either the high school or middle school. See Conduct Code for parking infractions. There will be some special consideration for students with documented health problems. **Cars that are illegally parked are subject to towing at the owner's expense and issued a \$25 fine, Saturday detention and/or in-school suspension for insubordination. Loss of future privileges will incur.**

Students driving unsafely or in violation of school rules may have their parking privileges revoked. The following are parking rules:

1. Students may park only in areas designated for student parking.
2. The speed limit on school grounds is 20 miles per hour and should not be exceeded.
3. Students may not loiter in cars before, during, or after school.
4. Students may not enter a parked automobile during school hours without permission from an administrator. An administrator reserves the right to deny this request.
5. Cars may not be driven from school property until the driver's last class. Students are advised not to loiter in parking areas after school.
6. Any accident on school property must be reported to administration as soon as possible.

Students leaving cars during the day do so **at their own risk**. **The parking lot is unsupervised. The school is not responsible for damage to student cars or items stolen from cars.** Students should not be in their cars or the parking lot while school is in session.

Illegally Parked Vehicles:

<u>Seniors:</u> 1 st offense: \$25.00 fee/ticket; no parking next semester for seniors. 2 nd offense: \$25.00 fee/ticket; Saturday Detention. 3 rd offense: \$25.00 fee/ticket; Saturday Detention, possibly towed Any other offenses: \$25.00 fee/ticket; In-school suspension, possibly towed	<u>Juniors:</u> 1 st offense: \$25.00 fee/ticket 2 nd offense: No parking on campus next year; \$25.00 fee/ticket 3 rd or more offenses: \$25.00 fee/ticket; Saturday Detention; In-school suspension, possibly towed
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PARKING

(DRAFT REVISION)

Driving is a privilege. Only seniors may register for parking limited spots on campus. All vehicles must be registered in the main office with the assistant principals' secretary. Students leaving cars during the day do so **at their own risk**. **The parking lot is unsupervised. The school is not responsible for damage to student cars or items stolen from cars.** Students should not be in their cars or the parking lot while school is in session.

In order to obtain a school parking pass, students must submit, at the time of registration:

- A valid Connecticut driver license with a New Fairfield or Sherman (for Sherman students) address;
- A current vehicle registration certificate with a New Fairfield or Sherman (for Sherman students) address;
- A current and valid insurance card;
- \$50 per semester registration fee, payable by cash or check.
- Seniors will be assigned a numbered parking space based on a lottery and their continued good standing in school. **There is no parking for juniors, sophomores, or freshmen.**

Parking Rules

Students are expected to conduct themselves safely and in accordance with all rules when driving and parking on campus. Adherence to these rules is critical to creating a safe campus for all high school and middle school students, staff, and visitors. Driving or parking unsafely or in violation of school rules will result in a range of consequences for student drivers and vehicle owners.

- **All vehicles must have the proper school parking tag displayed.** Any vehicle without the proper tag will be ticketed.
- **Vehicles must be parked in the designated parking space or area.** If someone is parked in a student's spot, it must be immediately reported to the main office. Please provide the driver's name, car type, and license plate number.
- **Cars must be parked between two lines defining the parking space.** You may not park in any roadway, at the end of a line of cars, on curbs, parking islands, etc.
- **Students may not park in the faculty lot of either the high school or middle school.**
- **Some students may be assigned to park in "upper lot" spaces located in or near staff lots. *Only students with a special parking tag issued in the main office may use the spaces in the staff lot.***
- **Cars that are parked in violation of the rules are subject to fines, immobilization, towing at the owner's expense, Saturday detention and/or in-school suspension for insubordination.** Loss of future privileges will incur.
- **Students may not enter a parked automobile during school hours without permission from an administrator.** The administration reserves the right to deny this request.
- **Cars may not be driven from school property until the driver's last class.**
- **Students may not loiter in cars before, during, or after school.**
- **The speed limit on school grounds is 20 miles per hour and should not be exceeded.**
- **Any accident on school property must be reported to administration as soon as possible.**

Consequences for Violation of Rules

Seniors	Juniors, Sophomores, Freshmen
<p>1st Offense</p> <ul style="list-style-type: none"> ● \$25 fine ● Reprimand <p><i>Code of Responsibility & Respect, Level 2</i></p>	<p>1st Offense</p> <ul style="list-style-type: none"> ● \$25 fine ● Reprimand ● Lose initial lottery opportunity as a senior <p><i>Code of Responsibility & Respect, Level 2</i></p>
<p>2nd Offense</p> <ul style="list-style-type: none"> ● \$25 fine ● Saturday detention ● Parking revoked for next semester <p><i>Code of Responsibility & Respect, Level 3</i></p>	<p>2nd Offense</p> <ul style="list-style-type: none"> ● \$25 fine ● Loss of senior parking privilege ● Saturday detention <p><i>Code of Responsibility & Respect, Level 3</i></p>
<p>3rd Offense</p> <ul style="list-style-type: none"> ● \$25 fine ● Saturday Detention ● Possible vehicle immobilization (\$50 removal fee) <p><i>Code of Responsibility & Respect, Level 3</i></p>	<p>3rd Offense or beyond:</p> <ul style="list-style-type: none"> ● \$25 fine ● Possible vehicle immobilization (\$50 removal fee) ● Possible towing (at owner's expense) ● Saturday detention or in-school suspension <p><i>Code of Responsibility & Respect, Level 3</i></p>
<p>4th Offense & Beyond</p> <ul style="list-style-type: none"> ● \$25 fine ● In-school suspension ● Possible vehicle immobilization (\$50 removal fee) ● Possible towing (at owner's expense) <p><i>Code of Responsibility & Respect, Level 3</i></p>	