Board of Education Regular Meeting
Thursday, November 21, 2013 7:00 PM Eastern

Mr. Scott Akam:	Present
Mr. Steve Burfeind:	Present
Mr. Ken Chapman:	Present
Mr. Kevin Hearty:	Present
Mr. Sean Loughran:	Present
Susan Starr:	Present
Dr. Amy Tozzo:	Present
Dr. Jay Voss:	Present

Present: 8.

I.		Call to Order
II.		Pledge of Allegiance
III.		Election of New Board of Education Officers
IV.		Approval of the Minutes
	IV.A.	October 17, 2013 - Regular
	IV.B.	October 24, 2013 - Special
V.		Approval of the Agenda
VI.		Chairman's Report
VII.		Superintendent's Report
VIII.		Student Representatives' Report
IX.		Committees
	IX.A.	Finance
	IX.B.	Curriculum
	IX.C.	Personnel
	IX.D.	Policy
	IX.E.	Operations
	IX.F.	Field Fees
	IX.G.	Liaison
	IX.G.1.	Board of Finance
	IX.G.2.	Magnet School
	IX.G.3.	Parks and Recreation Committee
	IX.G.4.	Permanent Building Committee
	IX.G.5.	Technology
	IX.G.6.	Safety
	IX.G.7.	Education Connection
X.		Information Items
	X.A.	Consolidated PBIS Celebration
	X.B.	BOE Subcommittee Assignments
	X.C.	CCSS – A Closer Look (CCSS)
	X.D.	2011-12 Strategic School Profile

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

         X.E.1.   Policy 1330 – Use of Facilities – Appendix B Revision

         X.E.2.   Policy 2137 - Athletic Director

         X.E.3.   Policy 3517.1 - Security of Buildings and Grounds - Site and Building Access

         X.E.4.   Policy 4148.1 - Employee Safety - School Security and Safety Committee

         X.E.5.   Policy 4148.2 - Employee Safety - Employee Identification Badge System

XI.   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 fifteen (15) minutes. People who wish to speak longer are encouraged to attend . . .

XII.   Action Items

    XII.A.   Personnel Report

    XII.B.   Approval of 2014 Board of Education Regular and Subcommittee Meeting Dates

    XII.C.   Board of Education Policies

        XII.C.1.   Policy 3160 – Appropriations/Expenditures/Encumbrances/Transfers

        XII.C.2.   Policy 3517 – Security of Buildings and Grounds

        XII.C.3.   Policy 4115 – Evaluation

        XII.C.4.   Policy 4115.3 – Athletic Coaches Evaluation

        XII.C.5.   Policy 4131 – Staff Development

        XII.C.6.   Policy 5131.7 – Weapons and Dangerous Instruments

        XII.C.7.   Policy 5131.911 – Hazing – Bullying

        XII.C.8.   Policy 6114.1 – Fire Emergency (Drills)/Crisis Response Drills

        XII.C.9.   Policy 6146.2 – Statewide Proficiency/Mastery Examinations

        XII.C.10.   Policy 7115 – Developing Educational Specifications

        XII.C.11.   Policy 7230 – Design and Process

    XII.D.   Acceptance of Grants

        XII.D.1.   Middle School Student News (Meeting Learners' Needs)

        XII.D.2.   Middle School Success (Breakfast Club) (Meeting Learners' Needs)

        XII.D.3.   Local Alcohol, Tobacco & Other Drug Abuse Prevention Council Grant

        XII.D.4.   School Security Grant

        XII.D.5.   Technology Grant

    XII.E.   Amendment to the Teacher Evaluation Plan

    XII.F.   Project Unify Award Agreement(Meeting Learner's Needs)

    XII.G.   Non-resident Student Tuition Payment Request

    XII.H.   Acceptance of Donation

        XII.H.1.   Ingersoll Auto

XIII.   Other

XIV.   EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING CONFIDENTIAL STUDENT MATTER

Close Reading with the Common Core Standards

November 21, 2013

Close reading

Close, analytic reading stresses examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole.

~PARCC Framework

Smarter Balanced ELA Claims

What students should know and be able to do to demonstrate readiness for college and career in the domain of ELA and literacy.

❖ **Claim #1 – Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.**

❖ **Claim #2 – Students can produce effective and well-grounded writing for a range of purposes and audiences.**

Smarter Balanced ELA Claims

What students should know and be able to do to demonstrate readiness for college and career in the domain of ELA and literacy.

- **Claim #3 – Students can employ effective speaking and listening skills for a range of purposes and audiences.**

- **Claim #4 – Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.**

Instructional Implications

Pre-Common Core	Common Core
ALL comprehension instruction was very focused: theme, summary, etc.	The first reading is intended to be more general; how much meaning can you make the first time?
Big pre reading component	Significantly reduced pre reading component
Not as much second or third reading to dig deeper	Rereading to dig deeper with focus
Lots of personal connections	EVERYTHING is text-based—not about personal connections

--Nancy Boyles, 2013

Approaches to Close Reading

Teacher reads entire text aloud first, then goes back and reads chunk by chunk.

Students read entire text first for a general impression, then the teacher reads chunk by chunk.

Teacher reads by chunk without an initial read-through by either the teacher or the students.

Questions students should ask themselves

- What are the difficult or important words?
- What does the author want me to understand?
- How does the author play with language to add to meaning?
- How does [character] change throughout the story?

Questions students should ask themselves

- What character trait/feeling is present here?
- What is the meaning of this simile/ personification/idiom/metaphor, and why did the author choose it?
- How do the graphics [charts, maps, photographs, etc.] add to or clarify the message?

Follow-up text-dependent questions for the teacher

EXCERPT FROM *BEHIND REBEL LINES* by Seymour Reit

- What do we know right away? (men were standing in a line. They were happy. They were going to war.)
- What important details does the author seem to be leaving out here? Why? (Where is Flint? What war? Why were they happy?)
- What strategies do you think the author wants us to use here? (picturing, wondering)
- What words seem important here?

Close Reading—Grade 5

http://www.engageny.org/resource/close-reading-strategies-with-informational-text-by-expeditionary-learning

STRATEGIC SCHOOL PROFILE 2011-12

New Fairfield School District

ALICIA M. ROY, Superintendent

Telephone: (203) 312-5770

Location: 3 Brush Hill Road
New Fairfield,
Connecticut

Website: www.newfairfieldschools.org

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Fairfield
Town Population in 2000: 13,953
1990-2000 Population Growth: 8.1%
Number of Public Schools: 4

Per Capita Income in 2000: $34,928
Percent of Adults without a High School Diploma in 2000*: 7.5%
Percent of Adults Who Were Not Fluent in English in 2000*: 0.7%
District Enrollment as % of Estimated. Student Population: 96.6%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2011   2,868
5-Year Enrollment Change   -6.4%

DISTRICT GRADE RANGE

Grade Range   PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	281	9.8	9.1	35.2
K-12 Students Who Are Not Fluent in English	22	0.8	2.0	5.6
Students Identified as Gifted and/or Talented*	155	5.4	6.8	4.0
PK-12 Students Receiving Special Education Services in District	300	10.5	10.0	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	153	89.0	91.3	79.8
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	36	11.4	11.3	13.0

*48.4 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	57	2.0
Black	44	1.5
Hispanic	167	5.8
Pacific Islander	2	0.1
White	2,585	90.1
Two or more races	10	0.3
Total Minority	283	9.9

Percent of Minority Professional Staff: 1.6%

Non-English Home Language:

0.8% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 5.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The New Fairfield Public Schools on both a districtwide and schoolwide basis continue to make efforts to reduce racial, ethnic, and economic isolation. These efforts include using grants and local resources. At Consolidated School (PreK-2), we teach students to respect and value people of all colors, abilities, ages, nationalities and religions. We look for opportunities to develop an awareness of people and customs from around the world in order to benefit from the wisdom and experience of others. Special area educators teach students about the art, music, literature and recreational choices of different cultures. We have also received the State Personnel Development Grant (SPDG) to help evaluate policies, practices, and the physical environment to make all families and community members feel valued and connected. Meeting House Hill School (3-5) is a community that welcomes parental involvement in their child's educational experience and academic development. The entire staff is committed to working closely with the community and providing a wide variety of opportunities for our parents. Administration reaches out to educate community members by writing monthly newsletters that are focused around educating parents on curriculum, instruction, and childhood development. The PTO meets monthly to discuss how funds can be allocated through mini-grants and gifts to the school so that tools such as Child's Play, High Touch-High Tech, and author visits can enrich the students' education. Through New Fairfield Middle School's (6-8) developmental guidance classes at each grade level, the topics of stereotyping, bias, discrimination, and bullying were addressed. The world language department sponsored a cultural heritage day and some students also visited the Modern Museum of Art in New York and the United Nations. At New Fairfield High School (9-12) students participate in a variety of traditional cocurricular club and sports activities, including a number of state and national competitions. These activities— State Latin Day, DECA and FBLA state and national competitions, Model United Nations conferences at Yale and Cornell—expose the students to a diverse group of young people. Students participated in Virtual High School (VHS), taking semester or yearlong courses, interacting with and learning from students throughout the country and around the world. In addition, New Fairfield High School held its annual Day of Silence sponsored by GSA. The mission of the high school includes the expectation that every student every year will have the opportunity to understand varying opinions, diverse beliefs, and cultural differences. Student groups at all schools also participated in various fundraisers throughout the year to support local charities and non-profit groups.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	70.7	59.2	62.5
Writing	75.7	62.7	70.6
Mathematics	82.4	66.5	74.4
Grade 4 Reading	69.3	64.1	41.9
Writing	74.0	65.3	51.3
Mathematics	87.2	68.0	82.5
Grade 5 Reading	83.3	67.6	74.1
Writing	81.8	68.1	72.0
Mathematics	83.3	71.6	61.9
Science	81.8	63.9	72.6
Grade 6 Reading	79.1	74.1	42.8
Writing	86.3	67.4	84.9
Mathematics	79.5	69.3	53.0
Grade 7 Reading	88.4	79.8	56.6
Writing	85.8	65.6	87.6
Mathematics	84.9	68.1	74.4
Grade 8 Reading	90.0	76.8	72.3
Writing	86.9	68.3	83.8
Mathematics	86.6	67.2	77.4
Science	75.8	61.9	59.4

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	55.3	47.5	55.6
Writing Across the Disciplines	80.9	63.0	70.9
Mathematics	59.1	49.2	59.4
Science	67.8	47.1	78.4

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	58.4	50.6	69.6

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		88.2	77.3	
Average Score	Mathematics	522	505	64.1
	Critical Reading	520	502	59.5
	Writing	523	506	63.4

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	90.9	82.7	55.6
2010-11 Annual Dropout Rate for Grade 9 through 12	0.7	2.6	64.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.5	84.5
% Employed (Civilian Employment and in Armed Services)	4.8	9.7

RESOURCES AND EXPENDITURES
DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	173.70
Paraprofessional Instructional Assistants	15.00
Special Education	
Teachers and Instructors	30.00
Paraprofessional Instructional Assistants	46.90
Library/Media Specialists and/or Assistants	5.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	10.85
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	16.09
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	103.00

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	15.0	14.5	13.9
% with Master's Degree or Above	82.3	86.9	79.6

Average Class Size	District	DRG	State
Grade K	21.5	17.9	18.5
Grade 2	21.9	19.8	19.7
Grade 5	23.2	21.9	21.6
Grade 7	18.4	20.9	20.3
High School	23.7	20.1	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,004	973	993
Middle School	1,008	1,019	1,024
High School	1,006	999	1,024

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.3	2.8	2.8
Middle School	1.6	2.1	2.2
High School	2.5	2.3	2.1

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	$22,535	$7,723	$8,464	$8,216	$8,469
Instructional Supplies and Equipment	$917	$314	$267	$249	$271
Improvement of Instruction and Educational Media Services	$999	$342	$487	$541	$482
Student Support Services	$2,889	$990	$901	$970	$901
Administration and Support Services	$4,194	$1,437	$1,468	$1,434	$1,490
Plant Operation and Maintenance	$3,381	$1,159	$1,471	$1,420	$1,463
Transportation	$1,645	$532	$735	$649	$724
Costs for Students Tuitioned Out	$528	N/A	N/A	N/A	N/A
Other	$537	$184	$165	$166	$165
Total	$37,625	$12,974	$14,238	$13,971	$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	$2,907	$996	$1,290	$1,120	$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	$7,340,371	19.5	20.9	21.7

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	83.5	11.6	3.8	1.1
Excluding School Construction	83.8	10.9	4.1	1.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Board of Education believes that at all times the schools should be well equipped, appropriately staffed, and properly maintained using the existing financial resources. Each school, beginning at the teacher level, is required to submit an annual budget request to the Principal and then to the Superintendent of Schools. While preparing their school or department requests, Principals and district administrators are charged with the responsibility of addressing students' needs through alignment with the district goal. Individual meetings are held with central office personnel to determine budgetary priorities. Additional meetings are conducted with the administrative council to prioritize district needs and to ensure that the allocation of resources spread across all schools and programs is equitable. Before the Superintendent's budget is finalized the Superintendent meets with the administrative council to discuss any impact to schools and programs. The Superintendent prepares an annual budget for consideration by the Board of Education. Many workshops are conducted as the Board examines the budget recommendations to ensure that all programs and departments are treated equitably. After approval of the Board of Education the process continues to the Board of Finance and the budget is voted on by the taxpayers at referendum. New Fairfield has been a community that has received tremendous legislative and community support with grants, bonding for school projects, and contributions that have helped support growth throughout the district.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible   279
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities   10.0%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	15	0.5	1.3	1.2
Learning Disability	91	3.3	3.2	3.9
Intellectual Disability	5	0.2	0.3	0.4
Emotional Disturbance	13	0.5	0.6	1.0
Speech Impairment	55	2.0	1.7	2.1
Other Health Impairment*	62	2.2	2.2	2.2
Other Disabilities**	38	1.4	0.7	1.0
Total	279	10.0	10.0	11.7

*Includes chronic health problems such as attention deficit disorders and epilepsy
**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2010-11 with a Standard Diploma	80.0	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	0.0	5.1

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.
- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment	Students with Disabilities		All Students	
	District	**State**	**District**	**State**
CMT Reading	37.1	36.0	80.8	70.4
Writing	34.8	21.5	82.1	66.3
Mathematics	33.0	31.8	84.1	68.4
Science	28.2	23.0	78.6	62.9
CAPT Reading Across the Disciplines	35.3	14.5	55.3	47.5
Writing Across the Disciplines	27.3	18.2	80.9	63.0
Mathematics	11.8	15.4	59.1	49.2
Science	22.7	13.6	67.8	47.1

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	33.3
	% With Accommodations	66.7
CAPT	% Without Accommodations	4.5
	% With Accommodations	95.5
% Assessed Using Skills Checklist		3.8

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	**Count**	**Percent**
Public Schools in Other Districts	1	0.4
Private Schools or Other Settings	8	2.9

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	**Count of Students**	**Percent of Students**		
		District	**DRG**	**State**
79.1 to 100 Percent of Time	214	76.7	75.7	72.1
40.1 to 79.0 Percent of Time	59	21.1	16.5	16.3
0.0 to 40.0 Percent of Time	6	2.2	7.8	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Each of the New Fairfield Public Schools' principals and district administrators are required to submit a school/ department improvement plan aligned with the district goal and theories of action, including steps to improve student achievement. This plan is the basis of the administrator's annual evaluation by the Superintendent of Schools. The district three-to-five year goal was updated in August 2011 to incorporate technology and use data to drive and personalize instruction, ensuring continuous improvement for all students. A districtwide data team committee including parents, teachers, and administrators guided the district's first year of implementation. In an effort to raise student achievement, our staff has continued to function as a Professional Learning Community (PLC) to ensure that ALL of our students achieve high levels of learning, that we focus on student academic results by using relevant data and information to promote continuous improvement, and that we create a collaborative culture through high-performing teams. Our Reading Consultant works with staff to increase benchmarks in language arts for K-2nd grade in Consolidated School. In kindergarten, on the June assessment, 85% of our students read at Level 4 C or better: 47% of that number are above goal; 81% of our first graders were reading at or above the DRA-2 Level 18 J, the expected year end benchmark; 86% of our second grade students were reading at or above the DRA benchmark of Level 28 M. The Math Specialist worked with the first and second grade teachers to modify the common math assessments that focused on the different CMT Math Strands, analyze the results, and help teams develop goals to address students' needs across the grade levels. 91% of the first graders and 86% of the second graders were at or above goal on the end-of-year math benchmark assessment.Meeting House Hill School is undergoing a twenty-eight million dollar building renovation project to provide a complete renovation to the school. PLCs and grade level data discussions provided dedicated time to discuss improvements in all academic areas. Use of Blue Ribbon, a midyear DRP, and DRA2 assessments also assisted the staff in maintaining focus on achievement.At the middle school all students took the reading, math, and language arts sections of NWEA, and teams met with the principal to develop SMART Goals and Action Plans for each student who fell below goal in reading, writing, and/or math on the 2011 CMT and/or whose NWEA scores were of concern. Goals and plans were implemented through use of differentiated instruction and/or small focused skills groups held before or after school or during X-time. Enrichment was provided by Unified Arts and World Language teachers during X-time. NWEA was administered again in January, and then goals and plans were revised. Language! and Lexia remedial reading programs were used for struggling readers. Safety Web, an alternative education program for regular and special education students, helped those students struggling to attain grade level skills to meet academic expectations for organizational, social/ emotional, and/or behavioral reasons. Staff also fully implemented Positive Behavioral Interventions and Supports (PBIS) schoolwide.At New Fairfield High School a new schoolwide data team worked to improve instruction and student achievement. The Flex program and both the day and after-school Alternative Learning Center (ALC) programs continued to support student needs. The world language department used its iPod language lab to continue to assist students develop communication skills. New Fairfield's state-of-the-art Wellness Center including TechnoGym equipment with software was also used to individualize instruction. The senior capstone continues to thrive, offering students the opportunity to participate in the Senior Enrichment Experience (SEE). Students completed community service projects, embarked on entrepreneurial ventures, were interns in public and private organizations, and chose internships as teacher assistants. All schools are committed to providing a broad spectrum of programs and support services to address student needs.

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-3 Edition

Consolidated School

New Fairfield School District

WENDY A. SEELEY, Principal
LYNN H. FICHTEL, Asst. Principal
Telephone: (203) 312-5940

Location: 12 Gillotti Road
New Fairfield,
Connecticut

Website: www.newfairfieldschools.org/con/

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: PK - 2

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 588
5-Year Enrollment Change: -11.8%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	54	9.2	9.3	39.4
K-12 Students Who Are Not Fluent in English	11	2.1	1.8	7.8
Students with Disabilities	93	15.8	13.0	10.9
Students Identified as Gifted and/or Talented	7	1.2	1.9	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	153	89.0	89.0	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	322	93.9	96.1	95.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	991	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers half-day and extended-day.

Average Class Size	School	District	State
Kindergarten	21.5	21.5	18.5
Grade 2	21.9	21.9	19.7

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	48	31
Computer Education	22	16
English Language Arts	495	488
Health	15	18
Library Media Skills	24	20
Mathematics	187	200
Music	24	32
Physical Education	24	39
Science	80	73
Social Studies	80	67
World Languages	0	7

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	2.1	1.8	7.6
% of Identified Gifted and/or Talented Students Who Received Services	0.0	17.4	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers.	87.1	88.2	78.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.6	2.3	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	100.0	94.2
# of Print Volumes Per Student*	25.7	28.8	29.7
# of Print Periodical Subscriptions	21	16	11

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	29.65
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	9.00
Paraprofessional Instructional Assistants	17.40
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	2.40
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	11.25

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	17.5	16.0	13.7
% with Master's Degree or Above	92.7	85.5	81.6
Attendance,2010-11: Average # of Days Absent Due to Illness or Personal Time	10.0	9.6	8.7
% Assigned to Same School the Previous Year	95.1	96.5	85.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Parent involvement in the education of their children is strongly encouraged and sustained in many ways at Consolidated School. Teachers communicate regularly with parents via class newsletters, websites, e-mail, phone calls, notes home and conferences. On a daily basis, parent volunteers are important in our classrooms, reading with individuals, playing "math games" for skill reinforcement with small groups, and assisting with special projects. Many parents provide valuable support in the computer lab and help to make our school library an exciting hub of literacy activity within the school. Schoolwide events popularly supported by parents include Fun Day, the Music Share, Computer Night, and Fitness Night.The Special Friends Program sponsors evening workshops presented by experienced staff members on topics of interest. These highly interactive sessions focus on ways parents can help their children to be successful academically and socially. Title I funds allowed us to provide focused skill instruction throughout the school year, as well as summer school for the month of July and the last week in August for a select group of students in K through 2nd grade.Being attuned to the needs of working parents, our active PTO schedules most of their major events as well as two monthly meetings, on evenings or weekends so that families can attend. Activities geared toward specific grade levels include the Kindergarten Story Fair, Grade 1 Social Studies Fair, and a Science Fair for Grade 2. Very popular schoolwide events are our fall and spring book fairs, the Art and Ice Cream Social and the Harvest Fair. Parents are invited to attend a gala evening each spring at the Silent Auction, a fundraiser sponsored by our PTO. The district participated in a Community Conversation focused on the literacy needs of young children. Consolidated had good representation from staff members and parents at this event and will continue to work with the group to find ways to further support literacy.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.3
Asian American	17	2.9
Black	12	2.0
Hispanic	57	9.7
Pacific Islander	2	0.3
White	494	84.0
Two or more races	4	0.7
Total Minority	94	16.0

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

2.1% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language.The number of non-English home languages is 5.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

At Consolidated School we teach students to respect and value people of all colors, abilities, ages, nationalities and religions. We look for opportunities to develop an awareness of people and customs from around the world in order to benefit from the wisdom and experience of others and to create a school culture of inclusiveness.Special area educators teach students about the art, music, literature and recreational choices of different cultures. This year our staff and students focused on Latin America. In art, students created Mexican pottery; in music they learned to sing songs in Spanish. They also read folk tales popular in the rich heritage of these nations and conducted research about the cultures. In physical education children learned traditional Latin American games and practiced baseball, a very popular game in this part of the world.Consolidated School was awarded a State Personnel Development Grant in 2012. One aspect of the grant helps schools evaluate practices, policies, and the physical environment in order to make all families and members of the community feel valued and connected. A community group toured the school last June and made several recommendations, which we are implementing.When a child learns to accept difference in others, he or she becomes able to value the things that make each of us special and unique. We continue to foster global awareness and appreciation among our students.

STUDENT PERFORMANCE AND BEHAVIOR

Connnecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented. For more detailed CMT results, go to www.ctreports. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	94.9	95.9	95.9

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2010-11 school year, 8 students were responsible for these incidents. These students represent 1.3% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused adsences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	2	2
Property Damage	0	0
Weapons	0	1
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	5	0
Total	7	3

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

In an effort to raise student achievement, our staff has continued to function as a Professional Learning Community (PLC) to ensure that ALL of our students achieve high levels of learning, that we focus on student academic results by using relevant data and information to promote continuous improvement, and that we create a collaborative culture through high-performing teams. Our Reading Consultant works with staff to increase benchmarks in language arts for K-2nd grade. In kindergarten, on the June assessment, 85% of our students read at Level 4 C or better: 47% of that number are above goal. 81% of our first graders were reading at or above the DRA-2 Level 18 J, the expected year end benchmark. 86% of our second grade students were reading at or above the DRA benchmark of Level 28 M. The Math Specialist worked with the first and second grade teachers to modify the common math assessments that focused on the different CMT Math Strands, analyze the results, and help teams develop RtI/SRBI goals to address students' needs across the grade levels. 91% of the first graders and 86% of the second graders were at or above goal on the end-of-year math benchmark assessment.Our PLC teaching teams meet weekly to assess student progress, analyze data and to plan specialized instruction. Instructional coaches in literacy, numeracy and technology were trained. They assist teachers with student assessment, data analysis and instruction. Title I funds provide free tutoring and summer school to students with both academic and financial needs. Our special education teachers, who are integral members of our grade level teaching teams, provide their instructional expertise to plan any necessary specialized instruction. The co-teaching and station teaching models are used throughout the school day, and small groups of children continue to receive daily high quality reading and math intervention instruction. Consolidated School was awarded a State Personnel Development Grant in 2012 to evaluate practices, policies, and the physical environment to make all families and members of the community feel valued and connected.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Our staff continues on its journey to become a true Professional Learning Community. We understand that in order for ALL of our students to achieve high levels of learning we must focus on analyzing student performance results to prioritize instructional needs. We are utilizing the Data Driven Decision Making process to help us utilize data effectively for instructional purposes, set targeted goals for student performance, collaborate on specific teaching strategies, and evaluate results. All staff members work closely with classroom teachers to implement the Data Team Process. In the 2012-2013 school year, our school will be instituting the Positive Behavioral Interventions and Supports program. PBIS is a schoolwide framework for building the social culture and behavior supports needed to make the school a more effective social and academic setting for students and staff.In a continuous effort to improve the core instruction of the school, we continue to align our curriculum with the Common Core State Standards. Reading Workshop and Writing Workshop are present in grades K-2. The Leveled Literacy Intervention program and specialized instruction continues for our at risk students. Authentic, hands-on activities, rich non-fiction, and historical fiction highlight our science and social studies investigations at each grade level. Our active PTO supplements instruction by providing educational programs to enhance learning across curriculum areas. The library media center is a hub of research and resources for all units of study. Teachers continually increase their technological expertise to enhance their instruction.Each grade level has a daily intervention block. Students are placed in flexible groups and provided with extra practice in essential skills and concepts based on data analysis. Collaborative planning and shared responsibility for student success are hallmarks of Consolidated School's caring community.

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Meeting House Hill School

New Fairfield School District

SARAH L. MCLAIN, Principal
SCOTT P. BANNON, Asst. Principal
Telephone: (203) 312-5905

Location: 24 Gillotti Road
New Fairfield,
Connecticut

Website: www.newfairfieldschools.org/mhh/

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TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: 3 - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 593
5-Year Enrollment Change: -15.8%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	56	9.4	9.3	39.4
K-12 Students Who Are Not Fluent in English	9	1.5	1.8	7.8
Students with Disabilities	60	10.1	13.0	10.9
Students Identified as Gifted and/or Talented	16	2.7	1.9	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	395	98.0	96.1	95.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	1,016	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	23.2	23.2	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	32
Computer Education	0	21
English Language Arts **	450	430
Family and Consumer Science	0	1
Health	27	21
Library Media Skills	0	19
Mathematics	216	200
Music	27	34
Physical Education	54	43
Science	150	97
Social Studies	90	87
Technology Education	0	3
World Languages	0	14

** Interdisciplinary approach

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 25 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.5	1.8	7.8
% of Identified Gifted and/or Talented Students Who Received Services	25.0	17.4	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	90.0	88.2	78.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.1	2.3	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	100.0	94.2
# of Print Volumes Per Student*	32.0	28.8	29.7
# of Print Periodical Subscriptions	10	16	11

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	35.15
Paraprofessional Instructional Assistants	8.00
Special Education: Teachers and Instructors	6.00
Paraprofessional Instructional Assistants	8.50
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	2.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	13.40

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	15.3	16.0	13.7
% with Master's Degree or Above	79.5	85.5	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	9.3	9.6	8.7
% Assigned to Same School the Previous Year	97.7	96.5	85.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Meeting House Hill School is a community that welcomes parental involvement in their child's educational experience and academic development. The entire staff is committed to working closely with the community and providing a wide variety of opportunities for parents. Administration reaches out to community members by writing monthly newsletters focused around educating parents on curriculum, instruction, and childhood development. This year parents were provided with an opportunity to attend informational sessions on Building Safety, Cyber Bullying, and Sibling Rivalry. Meeting House Hill recognizes the importance of early and ongoing communication. Administration offers a Second Grade Parent Night that provides an opportunity for the parents of incoming third graders to visit the school, get an overview of the curriculum, and ask questions. In addition, administration provided a New Student Orientation before the start of the school year for families who are new to the district. Administration and teachers also work closely with the Parent-Teacher Organization to help support ongoing enrichment, field trips, and cultural and educational events for the students. The PTO meets monthly to discuss allocating funds through mini-grants and gifts to the school to purchase tools such as Child's Play and High Touch--High Tech, and to support various enriching author visits. Teachers and support staff post homework and other educationally related information on our school website, used as a vehicle of communication for parents to have immediate access to helpful information. MHHS families were invited to attend an evening of math games: the third annual Math Night provided an opportunity for parents to learn exciting activities to enhance their child's mathematical skills at home. In addition, teachers work with parent volunteers as guest readers and tutors for students in their classrooms.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	11	1.9
Black	9	1.5
Hispanic	23	3.9
Pacific Islander	0	0.0
White	547	92.2
Two or more races	2	0.3
Total Minority	46	7.8

Percent of Minority Professional Staff: 3.9%

Non-English Home Language :

1.5% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language.The number of non-English home languages is 2.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The students and staff at Meeting House Hill School are invested in recognizing and celebrating many different cultures. The PTO and community involvement help to support and foster our collaborative efforts. Students have the opportunity to attend many culturally enriching activities such as our Holiday Concerts, School Play, and Arts Festival. Students complete special projects around celebrations such as Black History Month and Women's History Month. Our fifth grade classes participated in Eyes on Diversity lessons focusing on appreciating diversity and being respectful of others. Lessons were designed and led by volunteers from the Building Bridges community group.Character education is recognized and reinforced through character awards announced on a daily basis. At the very start of the school year all students attend anti-bullying assemblies where proactive behaviors are discussed. These topics are reinforced through class meetings on a consistent basis. Staff members and fifth grade students are trained in Peer Mediation to support students to use problem solving to solve issues. Our Physical Education Staff continued the Spinning Green program to educate students about the environment, healthy living, and physical activity while producing energy (watts) by pedaling on the spinning bikes as the energy is stored in a generator. Student Council held several fundraising events used to support local charities. Staff members and students worked together during the holidays to provide outreach to families in need. All staff members contribute to a local scholarship fund by hosting bi-monthly staff breakfasts.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	53.0	53.0	50.9	56.9
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	70.7	70.7	59.2	69.3
Writing	75.7	75.7	62.7	72.7
Mathematics	82.4	82.4	66.5	76.6
Grade 4 Reading	69.3	69.3	64.1	55.0
Writing	74.0	74.0	65.3	61.8
Mathematics	87.2	87.2	68.0	82.3
Grade 5 Reading	83.3	83.3	67.6	78.2
Writing	81.8	81.8	68.1	75.6
Mathematics	83.3	83.3	71.6	69.0
Science	81.8	81.8	63.9	76.6
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.8	95.9	95.9

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.   In the 2010-11 school year, 4 students were responsible for these incidents. These students represent 0.7% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused adsences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	3	2

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

At the start of the school year the staff receives disaggregated CMT scores and meets to analyze and interpret this data. After reviewing both summative and formative data including the CMT scores, student literacy portfolios, Blue Ribbon data, Individual Reading Inventories and data derived directly from student observation, teachers and administration work in teams to develop the School Improvement Plan that includes the following theory of action: If teachers work in data teams to establish and communicate learning goals, track student progress and celebrate success, student achievement will increase at all grade levels. Clear actions were developed around this theory with specific descriptors that would be used to identify evidence of attainment. One of our major focuses around our theory was to maximize the data team process. Two data teams at each grade level meet on a seven-day cycle. In addition teams were provided time to work with a consultant to establish team protocols. Data teams worked to create Common Formative Assessments (CFA) and cycled through the process every 6 to 10 weeks. In addition, professional development day activities focused on the data team process: staff worked together to implement new interventions centered on differentiated math instruction and Reading Workshop, and to adjust instructional plans to incorporate effective strategies to improve overall student achievement.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Meeting House Hill School is an elementary school housing all students grades three to five in the district. A complete building renovation project will be completed in 2013. There are approximately 600 students and 9 sections of each grade level. Approximately 85 support staff and classroom teachers deliver and support student learning. The Math Coordinator developed math labs throughout the school year, providing teachers the opportunity to go into a lab classroom and watch a differentiated lesson. Teachers then engaged in a reflective dialogue session to discuss the lesson. All teachers and reading support staff continued professional development in Reading Workshop. Staff members were also trained in the administration of various assessments and a Standards-Based Report Card including feedback on reading fluency and comprehension, mathematics, editing and revising, and written responses across curriculum aligned to the Common Core State Standards.We continue to move forward with our data teams and SRBI goals. In addition we have received the Connecticut State Personnel Development Grant (SPDG). A leadership team with representatives from each grade level and PPS staff has been formed to receive training in Positive Behavioral Interventions and Supports (PBIS) and literacy supports. This team will work throughout the year to plan for implementation of PBIS schoolwide. We will continue to build academic programs and provide an atmosphere that fosters the love of learning while recognizing our school motto, "All students learn and succeed, but not on the same day in the same way."

STRATEGIC SCHOOL PROFILE 2011-12

Middle and Junior High School Edition

New Fairfield Middle School

New Fairfield School District

DIANE HARTMAN CHESLEY, Principal
CHRISTINE L. BALDELLI, Asst. Principal
Telephone: (203) 312-5885
Website: www.newfairfieldschools.org/nfm/

Location: 56 Gillotti Road
New Fairfield,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: 6 - 8

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 684
5-Year Enrollment Change: -9.6%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	74	10.8	10.8	30.0
Students Who Are Not Fluent in English	2	0.3	0.3	3.4
Students with Disabilities	63	9.2	9.2	12.0
Students Identified as Gifted and/or Talented	49	7.2	7.2	7.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	468	97.3	97.3	98.1

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	180	181
Total Hours per Year	1,008	1,024

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Grade 5	N/A	N/A	N/A
Grade 7	18.4	18.4	20.3

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	71.3	71.3	37.2
World Language	59.1	59.1	49.9

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	25	37
Computer Education *	0	18
English Language Arts	294	226
Family and Consumer Science	0	12
Health	25	24
Library Media Skills	25	9
Mathematics	147	159
Music *	25	35
Physical Education	74	55
Science	147	149
Social Studies	147	147
Technology Education	0	24
World Languages	147	91

* Elective hours also offered

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 15.4% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.3	0.3	3.2
% of Identified Gifted and/or Talented Students Who Received Services	63.3	63.3	67.3
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	36.5	36.5	76.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	1.6	1.6	2.2
% of Computers with Internet Access	95.3	95.3	98.8
% of Computers that are High or Moderate Power	95.3	95.3	97.2
# of Print Volumes Per Student*	12.5	12.5	21.6
# of Print Periodical Subscriptions	15	15	20

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

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SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	43.10
Paraprofessional Instructional Assistants	7.00
Special Education: Teachers and Instructors	7.50
Paraprofessional Instructional Assistants	13.00
Library/Media Specialists and/or Assistants	1.50
Administrators, Coordinators, and Department Chairs	2.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	5.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	12.80

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	15.7	15.0	14.2
% with Master's Degree or Above	84.6	84.6	79.3
Classroom Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	11.0	11.0	8.9
% Assigned to Same School the Previous Year	94.2	94.2	88.2

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Two Open House programs were held in September. One evening was devoted to sixth grade, while the second evening combined seventh and eighth grades. Each night parents attended a one-hour presentation done by administration and special area teachers. The following hour the parents attended team meetings where they were able to listen to the teachers speak about curriculum content and classroom expectations. A forum for parents of sixth graders on the one-to-one technology innovation was held in the fall. Parent-teacher conferences were held in November and again in March. Parents were able to preschedule their conferences.   The school's website and Infinite Campus were used to post daily homework assignments and to announce upcoming events and activities. General correspondence sent home with students was also posted on the school's website. Teachers linked their own sites to the school's site to share subject-specific information with parents and students. A number of teachers set up blogs for students and the teacher to discuss academic items of interests or share reflection assignments from home. Assignments and activities were added to many teachers' sites so that students absent from school could access their work at home.   Email was used extensively to enhance home-school communication. AlertNow, an automated telephone and email rapid notification system, was used for emergency purposes and to give the school another tool to share important information with parents. AlertNow allowed both phone calls and emails to be sent.

Student progress was officially reported every eight weeks using interim reports and report cards. In addition, teams sent home letters or emails to parents of selected students informing them of specific performance concerns and ways to successfully address those concerns through home-team partnerships. Team meetings, Planning and Placement Team meetings, 504 meetings, and parent-administrator meetings were also held frequently throughout the school year. The parent portal of Infinite Campus gives parents 24/7 access to their children's grades and teacher comments for every subject, every assignment.   An orientation session was held in May for parents of incoming sixth graders. Parents toured the facilities,saw a formal presentation, and then participated in a question-answer session with administrators and teachers. They also signed up for access to the Infinite Campus parent portal.   Final report cards and several informational items for 2012-2013 were mailed home at the end of June.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	12	1.8
Black	8	1.2
Hispanic	39	5.7
Pacific Islander	0	0.0
White	624	91.2
Two or more races	1	0.1
Total Minority	60	8.8

Percent of Minority Professional Staff: 1.5%

Non-English Home Language:

0.3% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 1.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

In the fall of 2011, all students participated in activities to promote Positive Behavioral Interventions and Supports (PBIS), which stresses the importance of making good decisions on a daily basis. Two pep rallies were held to celebrate students' positive behaviors and the importance of honoring and celebrating each person's individual strengths, interests and talents.   Language Arts and social studies teachers examined societal, racial and ethnic issues through reading and research. At each grade, students studied significant historical events resulting from religious and cultural intolerance and discussed what needs to be done so that history does not repeat itself. In the unified arts, students studied music and art that represents different cultures and historical times. The world language department sponsored a cultural heritage day, where students shared food, symbols and artifacts of their specific heritages. World language students also visited the United Nations and MOMA exhibits on French and Spanish culture.   Band students competed with students from neighboring districts in Connecticut and from districts in New England in choral and band festivals. Student Council members interacted with student leaders from other Connecticut districts at a student leadership forum. Selected eighth graders participated in Project Clear, a science/ecology initiative that brings together students from area schools to study the effects of man on nature.

Through developmental guidance classes at each grade level, the topics of stereotyping, bias, discrimination and bullying were addressed. Discussion groups, role-playing and readings were used to teach an appreciation of our differences. In addition, the school psychologist and social worker made three half-hour, small-group presentations to all students regarding acceptance of others, legal and ethical reasons for non-discrimination, and the negative impact of misuse of the worldwide web on those targeted.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	58.2	58.2	50.7	67.2
Grade 8	64.1	64.1	49.8	79.6

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	79.1	79.1	74.1	56.8
Writing	86.3	86.3	67.4	87.0
Mathematics	79.5	79.5	69.3	65.7
Grade 7 Reading	88.4	88.4	79.8	66.5
Writing	85.8	85.8	65.6	89.2
Mathematics	84.9	84.9	68.1	80.4
Grade 8 Reading	90.0	90.0	76.8	80.4
Writing	86.9	86.9	68.3	86.9
Mathematics	86.6	86.6	67.2	82.4
Science	75.8	75.8	61.9	69.3

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	95.9	95.9	95.9

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2010-11 school year, 30 students were responsible for these incidents. These students represent 4.1% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, 43 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused adsences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	3	0
Sexually Related Behavior	2	1
Personally Threatening Behavior	4	0
Theft	3	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	5	3
Property Damage	0	1
Weapons	1	0
Drugs/Alcohol/Tobacco	1	0
School Policy Violations	11	8
Total	31	13

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Positive Behavioral Interventions and Supports (PBIS) was implemented in the fall of 2011. Students were taught expected behaviors in the cafeteria, hallways, bathrooms, school bus and classrooms, and then were recognized for demonstrating the expected behaviors. Teams began the year reviewing 2011 CMT data for their new students and identified those requiring remediation or those who would especially benefit from enrichment. In September, all students took the reading, math and Language Arts sections of the NWEA, and then teams met with the principal to develop initial SMART Goals and Action Plans for each student who fell below goal on the 2011 CMT and/or whose NWEA score was of concern. Goals and plans were implemented by October through use of differentiated instruction and/or small focus skills groups held before or after school or during X-Time. Enrichment was provided by Unified Arts and World Language teachers during X. The NWEA was re-administered in January, and then SMART Goals and Action Plans were revised. The NWEA was also repeated in June so that student progress over the year could be tracked with data available for Fall 2012.   Intensive "focus" programs in reading, writing and mathematics at each grade level addressed the needs of both regular and special education students functioning significantly below grade level.   Safety Web, an alternative education program for regular and special education students, helped those students with grade level skills who struggled to meet academic expectations for organizational, social/emotional and/or behavioral reasons.   Leveled courses in math at grades 7 and 8 allowed us to accelerate learning for students with exceptional math skills. Conversational Spanish in grade 8 addressed the needs of students who struggled in 7th grade Spanish.   Breakfast Club and Homework Club were before or after-school programs offered for students needing a structured environment outside of the regular school day to accomplish daily assignments and short or long-term projects. Attention was used as an after-school requirement for students with missing or incomplete assignments. The after-school Success Club provided structure and extra help for students in jeopardy of retention.   Counselors offered six-week organizational groups for students at each grade level. Peer mentors with strong organizational skills also worked one-on-one with students who needed additional organizational support.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The middle school offered a variety of after-school activities for students during the 2011-2012 school year. Activities such as Dance Club, Math Counts Club, Yearbook Club, a school play and a talent show were funded through the district budget and ran at various times during the year.   The grant-funded Broadcast Journalism Club allowed students to participate in the Connecticut Film Festival at The Palace Theatre in Waterbury, at which they won an award for a short movie they produced. As an extension of our PBIS program, two teachers ran a group for students called PACK. This group allowed for a student voice to be heard regarding the initiatives that were being implemented. PACK students also led presentations in 6th grade classes and made a mural for the school entry way.   Intramurals and Student Council rounded out cocurricular offerings.   Special instrumental ensembles, including strings and flute, were offered in addition to band and chorus. Band students received honors at several band competitions, including the Western Region Band Competition and Lake Compounce middle school festival. Chorus students participated in the Western Region Chorus Competition and the Lake Compounce middle school competition. Approximately 100 eighth graders participated in either the Le Grand Concours National French Test or the National Spanish Exam.   More than 100 8th grade students were recognized through the President's Education Awards program. Our school's Geography Bee winner also competed at the state level. Two students participated in the 2011 People to People World Leadership Conference. Our counselors presented at regional and national conferences for educators working in guidance or pupil personnel services.   The PTO sponsored activity nights for students. The Student Council sponsored dances, fundraisers and school spirit days. Grade level teams sponsored fundraisers for organizations such as the Greater Danbury YMCA and the American Cancer Society.

STRATEGIC SCHOOL PROFILE 2011-12

High School Edition

New Fairfield High School

New Fairfield School District

MARIANA COELHO, Principal
MICHAEL F. CHAPLEAU, Asst. Principal
SCOTT C. ROHWEDDER, Asst. Principal
Telephone: (203) 312-5802

Location: 54 Gillotti Road
New Fairfield,
Connecticut

Website: www.newfairfieldschools.org/nfh/

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 1,003
5-Year Enrollment Change: 7.0%

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	97	9.7	8.9	30.7
Students Who Are Not Fluent in English	0	0.0	0.9	3.7
Students Identified as Gifted and/or Talented	83	8.3	8.0	5.3
Students with Disabilities	84	8.4	9.5	10.8
Juniors and Seniors Working 16 or More Hours Per Week	36	11.4	11.3	13.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	19.0	18.8	18.4
Biology I	23.2	20.1	19.7
English, Grade 10	25.4	20.5	19.6
American History	25.6	20.8	20.4

Language Instruction:

Instruction was offered in the following language(s):
French, Italian, Latin, Spanish

Instructional Time	School	State High Schools
Total Days per Year	180	181
Total Hours per Year	1,006	1,024

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 30 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2010-11 School Year	47.5	34.5

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2011	25.0	22.0	23.2

% of Class of 2011 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	100.0	91.6
Chemistry	95.6	73.9
4 or More Credits in Mathematics	79.9	64.1
3 or More Credits in Science	100.0	88.1
4 or More Credits in Social Studies	43.2	51.4
Credit for Level 3 or Higher in a World Language	69.0	62.5
2 or More Credits in Vocational Education	78.6	54.6
2 or More Credits in the Arts	21.4	40.6

Class of 2011

This school required more than the state minimum number of credits for graduation in science, world language, the arts and/or vocational education, physical education, community service

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.8	3.5
% of Gifted and/or Talented Students Who Received Services	48.2	51.2	36.1
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	91.7	74.4	72.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.5	2.3	2.1
% of Computers with Internet Access	99.5	100.0	99.9
% of Computers that are High or Moderate Power	99.5	97.6	97.5
# of Print Volumes Per Student*	18.5	15.5	16.6
# of Print Periodical Subscriptions	28	53	35

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning:

This school utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 39.5% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	65.80
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	7.50
Paraprofessional Instructional Assistants	8.00
Library/Media Specialists and/or Assistants	1.50
Administrators, Coordinators, and Department Chairs	4.25
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	6.69
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	18.00

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	14.9	14.3	14.1
% with Master's Degree or Above	77.6	85.6	76.6
Teacher Attendance,2010-11: Average # of Days Absent Due to Illness or Personal Time	6.1	8.1	8.6
% Assigned to Same School the Previous Year	90.8	90.5	89.1

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Over the school year several informational meeting are held for parents and students beginning with new student orientation in August. Students receive a tour of the school, an overview of high school life, and attend a cocurricular activity fair. Parents meet to discuss their involvement in the school. An open house in the fall provides additional means to assist parents in supporting their students: the evening begins with a presentation focusing on specifics affecting student life at the high school before parents have the opportunity to meet with administrators and teachers. Three electronically prescheduled conference days in the fall and two in the spring also provide information and support to families. Parent booster clubs for athletics, student activities, and the arts are very active. The principal is an active member of the PTO and the New Fairfield Local Prevention Council. The athletic director holds a parent night before each season, including breakout sessions with head coaches. An athletic advisory board, including the athletic director and representation from parents, coaches, the Board of Education, and administration meet on a regular basis. Other events include a presentation for all juniors and their parents regarding college planning, and the Program of Studies night for all parents of incoming freshmen. Parents have access to attendance and academic information through the parent portal of Infinite Campus (IC). Teachers and parents communicate through IC and the website. The school's website includes all staff email addresses, links to teacher websites, up-to-date school event information, school communications, calendars, bell schedules, athletic events and notices, student and athletic handbooks, the program of studies, summer packets, and the syllabi for each course. Through the Naviance system, our Counseling Department and other members of the school community are able to communicate en masse with parents and students. Naviance and Survey Monkey are available for surveys. The principal communicates with the school community through newsletters, emails, and the website. The AlertNow message system enables the principal to send a message to all families within ten minutes from the time the message is created. The high school is also using Edmodo as a communication vehicle for student groups.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	17	1.7
Black	15	1.5
Hispanic	48	4.8
Pacific Islander	0	0.0
White	920	91.7
Two or more races	3	0.3
Total Minority	83	8.3

Percent of Minority Professional Staff : 1.1

Non-English Home Language:
All of this school's students come from homes where English is the primary language.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Our students participate in a variety of traditional cocurricular club and sports activities, including a number of state and national competitions. These activities expose the students to a diverse group of young people. DECA and FBLA state and national competitions, CT Science Olympiad, Model United Nations conferences at Yale and Cornell, Academic Decathlon state competitions, local and regional music competitions, and French Immersion Day brought students together with a broad spectrum of people of varied backgrounds and cultures. Students are enrolled in Virtual High School (VHS), taking semester or yearlong courses, interacting with and learning from students throughout the country and around the world. Students are required to earn 15 community service hours per year before graduation: many students exceed the minimum hours. In addition, seniors participate in a capstone project that many times includes community service work. Through this service work, students interact with persons of diverse backgrounds. Service organizations include local hospitals, community groups, and missionary services in other states. Included in the school's mission is the expectation that every student will have the opportunity through the curriculum and cocurricular activities to understand varying opinions, diverse beliefs, and cultural differences. Fulfilling this mission expectation is a requirement for graduation. Our students along with other high school students from Danbury, Bethel, Brookfield, and New Milford participate in Project CLEAR. This is the tenth year of the Department of Environmental Protection grant led by New Fairfield High School staff and students who work in teams to monitor the water quality and ecosystems on Candlewood Lake. In addition, Civil Air Patrol cadets competed and received awards in district and state competitions.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	57.1	51.1	69.8

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2010-11	School	State High Schools
Number of Courses for which Students were Tested	15	7.4
% of Grade 12 Students Tested	40.5	24.7
% of Exams Scored 3 or More*	54.6	70.9

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	55.3	47.5	65.5
Writing Across the Disciplines	80.9	63.0	76.9
Mathematics	59.1	49.2	69.1
Science	67.8	47.1	83.6

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2011	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	522	505	73.4
Critical Reading	520	502	70.2
Writing	523	506	72.9
% of Graduates Tested	88.2	77.3	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	90.9	82.7	55.0
2010-11 Annual Dropout Rate for Grade 9 through 12	0.7	2.6	66.0

Activities of Graduates	School	State
% Pursuing Higher Education	89.5	84.5
% Employed, Civilian and Military	4.8	9.7

Student Attendance	School	State High Schools
% Present on October 1	96.1	94.1

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2010-11 school year, 93 students were responsible for these incidents. These students represent 9.5% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, 11 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused adsences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	2	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	8	0
Theft	5	0
Physical/Verbal Confrontation	4	0
Fighting/Battery	7	1
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	23	25
School Policy Violations	150	25
Total	200	51

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

The goal of the district and subsequently the high school is to incorporate technology and use data to drive and personalize instruction, ensuring continuous improvement for all students. In order to improve the data process, an interdisciplinary data team was formed. The mission of this team is to oversee data collection and analysis, facilitate communication at the school and district level, monitor student achievement with respect to identified problems of practice, and develop a database of successful instructional strategies. Our technology improvements include 40 electronic tablets as well as six additional eno boards with mounted LCD projectors. To align our curriculum with the Common Core State Standards, our departments are working with teachers at the district level to update curriculum K-12 in language arts and math. The Board of Education approved the senior capstone project as a graduation requirement beginning with the class of 2016. Freshmen next year will begin work that will lead to the completed capstone project as seniors. A team dedicated to Positive Behavioral Interventions and Supports worked throughout the year to create a plan to implement the program in the high school starting in the fall of 2012. The New Fairfield High School Special Education department continued its focus on implementing tools and strategies to increase the independence of the students with special needs. In an effort to enhance long-term planning and investment in individual success, an area of focus was aligning student goals and objectives to their Student Success Plans (SSP). Teachers worked with guidance counselors to support students in writing transition goals and objectives aligned with their SSP. During the summer of 2012 the media center was divided into a separate facility for the high school and another for the middle school, each located in their respective buildings.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

This year students took 541 AP exams. Over 75 students earned credit in Spanish from the University of Connecticut. Of the 234 graduates, approximately 90% will be attending college. Graduates were accepted to Ivy League colleges as well as other tier-one schools. One student was admitted to a military academy. Students were also honored during the 2011-2012 school year for other achievements: Eight students were honored in the Western Region Music Festival and All-State Music Festival; Students participated in the National French, Latin, and Spanish exams. Four students received gold medals and twelve students received silver medals; Seven students received the National Merit Award-Letter of Commendation; Academic Decathlon won 22 medals at the state competition; At the Connecticut Science Olympiad, two students earned gold medals; Two students were awarded Most Outstanding Delegate at the Cornell Model United Nations conference; The yearbook was awarded second place from the American Scholastic Press Association and first place from the New England Scholastic Press Association; For the second year, the Civil Air Patrol squadron was awarded the Quality Cadet Unit Award. The Color Guard won first in the state in all categories; One student was selected to participate in the Rhode ⸰ Island-Connecticut Governor's Cup all-star football game; High school names one of Newsweek's Top 500 Schools; One student was named a Coca-Cola Scholar; A student won a Halo award for her performance in Once Upon a Mattress; A senior was named as a representative to the CT State Student Advisory Council on Education; Two students performed at the Honors Performance Theater at Carnegie Hall; The literary magazine received a first place award from the American Scholastic Press Association and outstanding cover.

Community Relations

Use of School Facilities

The facilities of the New Fairfield Public Schools are available for reasonable use by organizations or groups within and outside the school system when they are not in use for school purposes. As Town facilities, the community and members of the system's staff are encouraged to use them within the parameters of Board of Education policy and regulations. The Board shall grant the use of school facilities for activities of an educational, cultural, civic, social, recreational, governmental or general political nature which are sponsored by responsible local persons, organizations, agencies or institutions, as permitted under law. The Board reserves the right, as needed, to modify such use.

The primary scheduling of facilities is for school related activities and programs. Every attempt will be made to accommodate a community group if there is a conflict with a previously scheduled school function.

All outside groups who use school facilities may be charged a building use fee which is established by the Board of Education. The building use form will be updated annually to reflect rules governing the use of buildings and grounds as well as the fee structures the Board approved. A letter detailing current policies and procedures will be sent annually to local organizations or groups.

Buildings and Grounds

The Board shall endeavor to use the annual appropriation for the operation of schools for educational purposes and seek extra money for community use of buildings by Town or private agencies or individuals.

Due to increased financial investments in classroom equipment, community groups will be assigned to multipurpose areas, like the cafeteria, and gymnasium, with very limited use of classrooms. The Board of Education reserves the right to limit the hours of use and access to buildings and grounds. All individuals or groups who apply to use school facilities must follow the district's procedures. This includes the full completion of a building form ten days prior to use with the appropriate insurance on file. Food and beverages are only allowed in the cafeterias and any other area designated by the building administrators or the Superintendent of Schools.

The Superintendent may exercise discretion in denying building use if an activity is deemed inconsistent with the Board policy.

Community Relations

Use of School Facilities (continued)

Protection of Grounds and Buildings

Students should be allowed the use of school facilities for co-curricular activities and should be encouraged in these, including clubs, recreational events, and other such related activities. These activities must be scheduled in keeping with normal school regulations and provide for supervision according to school rules. The advisors and chaperones of all student groups must familiarize themselves with current regulations for the use of school facilities.

Types of Activities Which Will Not be Permitted

1.   Any purpose in conflict with the mission or goals of the school district.
2.   Fund-raising campaigns except as permitted by Board of Education policy or with permission of the Superintendent.
3.   Any activity which may be injurious to the buildings, grounds or equipment of the schools.

Loitering or Causing Disturbance

All visitors must register in the Office of the School Principal. Staff members should be alert to the possibility of unauthorized visitors and promptly report any concerns to the Principal. Any person shall be considered loitering on school grounds when he/she loiters or remains in or about a school building or grounds without any reason or relationship involving custody of or responsibility for a student or any other license or privilege to be there. Administrators may exercise discretion with respect to the use of outside facilities.

Legal Reference: Connecticut General Statutes

                                   10-239 Use of school facilities for other purposes.

                                   53a-185 Loitering in or about school grounds; Class C misdemeanor

                                   PA 97-290 AN Act Enhancing Educational Choices and Opportunities

                                   Equal Access Act, 20 U.S.C. ss 4071-4074

                                   Good News Club v. Milford Central School, Sup. CT., 6-11-01

Policy adopted: October 19, 2000   NEW FAIRFIELD PUBLIC SCHOOLS
Policy amended: July 11, 2002   New Fairfield, Connecticut
Policy amended: April 26, 2012

Priority List for the Use of New Fairfield School Facilities

The use of school facilities must be self-sustaining by any organization that plans to use a New Fairfield Board of Education facility. Every organization is responsible for the cost of utilities, cleaning, and maintaining the facility in good operational condition. Organizations that request the use of school facilities are categorized below. The reason for these categories is to differentiate fees according to the types of organizations and the benefit of the activities for the New Fairfield community. There are other considerations to be made that take into account the hours of an event, the number of people involved, custodial needs of an event and the number of activities that are already scheduled. It is understood that all activities under the jurisdiction of the Board of Education are exempt from this priority list and are always given first priority over others. Flat fees, rather than hourly fees, can be established for activities that meet regularly at the discretion of the Superintendent.

1. **Local Town Government Meetings**
    This category includes:
    - Official Town meetings and all regular meetings open to the general public in cooperation with the Board of Education.
    - Examples: Permanent Building Committee (PBC), Zoning meetings, Finance meetings, Board of Selectmen meetings, Town Meeting.

2. **Parent-Teacher and other School Associated Groups**
    This category includes:
    a. Activities sponsored, organized and supervised directly by the Parent-Teacher Organizations or sponsored by the Board of Education and activities of other groups approved by the Board of Education.
    b. Examples: school clubs, DECA, FBLA, Booster clubs, National Honor Society, all PTO activities, extracurricular and co-curricular activities.

3. **Recreation for Children and Adults** (non-profit organizations; community based)
    This category includes:
    - Park and recreation activities.
    - Non-Profit groups including Jaycees, Lions, Boy Scouts, Girl Scouts, Aquabears, swim clubs, wrestling clubs, soccer clubs, lacrosse clubs, Pop Warner Football, Babe Ruth Baseball, softball, Falcon Cheerleaders, Flash Track, Adult Education, and CCD.

4. **Private Events, Commercial Ventures or Fund Raising Activities With Community Benefit**
    This category includes:
    - Activities which charge admission and any commercial venture of definite cultural value for specific benefit to the New Fairfield Community.
    - Examples: Private sports clubs; private arts and crafts fair; Women's and Men's Clubs, Alumni groups, church groups, civic and fraternal programs.

5. **Private Events, Commercial Ventures or Fund Raising Activities For Organizational Benefit**
    This category includes:
    - Activities which charge admission and any commercial venture of definite cultural value for specific benefit of the organization.
    - Examples: commercial stage groups, private retail businesses, school of dance, Star-Search, private sports clubs; private arts and crafts fair; Women's and Men's Clubs, Alumni groups, church groups.

New Fairfield Public Schools
Facility Fees

The following fees will be charged for the use of any New Fairfield Schools facilities (regardless of the school) room charges are by the hour and field charges are by the participant per field and per season, unless otherwise noted:

Effective beginning January ~~2013~~ 2014

Category	Per Classroom Conference Room	Gymnasium	Auditorium	Cafeteria W/o Kitchen	Cafeteria With Kitchen	Pool	Athletic Fields◊
1	**0**	**0**	**0**	**0**	**0**	**0**	**0**
2	**0**	**0**	**0**	**0**	**0**	**0**	**0**
3	**0*+**	**$20**	**$30**	**$15**	**$25**	**$40**	**$40**[1]** or **$65**[2]**
4	**$10*+**	**$40**	**$60**	**$30**	**$50**	**$80**	**See Below****
5	**$25*+**	**$100**	**$150**	**$75**	**$125**	**$200**	**See Below****
6	**See Below****	**See Below****	**See Below****	**See Below****	**See Below****	**See Below****	**See Below****

Category 3   [1]$40.00 per participant per field per season (Flash Track fee – 50% of prevailing rate per participant)
   [2]$65.00 per hour for camps or limited use (fewer than 40 hours)
   (Parks & Rec fee – 50% of prevailing rate for use of tennis courts)

Category 4 $150.00 per hour for 1st day use per field
   $100.00 per hour for any additional continuous days use per field
   $50.00 per hour for a grounds man – Saturday – minimum 3 hours
   $70.00 per hour for a grounds man – Sunday – minimum 3 hours
   $25.00 per hour fee for lights per field

Category 5 $200.00 per hour for 1st day use per field
   $150.00 per hour for any additional continuous days use per field
   $50.00 per hour for a grounds man – Saturday – minimum 3 hours
   $70.00 per hour for a grounds man – Sunday – minimum 3 hours
   $25.00 per hour fee for lights per field

Category 6   Special Events - Cost to be determined by the Director of Buildings and Grounds and the Director, Parks and Recreation, Buildings and Grounds.

◊ Athletic Fields including Track and Tennis Courts

*The Board of Education may require a $500.00 cash bond posted for use of those areas that contain technology equipment.

**The Board of Education may require a $300.00 cash bond posted for use of Athletic Fields.

+ Classrooms at Consolidated School, Meeting House Hill School, and New Fairfield Middle School will not be available after 5:00 p.m. Other areas of these buildings will only be used after 5 p.m. when larger spaces are not available at the high school.

Custodial Fees- Besides a facility fee, there may also be a custodial fee for activities. Custodial fees are required for those activities that:

- Take place outside of normal work hours: School Day: 7:00 AM to 9:00 PM/Vacation periods: 7:00 AM to 3:00 PM or
- Require excessive set-up or clean-up or
- In some cases, when expected attendance exceeds 50 participants or
- If schedule shows multiple activities at one time
- When school is closed: Holidays, snow days, staff development days, all activities are cancelled.

> Note: Facility fees and custodial fees are determined by the Schools' Director of Building and Grounds under the direction of the Superintendent of Schools.

Hourly Custodial Fees: Monday-Saturday: $35.85/hour
                                    Sunday: $47.46/hour

Note: Any need for a Groundsman for use of Athletic Fields will be charged the same as the custodial fee.

A sample policy to consider based upon P.A. 13-41.

Administration

Athletic Director

The athletic director is an individual responsible for administering the athletic program of a school or school district under the jurisdiction of the Board of Education (Board). The supervision of athletic coaches is the responsibility of the athletic director. The athletic director shall ~~works~~ work with other administrators in the development and monitoring of all athletic/physical education related programs.

> **Note:** *An "athletic coach" means any person holding a coaching permit issued by the State Board of Education hired by the Board of Education to coach a sport for a sport season as part of intramural or interscholastic athletics for a school or school district.*

Qualifications

Two levels of athletic director qualifications exist, one for school director and one for school district director. Both standards apply to those hired on or after October 1, 2013.

A school athletic director must hold a State Board of Education (SBE)-issued coaching permit and a (1) state teaching certificate or (2) national athletic administrators association-issued certificate, as approved by the State Department of Education (SDE).

A school district director must hold a SBE-issued coaching permit and a (1) state teacher's certificate with an intermediate administrator and supervisor endorsement or (2) national athletic administrators association-issued master certificate, as approved by SDE.

Any director responsible for evaluating coaches who are certified teachers, administrators, or other certified school staff must hold a state teacher's certificate with an intermediate administrator and supervisor endorsement.

School or school district athletic directors hired before October 1, 2013, who do not meet the standards listed above can continue to serve in their current positions if they meet the current director qualifications stated in State Department of Education regulations. The regulations require (1) nonsupervisory directors at a school to hold a coaching permit, (2) supervisory directors at a school to hold a permit and teacher's certificate, and (3) district directors or directors who evaluate certified staff to hold a teacher's certificate with an endorsement for intermediate administration or supervision.

> **Note:** *The Board of Education is prohibited from hiring a person "grandfathered" in at another district for its district, unless the person can meet the standards listed for hiring after October 1, 2013.*

Administration

Athletic Director (continued)

Duties of the Athletic Director *(School or District)*

The responsibilities of a school or district athletic director include the following:

1. Ensuring that each athletic coach in the athletic program holds a SBE-issued coaching permit;

2. Supervising and annually evaluating athletic coaches, according to the provisions of P.A.13-41;

3. Supervising students participating in interscholastic athletics;

4. Possessing knowledge and understanding of the governing authority for interscholastic athletics and the related rules and regulations;

5. Administering and arranging the scheduling of and transportation to athletic activities and events;

6. Administering and arranging the hiring of officials;

7. Ensuring a safe and healthy environment for all athletic activities and events; and

8. Any other duties relevant to the organization and administration of the athletic program for the school or school district.

(cf. 4115.3 – Evaluation of Coaches)

Legal Reference: Connecticut General Statutes

P.A. 13-41 An Act Concerning Hiring Standards for Athletic Directors

10-222e Policy on evaluation and termination of athletic coaches (as amended by P.A. 13-41)

10-149 Qualifications for coaches of intramural and interscholastic athletics coaches (as amended by P.A. 13-41)

Policy adopted:
cps 6/13

An optional sample policy to consider.

Business/Non-Instructional Operations

Security of Buildings and Grounds

Site and Building Access

Identification Badges-Employees

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 ~~(and students)~~ 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. (optional: Student ID cards/badges will be provided to every student at the ~~elementary~~/middle/high school level which authorizes a student to be on campus. Such cards will help staff in identifying students as well as trespassers. [and can be used to permit entry into the school building]).

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

Visitors/Volunteers: All visitors/volunteers are required to check in to the main office or ~~security~~ 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 ~~return the badge to the office or security desk~~ sign out.

All visitors shall display the visitor's badge while they are in the school building ~~whether or not there are students within the building at the time of the visit~~ during the school day. ~~This section of this policy pertains to, but is not limited to, all individuals who are not school employees including delivery personnel, sales persons and construction or repair workers. No visitor's badge will be required at sporting events, open-houses, or other events as determined by the building or district administration.~~

Visitors ~~that~~ 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 ~~confront~~ address the person or immediately report this circumstance to the administration ~~or a member of the security staff (or School Resource Officer)~~ main office or front desk.

Business/Non-Instructional Operations

Security of Buildings and Grounds

Site and Building Access

Identification Badges-Visitors/Volunteers (continued)

~~Visitors, after reporting to the main office, will register (name, address, telephone number and the nature of the visit) and will be given a temporary identification badge. Visitors are required to submit a driver's license or other government issued photo ID to assure proper identification and check out by the visitor. Such ID will be returned upon the return of the temporary badge.~~

Optional: *~~Visitors are not permitted to wander through the building, but must report, or be escorted to, the designated area and then back to the main office.~~*

Lost or Stolen Badges: ~~In the event~~ <mark>The first time</mark> the identification badge is lost or stolen, the District will provide a replacement at no cost to the employee. ~~or student.~~ Each additional identification badge requested will cost the employee ~~or student~~ $4.00 per badge. If a badge is lost or stolen, contact ~~the [Business Manager] [Personnel Office][Security Officer]~~ <mark>Human Resources</mark> immediately.

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

Legal Reference: Connecticut General Statutes

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

Policy adopted:
cps 4/03
rev 4/13

A recommended policy to consider.

Personnel - Certified/Non-Certified

Employee Safety

School Security and Safety Committee

The Board of ~~Educational~~ Education shall establish at each school ~~district~~ a school security and safety committee to increase staff and student awareness of safety and health issues and to review the adequacy of emergency response procedures at each school in the District. ~~Parents and high school students shall be included in the membership of the committee.~~ The committee shall be responsible for assisting in the development of the school's security and safety plan for the school and administering such plan.

The Board believes the involvement of key community stakeholders is central to success in developing and implementing a comprehensive emergency readiness plan. ~~Therefore,~~ Membership in the school district ~~safety~~ committee ~~shall also~~ must include ~~representatives from~~ a local law enforcement officer, a local first responder~~,~~ (i.e., fire department), a teacher, an administrator, a mental health professional (i.e., guidance counselor, school social worker, school psychologist, school nurse or child mental health specialist), a parent/guardian of an enrolled student, a student at the secondary level, and any other persons the Board finds necessary. ~~emergency medical services, public health, child protective services, social services, local businesses, and area places of worship.~~ The collaborating team shall assess need, ~~and guide~~ develop~~ment of~~ the school security and safety plan/emergency management plan, and assist in its implementation and review.

It is critical that the District, when developing a plan to prepare for, prevent, respond to and recover from incidents, regardless of cause, size or complexity, understand and utilize in a school emergency situation the consistent approach embodied in the National Incident Management System (NIMS) offered by the U.S. Department of Homeland Security. Also, the school security and safety plan for each school shall be based upon the school security and safety plan standards developed by the Department of Emergency Services and Public Protection.

~~**NOTE: C.G.S. 10-220f specifically states that boards of education MAY establish a district safety committee for the reasons cited in the policy above. Be aware that the formation of such a committee is a local option and is not mandated by statute.**~~

(cf. 3516 – Safe and Secure School Facilities, Equipment and Grounds)
(cf. 3517 – Security of Buildings and Grounds)

Personnel -- Certified/Non-Certified

Employee Safety

School Security and Safety Committee

Legal Reference: Connecticut General Statutes

                    10-220f Safety committee

                    PA 98-252 An Act Concerning Revisions to the Education Statutes and the Registration of Interpreters for the Deaf and Hearing Impaired. (Sec. 67)

                    P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Sections 86, 87)

Policy adopted:
cps 1/99
rev 1/13
rev 2/13
rev 6/13

Personnel -- Certified/Non-Certified

Employee Safety

School Security and Safety Committee

PURPOSE:

To establish a School Security and Safety Committee at each school and to give the ~~Chairman and~~ Committee the specific ~~and general~~ authority to ~~advise and act in designated matters relating to the on the job safety to the employees of the school District and emergency response and crisis management programs~~ assist in the development of the school's security and safety plan and administering such plan.

A.   Committee Membership:

The Committee shall be composed of ~~one member from each bargaining unit, the Director of Maintenance and the Business Manager. In addition, the Safety Committee shall also include representatives from the police and fire departments, emergency medical service, public health, child protective services, social services, local business and religious organizations when developing strategies to enhance emergency response and crisis management programs.~~ (1) a local police officer, (2) a local first responder, (3) a teacher from the schools (4) an administrator from the school, (5) a mental health professional (guidance counselor, social worker, psychologist, nurse, child mental health specialist), (6) a parent/guardian of an enrolled student, (7) a student at the secondary level, (8) any other person the Board of Education finds necessary.

B.   Committee Responsibilities:

The School Security and Safety Committee shall be responsible for the following matters:

1)   To develop and implement a comprehensive school security and safety plan   ~~(~~ [emergency prevention, readiness, response and recovery program utilizing the tenets of the National Incident Management System (NIMS)] ~~)~~, based upon the standards issued by the Department of Emergency Services and Public Protection (DESPP.) ~~.~~

2)   To ~~R~~ review, update and submit, via the ~~Board of Education~~ District Safety Committee, the school's security and safety plan to the Department of Emergency Services and Public Protection.

3)   >To develop safe employee work habits and safe attitudes.

4)   >To focus employee attention on specific causes of employee accidents.

5)   To develop components for the employee safety and school security training program.

Personnel - Certified/Non-Certified

Employee Safety

School Security and Safety Committee (continued)

6) To give employees an opportunity to participate in accident prevention activities.

7) To provide a channel of communication between employees and management.

8) To improve employee and public relations.

9) To implement employee safety and security procedures and programs.

10) To comply with OSHA and other Federal or State-mandated safety policies.

11) <<To develop and recommend to appropriate management personnel, procedures and policies which that further the purposes of this Committee.

C. **District Policy:**

It is the policy of the Board of Education that every employee is entitled to work under safe working conditions.

To this end, every reasonable effort will be made to provide a safe and secure learning and working environment, prevent accidents and to preserve employee health and safety on the job.

Management personnel are responsible for ensuring that safety and security procedures established by the Committee, special rules issued by administration and any other applicable safety and security instructions are consistently enforced. In addition, they are responsible for providing adequate safety instruction and security and job training to every employee under their supervision.

All employees are responsible for promptly reporting to their supervisor any hazardous condition or procedure that affects them, their fellow workers, students or the general public.

All employees are responsible for assisting in the conduct of accident investigations and for performing job safety analysis to identify and correct hazardous conditions in order to prevent accidents.

All employees are encouraged to submit written suggestions on improving safe and secure working conditions and work procedures. Suggested improvements will be evaluated by the Committee and, if adopted, will be included in revised procedures. which will be referred to the respective management personnel for implementation.

Employees shall identify unsafe conditions and unsafe procedures, so they can be corrected.

Personnel -- Certified/Non-Certified

Employee Safety

School Security and Safety Committee

C.   **District Policy:** (continued)

~~Employees are responsible for immediately reporting unsafe conditions to their supervisor.~~

All accidents must be reported to the supervisor immediately, whether or not a personal injury or property damage is involved.

D.   **Committee Meetings:**

~~The~~ Each School Security and Safety Committee will meet on a quarterly basis on the call of the Chairperson. Meeting dates will be posted in all work locations.

~~The Safety~~ This committee is NOT a grievance committee.

All suggestions, or recommendations to improve on-the-job safety and school security, may be submitted to supervisors or to any Committee member for consideration.

Regulation approved:

rev 2/13
rev 6/13

A sample policy to consider.

Personnel -- Certified/Non-Certified

Employee Safety

Employee Identification Badge and Access Card System

To help ensure the protection of staff and students and reduce the possibilities of theft, vandalism and loss of District property, all District employees shall be issued and wear identification badges when on District property.

Alternate language: ~~The Board of Education desires to make all facilities within the school District safe and secure for all employees, students and visitors. The implementation of an employee and visitor identification badge system will enhance the safety and security within school buildings and on school grounds.~~

These badges will also serve as key for entrance to designated buildings. The badges will include employee pictures and may not be transferred or loaned.

The District's photo identification badge system will serve as an instant identification system for security purposes and will assist parents and other visitors to school locations in identifying school employees. Employees will display the identification card at all times in the performance of their duties on District property.

A badge system, with appropriate designation but without photograph, shall be used for visitors to schools during regular school hours and for substitutes and/or temporary employees.

The Superintendent is directed to develop administrative regulations as necessary to implement this policy.

Policy adopted:
cps 3/04
rev 4/13

A sample regulation to consider.

Personnel -- Certified/Non-Certified

Employee Safety

Employee Identification Badge and Access Card System

Staff members issued an identification badge and access card will be subject to the following requirements:

1.   Identification badges and access cards are the property of the District for use by employees. Any employee who duplicates or lends his/her identification badge will be subject to disciplinary action;

2.   All identification badges are to be worn in plain sight (at or above the waist and in clear view at all times during the regular school day) when the employee is engaged in the performance of District duties while on District property;

3.   Under no circumstances may an employee permit their ID badge or access card to be used by another person;

4.   A report of a lost or stolen ID badge or access card must be made to the appropriate administrator immediately, upon arrival at the school or building, at which time they will be given a temporary badge for the day;

5.   Employees who repeatedly report to work without their identification badges, or refuse to wear the badge, will be subject to disciplinary measures;

6.   An identification or access card lost, stolen or damaged due to circumstances beyond the employee's control will be replaced by the District at no cost to the employee. Other replacement costs will be charged to the employee;

7.   Identification badge requests must be made directly to the Superintendent's Human Resources' office;

8.   The appropriate administrator will be responsible for collecting staff identification badges and access cards at the end of the assigned work shift in the event of employee resignation, non-renewal, non-extension or termination;

9.   The District will not disclose the identification badge or card of an employee without the written consent of the employee if;

    a.   The badge or card contains the photograph of the employee;
    b.   The badge or card was prepared solely for internal use by the District to identify employees.

The District will not disclose a duplicate of the photograph used on the badge or card.

Personnel -- Certified/Non-Certified

Employee Safety

Employee Identification Badge System (continued)

Any employee who observes someone who is not wearing a district issued ID or visitor badge is required to ~~confront~~ address that individual ~~or~~ and immediately report this circumstance to the administration or a member of the security staff (School Resource Officer).

Anyone who terminates his/her employment with the District is to immediately return his/her badge and access card to the appropriate school District administrator.

Temporary identification cards will be issued to all other employees or persons entering the building on official business, including, but not limited to:

1. Daily substitutes
2. Student teachers
3. College student teacher advisors
4. Other substitute employees

Temporary identification cards issued to student teachers and other long-term personnel will be issued at the beginning of service and collected upon the completion of the assignment.

School District employees are not permitted to ignore this identification badge requirement or allow or assist any person to enter or use school facilities when they do not have a valid ID card.

Regulation approved:
cps 3/04
rev 4/13

New Fairfield Board of Education
3 Brush Hill Road
New Fairfield, CT 06812

NEW FAIRFIELD BOARD OF EDUCATION
SCHEDULE OF REGULAR MEETINGS
2014

January 2*	June 19
(*This meeting begins at 8:00 p.m., or immediately following the Superintendent's Budget Presentation at a BOE Special Meeting scheduled for 7:00 p.m.)	
January 23*	August 7
(*This meeting occurs on the fourth Thursday of January in the NFHS Media Center.)	
February 6	August 21
February 20	September 4
March 6	September 18
March 20	October 2
April 3	October 16
April 24*	November 6
(*This meeting occurs on the fourth Thursday of April in the NFHS Media Center.)	
May 1	November 20
May 15	December 4
June 5	December 18

The Board of Education is scheduled to meet at 7:00 p.m. on the first and third Thursdays of the month. There are no meetings scheduled for July. Unless otherwise posted, all meetings will be held in the New Fairfield Community Room, 33 Route 37, New Fairfield, CT.

New Fairfield Board of Education
3 Brush Hill Road
New Fairfield, CT 06812

CURRICULUM/INSTRUCTION SUBCOMMITTEE
SCHEDULE OF REGULAR MEETINGS
2014

January 2

February 6

March 6

April 3

May 1

June 5

September 4

October 2

November 6

December 4

The Curriculum/Instruction Subcommittee is scheduled to meet at 6:00 p.m. prior to the first regular Board of Education meeting of the month. There are no meetings scheduled for July and August. Unless otherwise posted, all meetings will be held in the New Fairfield Community Room, 33 Route 37, New Fairfield, CT.

New Fairfield Board of Education
3 Brush Hill Road
New Fairfield, CT 06812

FINANCE SUBCOMMITTEE
SCHEDULE OF REGULAR MEETINGS
2014

January 23*
(*This meeting occurs on the fourth Thursday of
January in the NFHS Media Center.)

February 20

March 20

April 24*
(*This meeting occurs on the fourth Thursday of
April in the NFHS Media Center.)

May 15

June 19

August 21

September 18

October 16

November 20

December 18

The Finance Subcommittee is scheduled to meet at 6:00 p.m. prior to the second Board of Education meeting of the month. There is no meeting scheduled for July. Unless otherwise posted, all meetings will be held in the New Fairfield Community Room, 33 Route 37, New Fairfield, CT.

New Fairfield Board of Education
3 Brush Hill Road
New Fairfield, CT 06812

PERSONNEL SUBCOMMITTEE
SCHEDULE OF REGULAR MEETINGS
2014

January 27

February 24

March 24

April 28

August 25

September 22

October 27

November 24

The Personnel Subcommittee is scheduled to meet at 6:00 p.m. the fourth Monday of the month. Due to the Memorial Day holiday on May 26th, there is no meeting scheduled for May. There are no meetings scheduled for June, July or December. Unless otherwise posted, all meetings will be held in the Board of Education Central Office Conference Room, 3 Brush Hill Road, New Fairfield, CT.

New Fairfield Board of Education
3 Brush Hill Road
New Fairfield, CT 06812

OPERATIONS SUBCOMMITTEE
SCHEDULE OF REGULAR MEETINGS
2014

January 22

February 26

March 26

April 23

May 28

September 23*
*(*This meeting occurs on the fourth Tuesday of September.)*

October 22

The Operations Subcommittee is scheduled to meet at 6:00 p.m. the fourth Wednesday of the month. There are no meetings scheduled for June, July, August, November or December. Unless otherwise posted, all meetings will be held in the Board of Education Central Office Conference Room, 3 Brush Hill Road, New Fairfield, CT.

New Fairfield Board of Education
3 Brush Hill Road
New Fairfield, CT 06812

POLICY SUBCOMMITTEE
SCHEDULE OF REGULAR MEETINGS
2014

January 22

February 26

March 26

April 23

May 28

September 23*
(*This meeting occurs on the fourth Tuesday of September.)

October 22

The Policy Subcommittee is scheduled to meet at 7:00 p.m. the fourth Wednesday of the month. There are no meetings scheduled for June, July, August, November or December. Unless otherwise posted, all meetings will be held in the Board of Education Central Office Conference Room, 3 Brush Hill Road, New Fairfield, CT.

Existing policy with suggested modification based upon P.A. 13-60.

Business/Non-Instructional Operations

Appropriations/Expenditures/Encumbrances/Transfers

1.   All expenditures are subject to review and authorization by the ~~Director of Management Services~~ Business Manager.

2.   Each Building Principal shall be responsible for appropriations and expenditures within programs in his/her building.

3.   The Director of Pupil Personnel Services shall be responsible for appropriations and expenditures within the following programs: Pupil Personnel Services and Special Education.

4.   The Supervisor of Buildings and Grounds shall be responsible for appropriations and expenditures within the following programs: Plant Maintenance and Plant Operations and Capital and Non-Recurring Fund.

5.   The Principal or other administrator may transfer non-salary funds on condition that a notice of such transfer is given to the ~~Director of Management Services~~ Business Manager prior to the issuance of a purchase order. The Principal or other administrator may not transfer funds from one program to another.

6.   The ~~Director of Management Services~~ Business Manager may authorize transfer of funds from one program to another in an amount not to exceed five hundred dollars ($500), in the aggregate per program. Any transfer of funds exceeding five hundred dollars ($500), must be approved by the Board of Education prior to the expenditure of such funds.

7.   Every transaction of the Board of Education involving the commitment of funds for goods and/or services shall be by purchase order and, when appropriate, by formal contract.

8.   All purchase orders and other purchase obligations shall be signed by the Superintendent of Schools or his/her designee.

9.   Purchasing functions of the Board of Education shall be centralized under the ~~Director of Management Services~~ Business Manager under the direct supervision of the Superintendent of Schools.

10.   The Purchasing Agent shall oversee all purchase transactions for the district. She/He shall be familiar with and perform all purchasing activities within the limitations prescribed by law, legal opinion and Board of Education policies. The ~~Director of Management Services~~ Business Manager may require the Principal or other administrator to go to bid.

Business/Non-Instructional Operations

Appropriations/Expenditures/Encumbrances/Transfers (continued)

11.   All contracts, such as repair and maintenance, rubbish removal, transportation, heating oil, construction projects, etc., are to be reviewed by the ~~Director of Management Services~~ Business Manager and Purchasing Agent who are to determine suitability, compatibility, and best price.

12.   The Board authorizes the Superintendent or his/her designee to transfer funds from any line items in an amount less than $500 under emergency conditions if the urgent need for such transfer prevents the Board from meeting in a timely fashion to consider such transfer. All transfers made in such instances shall be announced at the next regularly scheduled meeting of the Board and a written explanation of such transfer shall be provided to the legislative body of the municipality or, in a municipality where the legislative body is a town meeting, to the Board of Selectmen.

(cf. 3320 - Finance Controls)

Legal Reference: Connecticut General Statutes

                              10-222 Appropriations and budget. (as amended by P.A. 13-60, An Act Concerning The Consolidation of Non-educational Services)

Policy adopted: October 19, 2000   NEW FAIRFIELD PUBLIC SCHOOLS
Policy revised: June 21, 2007   New Fairfield, Connecticut
Policy revised:

Existing policy with recommended revisions, previously sent to District, with additional revision based upon PA 13-3.

Business/Non-Instructional Operations

Security of Buildings and Grounds

Buildings are among the greatest financial investments of the school district and the community. It is in the best interest of students and taxpayers to protect that investment adequately.

Security includes:

1. Developing ~~crisis response plans,~~ at each school, in compliance with the requirements of P.A. 13-3, a school security and safety plan, in partnership with other community groups, including law enforcement, fire safety officials, emergency medical services, as well as health and mental health professionals. Such plan shall be based upon the school security and safety plan standards developed by the Department of Emergency Services and Public Protection (DESPP).

2. Training and practice necessary and essential for implementation of the crisis response plan. Law enforcement and other local public safety officials shall evaluate, score and provide feedback on fire drills and crisis response drills.

3. Controlling access to school grounds and facilities.

4. Conducting a security and vulnerability assessment for each District school every two years.

5. Submitting annual reports to DESPP regarding fire drills and crisis response drills.

6. Establishing a School Security and Safety Committee at each school, responsible for assisting in the development of the school's security and safety plan and its implementation. (membership as required by P.A. 13-3)

7. Minimizing fire hazards.

8. Reducing the probability of faulty equipment.

9. Guarding against the chance of electrical shock.

10. Keeping records and funds in a safe place.

11. Protecting against vandalism and burglary.

The Superintendent of Schools is directed to establish such rules and regulations as may be needed to provide for security as outlined above.

Incidents of illegal entry, theft of school property, vandalism or damage to school property from other causes will be reported by phone to the office of the Superintendent, as soon after discovery as possible. A written report of the incident will be made within 24 hours of discovery.

Business/Non-Instructional Operations

Security of Buildings and Grounds

Keys

All keys used in a school are the property of the district and control of their distribution shall be the responsibility of the Principal. All keys shall be inventoried and returned to the Principal at the end of the school year. (When the need for a particular key arises, a key shall be issued on that basis and shall be returned immediately following termination of the need for its use.)

All keys shall be issued through the office of each principal. A receipt showing the number of the key and room(s) or building(s) which it opens shall be signed by the person to whom the key is issued. This receipt shall be filed in lieu of the key and shall be returned to the employee upon return of the key.

Each Principal shall set up a key control system with a record of the number of each key filed.

The person issued a key shall be responsible for its safekeeping and shall pay for a duplicate key if lost. Duplicate keys are obtained only through the Principal. The Board of Education prohibits the duplication of school keys by other methods.

Keys shall be used only by authorized employees and shall never be loaned to other individuals.

The greatest care shall be given to master and sub-master keys. Master keys shall never be loaned.

Except in very limited circumstances, only certain individuals shall have access to the school buildings. These individuals are administrators, maintenance and custodial staff and selected service contractors.

(cf. 3516 – Safe and Secure School Facilities; Equipment and Grounds)
(cf. 4148.1/4248.1 – School Security and Safety Committee)

Legal Reference: Connecticut General Statutes
                     29-389 Stairways and fire escapes on certain buildings.
                     P.A. 13-3 An Act Concerning Gun Violence Protection and Children's Safety

Policy adopted: October 19, 2000   NEW FAIRFIELD PUBLIC SCHOOLS
Policy readopted: June 21, 2007   New Fairfield, Connecticut
Policy revised:

4115

Personnel -- Certified

Evaluation

All certified staff, below the level of the Superintendent of Schools, will be evaluated in accordance with the procedures outlined in the district's The Guidelines for Teacher Evaluation and Professional Development.

Although the teacher evaluation law was removed from the Tenure Act, nothing in the law and guidelines prohibits the use of information obtained through a teacher evaluation program, developed under the Connecticut General Statutes Section 10-151, in making necessary administrative judgments. This includes those decisions concerned with the continuation of employment. The law and guidelines cannot restrict evidence available for a tenure or dismissal hearing under the "inefficiency and incompetence" provision included in Connecticut General Statutes Section 10-151.

Policy adopted: June 1, 2006   NEW FAIRFIELD PUBLIC SCHOOLS
                                                                                          New Fairfield, Connecticut

Existing administrative regulation with suggested modification based upon PA 10-111 and PA 12-116, previously sent to District. Additional modifications to consider are based on PA 13-145.

Personnel -- Certified

Evaluation

It is universally accepted that good teaching is the most important element in a sound educational program. Student learning is directly affected by teacher competence; therefore, teacher evaluation shall be accomplished using a teacher evaluation plan that demonstrates a clear link between teacher evaluation, professional development, and improved student learning as evidenced by student achievement.

Note: "Teacher" or "Administrator" for purposes of evaluation shall include each professional employee of the Board, below the rank of Superintendent, who holds a certificate or permit issued by the State Board of Education.

Appraisal of teaching performance should serve three purposes:

1. To raise the quality of instruction and educational services to the children of our community resulting in improved student learning and achievement.

2. To raise the standards of the teaching profession as a whole.

3. To aid the individual teacher to continue to grow professionally, linking district-wide teacher evaluation and professional development plans.

Evaluation of teacher performance must be a cooperative, continuing process designed to improve student learning and the quality of instruction. For the school year commencing July 1, 2013, and each school year thereafter, the Superintendent shall annually evaluate or cause to be evaluated all certified employees in accordance with the teacher evaluation and support program developed through mutual agreement with the professional development and evaluation committees for the District. The teacher shares with those who work with the teacher the responsibility for developing effective evaluation procedures and instruments and for the development and maintenance of professional standards and attitudes regarding the evaluation process.

The Board of Education ~~directs the Superintendent and the teachers' and administrators' representatives to develop, in consideration of the latest Guidelines for Teacher Evaluation and Professional Development Guidelines for the State Model Evaluation Program issued by the Connecticut Department of Education,~~ ~~not later than September 1, 2013,~~ shall adopt and implement a teacher evaluation and support program. Such teacher evaluation and support program shall be developed through mutual agreement with the District's professional development and evaluation committees. ~~If unable to attain mutual agreement, the Board and the professional development and evaluation committee shall consider adopting by mutual agreement the State Board of Education (SBE) adopted model teacher evaluation and support program without any modification. Further, if the Board and the professional development and evaluation committee fail to agree on the SBE model, the Board, will use its statutory authority to adopt and implement a teacher evaluation program of its choice, provided such program is consistent with the SBE adopted guidelines.~~

Personnel -- Certified

Evaluation (continued)

The ~~system-wide~~ systemwide program for evaluating the instructional process and all certified personnel is viewed as one means to improve student learning and insure the quality of instruction. The evaluation plan shall include, but need not be limited to, strengths, areas needing improvement, strategies for improvement and multiple indicators of student academic growth.

The Superintendent and all certified employees whose administrative and supervisory duties equal at least 50% of their time shall include a minimum of fifteen hours of training in the evaluation of teachers pursuant to Section 10-151b, as part of the required professional development activity during each five year period for reissuance of their professional educator certificate.

> *~~*By July 1, 2013, the State Board of Education is required to adopt guidelines for a model teacher evaluation program which is to provide guidance on the use of multiple indicators of student academic growth in teacher evaluations.~~*

The Superintendent shall annually evaluate or cause to be evaluated each teacher and administrator in accordance ~~with guidelines established by the State Board of Education and such other guidelines as may be established by mutual agreement between the Board and the teachers' and administrators' representatives,~~ with the teacher evaluation and support program and may conduct additional formative evaluations toward producing an annual summative evaluation.

In the event that a teacher or an administrator does not receive a summative evaluation during the school year, such individual shall receive a rating of "not rated" for that year.

> *Note: The SBE may waive the requirement of consistency with SBE's model guidelines for any district that, before the model guidelines are validated, (after the pilots 2012-2013), developed a teacher evaluation program that is determined by the SBE to substantially comply with the guidelines.*

The Superintendent shall report to the Board by June 1 annually on the status of the evaluations. In addition, by June 30 annually, the Superintendent shall report to the Commissioner of Education on the implementation of ~~evaluations~~, the teacher evaluation and support program including their frequency of evaluations, aggregate evaluation ratings, the number of teachers and administrators not evaluated, and other requirements as determined by the State Department of Education.

Remediation Plans

Teachers rated "below standard" or "developing" shall have an improvement and remediation plan that:

1. is developed in consultation with the teacher and his/her union representative;
2. identifies resources, support, and other methods to address documented deficiencies;
3. contains a timeline for implementing such measures in the same school year as the plan is issued; and
4. provides success indicators that include a minimum overall rating of "proficient" at the end of the improvement and remediation plan.

Personnel -- Certified

Evaluation (continued)

Evaluation Training

For the school year commencing July 1, 2013, the Board, prior to ~~implementing~~ any evaluation conducted under the teacher evaluation and support program, ~~but not later than July 1, 2014,~~ shall conduct training programs for all evaluators and orientation for all District teachers regarding the District's teacher evaluation and support program. Such training shall provide instruction to evaluators regarding how to conduct proper performance evaluations prior to conducting an evaluation under the teacher evaluation and support program. The orientation for each teacher shall be completed before a teacher receives an evaluation under the teacher evaluation and support program.

> *Note: "Teacher" includes all certified employees below the rank of Superintendent.*

~~**Implementation Plan**~~

~~The Board of Education recognizes that the State Board of Education (SBE) has adopted a modified plan for the implementation of Connecticut's Educator Evaluation and Support System for the 2013-2014 school year. The District, in the 2013-2014 "Bridge Year" will:~~

☐ ~~Implement the whole evaluation model district-wide, consisting of all components of both teacher and administrative evaluation, as outlined in the "Guidelines for Connecticut's Educator Evaluation and Support System (SEED)."~~

☐ ~~Implement the whole model in at least one-third of the District's schools, for all certified teachers and administrators within those schools.~~

☐ ~~Implement the whole model in at least fifty percent of the District's schools, for classroom teachers only and administrators within those schools.~~

☐ ~~Implement a locally-developed and state-approved model/option.~~

~~The certified staff, in 2013-2014, not evaluated under the new system shall be evaluated under the District's existing evaluation plan.~~

Audit

The Board, starting July 1, 2014, if selected, will participate as required, in an audit of its evaluation program, conducted by the State Department of Education.

(cf. - 4131 Staff Development)

Legal Reference: Connecticut General Statutes

                       10-145b Teaching certificates

Personnel -- Certified

Evaluation (continued)

Legal Reference: Connecticut General Statutes (continued)

10-151b Evaluation by superintendent of certain educational personnel. (as amended by P.A. 95-58 An Act Concerning Teacher Evaluations, Tenure and Dismissal and P.A. 00-13 An Act Concerning Teacher Competency and P.A. 10-111, An Act Concerning Education Reform in Connecticut and P.A. 12-116, An Act Concerning Educational Reform)

10-220a In-service training.   Professional development.   Institutes for educators. Cooperative and beginning teacher programs, regulations.

PA 12-116 An Act Concerning Education Reform (as amended by PA 13-145 An Act Concerning Revisions to the Reform Act of 2012.)

Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012.

Connecticut's System for Educator Evaluation and Development (SEED) state model evaluation system.

Existing policy, with suggested revisions based upon P.A. 13-41.

Personnel - Certified

Athletic Coaches Evaluation

It is the policy of the New Fairfield Board of Education (the "Board") that an athletic coach employed by the Board shall:

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

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

I. Evaluations

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

II. Employment of an Athletic Coach

Athletic coaches serve at the discretion of the Superintendent, and their employment in their specific coaching positions (*e.g*., basketball, golf) may be non-renewed or terminated at any time except as follows.

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

Personnel - Certified

Athletic Coaches Evaluation

III.   **Hearing Procedures**

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

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

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

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

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

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

Personnel - Certified

Athletic Coaches Evaluation

Legal Reference: Connecticut General Statutes

        10-151b Evaluation by superintendent of certain educational personnel

        10-220a In-service training

        10-222e Policy on evaluation and termination of athletic coaches (as amended by P.A. 13-41)

        10-149 Qualifications for coaches of intramural and interscholastic athletics coaches (as amended by P.A. 13-41)

        P.A. 13-41 An Act Concerning Hiring Standards for Athletic Directors

        PA 04-243 An Act Concerning Notification in Cases of Termination of Coaches

Policy adopted: April 7, 2005   NEW FAIRFIELD PUBLIC SCHOOLS
Policy revised: New Fairfield, Connecticut

Existing policy with suggested revision based upon PA 13-145 and PA 12-116.

Personnel -- Certified

Staff Development

Staff development is viewed by the Board of Education as a continuous, systematic effort to improve education in this school district. In our rapidly changing society, teachers must review on an ongoing basis curricular content, teaching methods and materials, educational philosophy and goals, social change, and other topics relating to education.

Each certified employee, beginning July 1, 2013, shall annually participate in a program of professional development, of not fewer than eighteen hours in length, of which a preponderance is in a small group or individual group settings. The professional development program shall:

1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;

2. focus on refining and improving various effective teaching methods that are shared between and among educators;

3. foster collective responsibility for improved student performance, and

4. be comprised of professional learning that is aligned with state student academic achievement standards, conducted at the school among educators and facilitated by principals, coaches, mentors and distinguished educators or other appropriate teachers, occurs frequently on an individual basis or among groups of teachers and includes a repository or best practices for teaching methods developed by educators within each school.

Staff development experiences, made available by the Board directly, ~~or~~ through a RESC, with another Board of Education or through a provider approved by the Commissioner, shall be guided by activities designed to:

- improve the integration of reading instruction, literacy and numeracy enhancement and cultural awareness into instructional practice,

- include strategies to improve English language learner instruction into instructional practice,

- improve teacher and administrator practice based on general results and findings from teacher evaluations reported by the Superintendent or his/her designee,

- be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance,

- be aligned with state student academic achievement standards,

- foster collective responsibility for improved student performance.

Personnel -- Certified

Staff Development (continued)

In order to ensure the continued development and improvement of staff performance and attitudes, the Board of Education requires that there shall be an organized staff development program for all certified personnel. The Board shall establish a professional development and evaluation committees, consisting of certified employees, including their union representatives, and other school personnel the Board deems appropriate. The duties of the committee shall include, but not be limited to, the development, evaluation and annual updating of a comprehensive local professional development plan for certified employees of the District. Such plan shall (1) be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), and (2) on or after July 1, 2011, be developed with full consideration of the priorities and needs related to student outcomes as determined by the State Board of Education, and (3) provide for the ongoing and systematic assessment and improvement of both teacher evaluation and professional development of the professional staff members of the Board, including personnel management and evaluation training or experience for administrators.

The members chosen by the Board to be on the Professional Development and Evaluation Committees shall serve at the pleasure of the Board.

Any such advisory committee assisting in or responsible for the planning of staff development activities shall take into consideration, at least the following:

    a.   An assessment of immediate and long-term needs at these levels: district, building, and individual
    b.   The identification of programs and activities suitable to meet these assessed needs

Furthermore, training opportunities for certified staff should be rich and varied. Special emphasis should be placed on preparing teachers and other school personnel to meet the needs of students with a wide range of academic, social, and emotional requirements and from diverse cultural and ethnic backgrounds. Staff development activities should also respond directly to the educational requisites of the student body as a whole, including:

    a.   Content areas, such as language arts, math, social sciences, and science
    b.   Methodological areas, such as motivation, teaching techniques, and classroom management
    c.   Affective areas relating to interpersonal relations of students and faculty, such as student growth and development, staff communication, problem solving, and decision making

Personnel -- Certified

Staff Development (continued)

To encourage and support the Board's goal of promoting staff development:

1.   The Board will establish an object of expenditure in the budget entitled ~~Professional~~ Staff Development and will, annually, request justification for proposed expenditures in this account and will also, once a year, cause to have such staff development activities evaluated.

2.   The Superintendent may provide the staff with opportunities in areas such as the following:

     a.   Released time and leaves of absence for travel and study
     b.   Visits to other classrooms and other schools
     c.   Conferences involving other personnel from the district, county, state, region or nation
     d.   Membership in committees
     e.   Training classes and workshops offered within the district
     f.   Further training in, or in cooperation with, institutions of higher learning, as provided by law
     g.   Professional library resources
     h.   Professional educational conferences

3.   The Board encourages all certified personnel to participate in these activities.

4.   The Board will allow any paraprofessional or noncertified employee of the District to participate, on a voluntary basis, in any in-service training program provided to certified staff on those topics mandated per C.G.S. 10-220a, subsection (a).

Professional Development Pertaining to Teacher Evaluation and Support Program

The Board, for the school year commencing July 1, 2013, prior to any evaluation conducted under the teacher evaluation and support program contained within P.A. 12-116, as amended, An Act Concerning Educational Reform, shall provide training for all evaluators and orientation to all certified District employees relating to the provisions of such teacher evaluation and support program. Such training shall provide instruction to evaluators in how to conduct proper performance evaluations prior to the use of the new evaluation and support program. Such orientation shall be completed by all certified personnel, below the rank of Superintendent, before the certified employee receives an evaluation under the teacher evaluation and support program.

(cf. 4115 - Evaluation)

Personnel -- Certified

Staff Development (continued)

Legal Reference:	Connecticut General Statutes

10-27 Exchange of professional personnel and students

10-220a In-service training. (amended by PA 04-227, PA 08-160, June 19 Special Session, Public Act 09-1 and PA 10-91 and PA 12-116, An Act Concerning Educational Reform and PA 13-145, An Act Concerning Revision to the Education Reform Act of 2012).

10-153b Selection of teachers' representatives

10-226f Coordinator of intergroup relations

10-145b Teaching certificates

Personnel -- Certified

Staff Development

The implementation of Board of Education policy 4131 necessitates, per Connecticut General Statute 10-220a, as amended, the development and implementation of professional development activities, for a minimum of eighteen hours annually. To meet this requirement, the administration will take the following steps:

a. Establish a professional development committee, consisting of certified employees, including their union representatives, and other school personnel deemed appropriate. The committee will be responsible for, the development, evaluation and annual updating of a comprehensive local professional development plan, for certified staff.

b. The plan will be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), and be developed in full consideration of the priorities and needs related to student outcomes.

c. The members chosen by the Board to be on the Professional Development Committee shall serve at the pleasure of the Board.

d. The preponderance of the planned professional development activities will be in a small group setting which must:

    1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;

    2. focus on refining and improving various effective teaching methods that are shared between and among educators;

    3. foster collective responsibility for improved student performance, and

    4. be comprised of professional learning that meets the following criteria:

        •   is aligned with rigorous state student academic achievement standards;

        •   conducted among educators and facilitated by principals, coaches, mentors, distinguished educators or other appropriate teachers;

        •   occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement; and

        •   includes a repository or best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating.

Personnel -- Certified

Staff Development (continued)

e. The staff development experiences may be made available by the Board directly, or through a RESC, a cooperative arrangement with another Board of Education, or through a provider approved by the Commissioner.

f. It is the responsibility of each teacher, in collaboration with his/her administrator, to identify and participate in appropriate professional development activities to address the needs identified in his/her annual evaluation. A log or other tracking method shall be created for the professional development that has been completed, subject to review and audit by the Connecticut State Department of Education.

g. The time and location of professional development activities will be in accordance with an agreement between the Board of Education and the exclusive bargaining unit, or in the absence of such agreement or language pertaining to time and location, by a determination of the Board of Education.

h. The professional development activities must be designed to:

1. improve the integration of reading instruction, literacy and numeracy enhancement and cultural awareness into instructional practice,

2. include strategies to improve English language learner instruction into instructional practice,

3. improve teacher and administrator practice based on results and findings from teacher evaluations reported by the Superintendent or his/her designee, and provide professional growth,

4. be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance,

5. be aligned with state student academic achievement standards, and

6. foster collective responsibility for improved student performance.

i. The capabilities of certified staff to improve student learning will involve teacher review of curricular content, teaching methods and materials, educational philosophy and goals, social change and related topics.

j. Professional development activities will include preparation to meet the needs of students of diverse cultural and ethnic backgrounds.

k. Administrators and supervisors are to receive training pursuant to their obligations in the evaluation of teachers and administrators under the teacher evaluation and support program (15 hours for each five year period.)

Personnel -- Certified

Staff Development (continued)

l.   Professional development activities should respond directly to the educational needs of the student body, including:

   1.   content areas such as language arts, including reading, writing, speaking, listening, viewing and enacting; math, social studies and science;

   2.   methodological areas such as motivation, teaching techniques, including the use of computers in the classroom and classroom management; and second language acquisition; and

   3.   affective areas of interpersonal relations of students and faculty, student growth and development and staff communication, problem solving, and decision-making.

m.   The administration will prepare an annual professional development program budget for Board approval.

n.   The effectiveness of the professional development program will be assessed on an annual basis. Such assessment must indicate that the professional development activities:

   1.   Were planned in response to identified needs;
   2.   Were provided by qualified instructional personnel, as appropriate;
   3.   Met the requirements for participation in the activity shared with participants before the commencement of the activity;
   4.   Are evaluated in terms of effectiveness and contribution to the attainment of school and/or District goals; and
   5.   Were documented in accordance with the procedures established by the SBE.

o.   School administrators will communicate to individual educators their responsibility to participate in professional development activities agreed upon in the annual evaluation process.

p.   The District, in a manner determined by the Connecticut State Department of Education, will attest that District educators have participated in professional development activities in accordance with his/her annual evaluation plan.

> **NOTE:** *The thrust of professional development focuses more on individual or small group job-embedded processes. School districts will need to evaluate the manner in which the data pertaining to the professional development program is managed and tracked. Previous methods used to track CEUs may be inadequate. Discussion is recommended with teachers to determine how best to document and track professional development activities in an efficient and accurate manner. Software programs should be investigated.*

Regulation approved: May 2, 2013   NEW FAIRFIELD PUBLIC SCHOOLS
                                                   New Fairfield, Connecticut

Connecticut General Statutes 10-220a - In-service Training

A.   Required In-service Topics for Certified Personnel

1.   Nature and the relationships of drugs and alcohol to health and personality development and procedures for discouraging their abuse.

2.   Health and mental health risk reduction education including, but not limited to the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating, domestic violence, child abuse and youth suicide.

3.   Growth and development of exceptional children, including handicapped and gifted and talented children including but not limited to, children with attention deficit hyperactivity disorder or learning disabilities who may require special education, and methods for identifying, planning and working effectively with special needs children in a regular classroom

4.   School violence prevention and conflict resolution and the prevention of and response to youth suicide.

5.   Identification and prevention of bullying and response to bullying as defined in 10-222d, subsection (a) as amended. (Boards that implement an evidence-based model approach approved by the SDE are not required to provide in-service training on prevention of bullying.)

6.   Cardiopulmonary resuscitation and other emergency life saving procedures.

7.   Computer and other information technology as applied to student learning and classroom instruction, communications and data management.

8.   Teaching of the language arts, reading and reading readiness and assessment of reading performance including methods of teaching language skills necessary for reading, comprehension skills, phonics and the structure of the English language for teachers in grades kindergarten to three, inclusive. (15 hours every 5 years)

9.   Second language acquisition in districts required to provide a program of bilingual education pursuant to C.G.S. 10-17f.

10.   Elementary, middle, and high school teachers must include 15 hours of training in the use of computers in the classroom every five years. Teachers, regardless of grade level, who can demonstrate technology competency, in a manner determined by the Board of Education, based on statewide standards for teacher competency in the use of instructional technology, shall be exempted from this requirement.

11.   Training in the evaluation of teachers for superintendents and those employees employed in positions requiring an intermediate administrator or supervisory certificate whose duties equal at least 50% of the assigned time. (15 hours every 5 years)

Connecticut General Statutes 10-220a - In-service Training

B. **Optional In-Service Topics for Certified Personnel**

- Holocaust and genocide education and awareness
- African-American History
- Puerto-Rican History
- Native American History
- Personal Financial Management
- The historical events surrounding the Great Famine in Ireland
- Domestic Violence and Teen Dating Violence

Existing policy with suggested modification.

Students

Weapons and Dangerous Instruments

The Board of Education determines that possession, concealment, and/or use of a weapon, or a facsimile of a weapon (with exception of those facsimile approved by the administration), by a student is detrimental to the welfare and safety of the students and school personnel within the district. Possession and/or use of any dangerous or deadly weapon, firearm, or destructive device in any school building on school grounds, in any school vehicle, or at any school-sponsored activity are prohibited. Such weapons include but are not limited to any pistol, revolver, rifle, shotgun, air gun or spring gun; slingshot; bludgeon; brass knuckles or artificial knuckles of any kind; knives including any knife the blade of which can be opened by a flick of a button or pressure on the handle, or any pocketknife where the blade is carried in a partially opened position; martial arts weapon; destructive device. Pursuant to federal law, the term firearm includes, but is not limited to, any weapon designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or destructive device.

A "destructive device" is considered any device with an explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

The possession or use of any such weapon or devices will require that the proceedings for the suspension and/or expulsion of the student involved will be initiated immediately by the Principal. If the student is found to have possessed a firearm or other dangerous weapon as defined in C.G.S. 53a-3 in violation of 29-35 or 53-206, in or on the real property of a school, in any school vehicle or at any school activity as defined in C.G.S. 10-233a, he/she must be expelled for one calendar year. The Board of Education or hearing board may modify the period of expulsion on a case by case basis. To comply with federal law, any finding of an exception shall be reduced to writing. All legal restrictions and requirements will be adhered to pertaining to special education students.

The Board shall consider a student's conduct off school grounds that is seriously disruptive of the educational process or is violative of publicized policies of the Board as grounds for expulsion.

Additional optional language to consider:

Weapons under the control of law enforcement personnel are permitted. The Superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the District and conducted on District property.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A "school zone" is defined by federal law, means in/on school grounds or within 1,000 feet of school grounds.

Students

Weapons and Dangerous Instruments (continued)

~~"Gun-Free School Zone" signs will/may be posted in cooperation with city/town officials as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.~~

(cf. 5114 - Suspension/Expulsion)
(cf. 5145.12 - Search and Seizure)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules.

10-233a through 10-233f - Expulsion as amended by PA 95-304

53a-3 Definitions.

53a-217b - Possession of firearms and deadly weapons on school grounds

53-206 Carrying and sale of dangerous weapons.

PA 94-221 An Act Concerning School Discipline and Safety

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a))25)-(26), 922(q) (2006)

GOALS 2000: Educate America Act

18 U.S.C. 921 Definitions.

USCA 7151 No Child Left Behind Act

Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2006)

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117

Policy adopted: April 6, 2006   NEW FAIRFIELD PUBLIC SCHOOLS
Policy revised: New Fairfield, Connecticut

Existing policy with required modification based upon PA 13-3.

Students

Hazing

Bullying

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying.

Definitions

"Bullying" means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

    A.   causes physical or emotional harm to such student or damage to such student's property,

    B.   places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,

    C.   creates a hostile environment at school for such student,

    D.   infringes on the rights of such student at school, or

    E.   substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. (*The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.*)

Students

Hazing

Bullying

Definitions (continued)

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

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

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

"**Hostile environment**" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

"**Outside of the school setting**" means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

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

"**School climate**" means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures.)

Students

Hazing

Bullying (continued)

Examples of bullying include, but are not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs including ethnically-based or gender-based verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school
6. The misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school ("cyberbullying")
7. Targeting of a student based on the student's actual or perceived "differentiating" characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental, physical, developmental, or sensory disability.

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school,

are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

A comprehensive program, to improve the school climate, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school wide, classroom and individual.

Students

Hazing

Bullying (continued)

The District's program (= *delete*) (*Also outlined in the section pertaining to the "Safe School Climate Plan."*):

1. Requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying in its schools;

2. Permits anonymous reports of bullying by students to school employees and written reports of suspected bullying by parents or guardians;

3. Requires school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such an oral report;

4. Requires the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written report;

5. Requires the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

6. Requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying, including language about bullying in student codes of conduct and in all student handbooks;

7. Provides for the inclusion of language in student codes of conduct concerning bullying;

8. Requires each school to notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying;

Students

Hazing

Bullying (continued)

9.   Requires each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;

10.   Establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and make such list publicly available and report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;

11.   Requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;

12.   Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

13.   Requires the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such students against further acts of bullying;

14.   Requires the principal of a school or the principal's designee, to notify the appropriate local law enforcement agency when such principal or the principal's designee believes that any acts of bullying constitute criminal conduct;

15.   Prohibits bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

16.   Requires, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan, and

Students

Hazing

Bullying (continued)

17.   Requires all school employees to annually complete the training required by C.G.S. 10-220a, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;

> **Note:** *Certified employees are required to complete annual training on the prevention and identification of bullying and response to bullying and the prevention and response to youth suicide.*
>
> *The State Department of Education, within available appropriations, is required to provide annual training to non-certified school employees.*

18.   Requires students and the parents/guardians of students to be notified annually of the process by which they may make reports of bullying;

19.   As required, but not later than, January 1, 2012, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, and cooperative assistance; and

20.   Requires that not later than thirty calendar days after approval by the Board, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

The Board expects prompt and reasonable investigations of alleged acts of bullying. The safe school climate specialist of each school is responsible for handling all complaints of alleged bullying. The safe climate specialist shall investigate or supervise the investigation of all reports of bully promptly.

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

Students

Hazing

Bullying (continued)

Prevention and Intervention Strategy

The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy which may include, but is not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education.
2. School rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying is likely to occur.
4. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully, parents and school employees and interventions with the bullied child, parents, and school employees.
6. School wide training related to safe school climate.
7. Student peer training, education and support.
8. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.

District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

The Coordinator shall:

1. Implement the District's safe school climate plan;

2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying in District schools;

3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and

4. Meet with the safe school climate specialists at least twice during the school year to discuss bullying issues in the District and make recommended changes to the District's safe school climate plan.

5. Successfully complete, for the school year commencing July 1, 2014, the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services. (such training only required once.)

Students

Hazing

Bullying (continued)

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying reports in the school.

Safe School Climate Committee

For the school year commencing July 1, 2012, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Implement the provisions of the school security and safety plan, (developed pursuant to Section 87 of PA 13-3) regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying (defined in Connecticut General Statutes 10-222d) and report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee;
4. Review and amend school ~~policies~~ protocols relating to bullying;
5. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
6. Educate students, school employees and parents and guardians of students on issues relating to bullying;
7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying; and
8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 ~~and #2~~ and #3 or any other activity that may compromise the confidentiality of a student.

Students

Hazing

Bullying (continued)

Safe School Climate Plan

The Board of Education shall develop and implement a Safe School Climate Plan to address the existence of bullying in its schools. Such plan shall:

1. Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which they may make such reports;

2. Enable the parents or guardians of students to file written reports of suspected bullying;

3. Require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;

4. Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;

5. Require the Safe School Climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

6. Include a prevention and intervention strategy for school employees to deal with bullying;

7. Provide for the inclusion of language in student codes of conduct concerning bullying;

8. Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation. The required notification and invitation shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying;

9. Require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying;

10. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education, and in such manner as prescribed by the Commissioner of Education;

Students

Hazing

Bullying (continued)

Safe School Climate Plan (continued)

11. Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;

12. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

13. Direct the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such student against further acts of bullying;

14. Require the Principal of a school, or the Principal's designee, to notify the appropriate local law enforcement agency when such Principal, or the Principal's designee, believes that any acts of bullying constitute criminal conduct;

15. Prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

16. Require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan; and

17. Require that all school employees annually complete the training described in C.G.S. 10-220a, as amended.

Safe School Climate Assessment

The Board requires each school in the District, on and after July 1, 2012, and biennially thereafter, to complete an assessment using school climate assessment instruments, including surveys, approved and disseminated by the Department of Education pursuant to C.G.S. 10-222h, as amended by PA 11-232. The Board will collect the school climate assessments of each District school and submit them to the Department of Education.

Students

Hazing

Bullying

Safe School Climate Assessment (continued)

> **Note:** *The Department of Education, within available appropriations, is required by the amended C.G.S. 10-222h, to approve in collaboration with the Connecticut Association of Schools (CAS), and disseminate to all public schools grade-level appropriate school climate assessment instruments, including surveys, to be used by Boards of Education for the purpose of collecting information pertaining to a district's "prevention and intervention strategy" in order to enable the Department to monitor bullying efforts over time and to compare each district's progress to state trends.*
>
> *A safe school climate resource network is to be established by the Department of Education, in consultation with the State Education Resource Center, the Governor's Prevention Partnership and the Commission on Children, within available appropriations, for the identification, prevention, and education of school bullying in the state. This network will make available to all schools information, training opportunities and resource materials to improve school climate to diminish bullying.*

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. In addition, this policy shall be included in all student and faculty handbooks and shall be disseminated to the public in a manner to be determined by the Superintendent.

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate that is protected by state or federal law.

(cf. 0521 – Nondiscrimination)
(cf. 4131 – Staff Development)
(cf. 5114 – Suspension and Expulsion/Due Process)
(cf. 5131 – Conduct)
(cf. 5131.21 – Violent and Aggressive Behavior)
(cf. 5131.8 – Out-of-School Misconduct)
(cf. 5131.912 – Aggressive Behavior)
(cf. 5131.913 – Cyberbullying)
(cf. 5131.91 – Hazing)
(cf. 5144 – Discipline/Punishment)
(cf. 5145.4 – Nondiscrimination)
(cf. 5145.5 – Sexual Harassment)
(cf. 5145.51 – Peer Sexual Harassment)
(cf. 6121 – Nondiscrimination)
(cf. 6121.1 – Equal Educational Opportunity)

Students

Hazing

Bullying

Legal Reference: Connecticut General Statutes

10-15b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.

10-222d Policy on bullying behavior as amended by PA 08-160 and PA 11-232.

PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.

PA 11-232 An Act Concerning the Strengthening of School Bullying Laws.

Students

Bullying

Safe School Climate Plan

Purpose/Priority Statement

The New Fairfield School District is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. The goal is the establishment of a positive school climate in which norms, values, and expectations make students and adults feel socially, emotionally, intellectually and physically safe. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. The District expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The purpose of the Safe School Climate Plan is to promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable. Attitudes and practices can contribute to bullying, to lower levels of confidence, self-esteem and lack of achievement.

The following plan, "The New Fairfield Public Schools Safe School Climate Plan (Plan)," addresses the mandated areas of compliance which are required under C.G.S.10-222d as amended by P.A. 11-232. In addition to the following current efforts, the administration, faculty and staff of this District commit to continue to improve, enhance, and update both the Plan and its implementation biennially in order to best serve the students, parents, guardians and the community.

The Board of Education (Board) promotes a secure and positive school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

I.   **Prohibition Against Bullying**

The Board of Education (Board) prohibits bullying (a) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board, and (b) outside of the school setting if such bullying (i) creates a hostile environment at school for the victim, (ii) infringes on the rights of the victim at school, or (iii) substantially disrupts the education process or orderly operation of a school.

Students

Bullying

Purpose/Priority Statement (continued)

II.   Definitions

"Bullying" means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, or a physical act or gesture by one or more students repeatedly directed at or referring to another student attending school in the same school district that:

A.   causes physical or emotional harm to such student or damage to such student's property,

B.   places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,

C.   creates a hostile environment at school for such student,

D.   infringes on the rights of such student at school, or

E.   substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. (*The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.*)

➢ *ADD SPACE HERE*

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

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

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

Students

Bullying

II.   **Definitions** (continued)

"**Hostile environment**" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

"**Outside of the school setting**" means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

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

"**School climate**" means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. (*It is based on people's experiences of school and reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.*)

III.   **Reporting and Responding to Bullying and Retaliation (Complaint Process)**

A.   **Publication of the Prohibition against Bullying and Related Procedures**

The prohibition against bullying shall be publicized by including the following statement in the student handbook of each of the district schools:

"Bullying behavior by any student in the New Fairfield Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Bullying" means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same district that:

A. causes physical or emotional harm to such student or damage to such student's property,
B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,

Students

Bullying

III. **Reporting and Responding to Bullying and Retaliation (Complaint Process)** (continued)

        C. creates a hostile environment at school for such student,

        D. infringes on the rights of such student at school, or

        E. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, gender identity, or physical mental, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

        1.   creates a hostile environment at school for the victim,

        2.   infringes on the rights of the victim at school, or

        3.   substantially disrupts the education process or the orderly operation of a school,

Students and/or parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to school employees. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation (Plan) #5131.911 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.

Students

Bullying (continued)

B. Appropriate School Personnel

All school employees are charged with the responsibility of taking reports of bullying or if witnessing acts of bullying to notify the Safe School Climate Specialist or another administrator when the Safe School Climate Specialist is not available. Reports shall be appropriately investigated by the Safe School Climate Specialist or another administrator when the Safe School Climate Specialist is not available.

District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Assistant Superintendent of Schools shall serve as the District Safe School Climate Coordinator.

The Coordinator shall:

1. Implement the District's safe school climate plan;

2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying in District schools;

3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and

4. Meet with the safe school climate specialists at least twice during the school year to discuss bullying issues in the district and make recommended changes to the District's safe school climate plan.

5. Successfully complete, for the school year commencing July 1, 2014, the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services. (Such training only once required)

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District's Safe School Climate Plan;

2. Collect and maintain records of reports and investigations of bullying in the school; and

Students

Bullying (continued)

Safe School Climate Specialist (continued)

3.   Act as the primary school official responsible for preventing, identifying and responding to bullying reports in the school.

C.   Annual Notification of the Complaint Process

The process by which students may make formal, informal, and anonymous complaints as set forth below shall be publicized annually in the student handbook of each of the District schools. In addition, this Safe School Climate Plan shall be placed on the District website and the website of each school.

D.   Formal Written Complaints

Students and/or their parents or guardians may file written reports of conduct that they consider to be bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school employee, and they shall be promptly forwarded to the Safe School Climate Specialist or another school administrator, if the Safe School specialist is unavailable, for review and action in accordance with Section IV below.

E.   Informal/Verbal Complaints by Students

Students may make an informal complaint of conduct that they consider to be bullying by verbal report to the Safe School Climate Specialist, or to any school employee, as defined, or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. A school employee, or administrator or the Safe School Climate Specialist who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the school employee, administrator, if not the Safe School Climate Specialist, shall be promptly forwarded to the Building Principal for review and action in accordance with Section IV below.

Students

Bullying (continued)

    F.   Anonymous Complaints

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school employee who receives the complaint. Should anonymity be requested, the Safe School Climate Specialist, if not the Principal or his/her designee, shall meet with the student to review the request for anonymity and the impact that maintaining anonymity of the complaint may have on the investigation of the complaint and/or possible remedial action. At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint. Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

IV.   Staff Responsibilities and Intervention Strategies

    A.   Teachers and Other School Staff

School employees who witness acts of bullying, as defined above, or who receive reports of bullying shall promptly notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such employee witnesses or receives a report of bullying. A written report must be filed not later than two school days after making such an oral report concerning the events witnessed or reported.

School employees who receive student or parent reports of suspected bullying shall promptly notify the Safe School Climate Specialist of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable. If the report is an informal complaint by a student that is received by a school employee, he or she shall prepare a succinct written report of the informal complaint, which shall be forwarded promptly (no later than the next school day) to the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable. If the report is an informal complaint by a student that is received by a school employee, this employee shall verbally report the matter to the Safe School Climate Specialist not later than the next school day.

Students

Bullying (continued)

IV.   **Staff Responsibilities and Intervention Strategies** (continued)

A.   **Teachers and Other School Staff**

In addition to addressing both informal and formal complaints, school employees and other are encouraged to address the issue of bullying in other interactions with students. Teachers and other professionals may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. All school employees including teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of "bullying."

B.   **Responsibilities of the Safe School Climate Specialist**

1.   **Investigation**

The Safe School Climate Specialist shall be promptly notified of any formal or informal complaint of suspected bullying received by any school employee. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District's Safe School Climate Plan. All such complaints shall be investigated promptly. The investigation must be completed promptly after the receipt by the Safe School Climate Specialist of any written report. In order to allow the District to adequately investigate all formal complaints, the parent of the student suspected of being bullied must complete a consent form that allows their District to release that student's name to those third parties who the District contacts as part of its investigation of that complaint with regard to the investigation of informal complaints, the parent of the student suspected of being bullied must complete the above-referenced consent form so long as that student has not requested anonymity.

A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of bullying were verified, and, when acts of bullying are verified, a recommendation for intervention, including disciplinary action. Where appropriate, written witness statements shall be attached to the report.

Students

Bullying

IV.   Staff Responsibilities and Intervention Strategies (continued)

B.   Responsibilities of the Safe School Climate Specialist (continued)

1.   Investigation

The school shall notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight (48) hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and in the case of a divorced/split situation, to the other parent/guardian if requested. The notice must describe the school's response, measures being taken by the school to ensure the safety of the students against whom such act was directed, and any consequences that may result from further acts of bullying.

Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complainant. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

2.   Remedial Actions

Verified acts of bullying shall result in intervention by the Building Principal or his/her designee that is intended to address the acts of the perpetrator and the needs of the victim and to assure that the prohibition against bullying behavior is enforced, with the goal that any such bullying behavior will end as a result.

Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying" as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (detention, in-school suspension; suspension or expulsion) is a matter for the professional discretion of the Building Principal (or responsible program administrator or his/her designee.) The following sets forth possible interventions for building principals to enforce the Board's prohibition against bullying. No disciplinary action may be taken solely on the basis of an anonymous complaint.

Students

Bullying

IV.   **Staff Responsibilities and Intervention Strategies** (continued)

     B.   **Responsibilities of the Safe School Climate Specialist** (continued)

          2.   **Remedial Actions**

The following sets forth permissible interventions for building principals (or other responsible program administrators) to enforce the Board's prohibition against bullying.

               a.   **Non-disciplinary Interventions**

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying.

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

In any instance in which bullying is verified, the building Principal (or other responsible program administrator) shall invite the parents or guardians of the student against whom such act was directed, and the parents or guardians of a student who commits any verified act of bullying, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying. In the discretion of the building Principal or other responsible program administrator, the meeting(s) described in this section may be held jointly or separately. (The SDE recommends such meetings to be separate)

Students

Bullying

IV. **Staff Responsibilities and Intervention Strategies** (continued)

    B. **Responsibilities of the Safe School Climate Specialist** (continued)

        2. **Remedial Actions**

            b. **Disciplinary Interventions**

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with Board policy. This consequence shall be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

            c. **Interventions for Bullied Students**

The Safe School Climate Specialist/Building Principal (or other responsible program administrator) or his/her designee shall intervene in order to address repeated incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

- Counseling;
- Increased supervision and monitoring of student to observe and intervene in bullying situations;
- Encouragement of student to seek help when victimized or witnessing victimization;
- Peer mediation where appropriate.

Students

Bullying

IV.   Staff Responsibilities and Intervention Strategies (continued)

    B.   Responsibilities of the Safe School Climate Specialist (continued)

        3.   General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other District actions may ameliorate any potential problem with bullying in school or at school-sponsored activities. A focus will be placed on district and school efforts to improve school climate based upon the National School Climate Standards.

While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators, teachers and other professional staff members in each school:

    a.   Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;

    b.   A safe school climate assessment on or after July 1, 2012 and biennially thereafter to determine the prevalence of bullying. Such assessments may include, in addition to those approved and disseminated by the State Department of Education, in collaboration with CAS, the National School climate Standards Self-Assessment Tool' and the Connecticut State Department of Education's "Improving School Climate Team Rubric;"

    c.   Establishment by the school Principal of a Safe School Climate Committee in each District school or the designation of an existing committee that is responsible for fostering a safe school climate and addressing issues related to bullying in the school.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying;

2. Identify and address patterns of bullying among students in the school;

3. Implement the provisions of the school security and safety plan, (developed pursuant to Section 87 of PA 13-3) regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that many not meet the definition of bullying (defined in Connecticut General Statutes 10-222d) and report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee;

Students

Bullying

IV.   Staff Responsibilities and Intervention Strategies (continued)

B.   Responsibilities of the Safe School Climate Specialist (continued)

3.   General Prevention and Intervention Strategies (continued)

4. Review and amend school policies relating to bullying;

5. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;

6. Educate students, school employees and parents and guardians of students on issues relating to bullying;

7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying; and

8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #2 #3 above and from any other committee activities that may compromise student confidentiality.

d. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;

e. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school;

f. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;

g. School-wide training related to safe school climate;

h. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;

i. Respectful responses to bullying concerns raised by students, parents or staff;

j. Planned professional development programs addressing bully/victim problems;

k. Student peer training, education and support. Use of peers to help ameliorate the plight of victims and include them in group activities;

Students

Bullying

IV. Staff Responsibilities and Intervention Strategies (continued)

B. Responsibilities of the Safe School Climate Specialist (continued)

3. General Prevention and Intervention Strategies (continued)

l. Avoidance of sex-role stereotyping (e.g., males need to be strong and tough);

m. Continuing awareness and involvement on the part of staff and parents with regards to prevention and intervention strategies;

n. Modeling by all school employees of positive, respectful, and supportive behavior toward students;

o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;

p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

V. Reporting Obligations

A. Report to the Parent or Guardian of the Perpetrator

If after investigation, acts of bullying by a specific student are verified, not later than forty-eight (48) hours after the completion of the investigation, the Building Principal/Safe School Climate Specialist or his/her designee shall notify the parent or guardian of the perpetrator in writing of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification. In addition, the school shall invite the parent/guardian of a student who commits any verified act of bullying (after the completion of the investigation) to a meeting to communicate to the parents/guardians the measures being taken by the school to ensure the safety and measures being taken by the school to ensure the student's safety and to prevent further acts of bullying. Records will be maintained by the School Principal/Safe School Climate Specialist of the bullying reports, subsequent investigations and parental/guardian meetings.

Students

Bullying

V.   Reporting Obligations (continued)

    B.   Reports to the Targeted Student and his/her Parent or Guardian

If after investigation, acts of bullying against a specific student are verified, the Building Principal/Safe Climate Specialist or his/her designee shall notify the parent or guardian of the victim of such finding, not later than forty-eight (48) hours after the completion of the investigation. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, as reflected in the student's educational records, shall not be disclosed to the parents or guardian of the victim, except as provided by law (e.g., court order/subpoena). In addition, the school shall invite the parent/guardian of the student against whom the verified act of bullying was directed, after the completion of the investigation, to a meeting to communicate to the parents/guardians the measures being taken by the school to ensure the safety and measures being taken by the school to ensure the targeted student's safety and to prevent further acts of bullying. Records will be maintained by the School Principal/Safe School Climate Specialist of the bullying reports, subsequent investigations and parental/guardian meetings.

Notices shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and the other parent/guardian if requested. This mailing requirement shall be in effect for as long as the student attends the school in which the original request is made.

    C.   List of Verified Acts of Bullying

The Principal/Safe School Climate Specialist of each school shall establish a procedure to document and maintain records relating to reports and investigations of bullying in such school and maintain a list of the number of verified acts of bullying in the school, and this list shall be available for public inspection upon request. The list shall be reported annually to the Department of Education in such manner as prescribed by the Commissioner of Education. Given that any determination of bullying involves repeated acts over time, each report prepared in accordance with Section III (1) above that includes verified acts of bullying shall be tallied as one verified act of bullying unless the specific actions that are the subject of the report involve separate and distinct acts of bullying. The list shall be limited to the number of such verified acts of bullying in the school, and it shall not set out the particulars of each verified act, including but not limited to any personally identifiable student information, which is confidential information by law.

Students

Bullying (continued)

VI. Prohibition against Discrimination and Retaliation

A. Safety

Discrimination and/or retaliation against any person who reports bullying, provides information during an investigation of an act of bullying, or witnesses or has reliable information about bullying is prohibited.

The continuation and perpetuation of bullying of a student through the dissemination of hurtful or demeaning material by any other student is prohibited.

The District will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, discrimination or retaliation in our school buildings, on school grounds, or in school related activities. All reports and complaints of bullying, cyberbullying, discrimination and retaliation will be investigated promptly and prompt action will be taken to end that behavior and restore the student's against whom such bullying was directed (target's) sense of safety. This commitment is to be supported in all aspects of the school community, including curricula, instructional programs, staff development, extracurricular activities, and parent/guardian involvement.

Before formally investigating the allegations of bullying, discrimination or retaliation, the Principal/Safe School Climate Specialist or designee will take steps to assess the need to restore a sense of safety to the alleged student against whom such bullying was directed (target) and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but are not limited to, creating a personal safety plan; pre-determining seating arrangements for the alleged victim (target) and/or the alleged perpetrator in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the alleged student against whom such bullying was directed (target); and altering the alleged perpetrator's schedule and access to the alleged target. The Principal/Safe School Climate Specialist will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal/Safe School Climate Specialist will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

Students

Bullying

VI. **Prohibition against Discrimination and Retaliation** (continued)

    A. **Safety** (continued)

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal/Safe School climate Specialist or designee will contact the victim to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If determined necessary, the Principal/Safe School Climate Specialist will work with appropriate school staff to implement them immediately.

    B. **Law Enforcement Notification**

The School Principal or his/her designee shall notify the appropriate local law enforcement agency when such Principal or the Principal's designee believes any acts of bullying constitute criminal conduct.

VII. **Training Requirements for School Staff**

    A. Certified staff of the District shall be provided in-service training on the prevention, identification and response to school bullying and the prevention of and response to youth suicide. (*The Board, subject to the approval of the State Department of Education, is not required to offer an in-service program regarding bullying or youth suicide prevention and intervention if it instead implements an evidence-based model approach to this issue.*)

    B. Beginning teachers shall satisfactorily complete instructional modules as required by C.G.S. 10-145a which shall include a module in classroom management and climate, which shall include training regarding the prevention, identification, and response to school bullying and the prevention of and response to youth suicide.

    C. Non-certified staff of the District will participate in annual training to be provided, within available appropriations, by the Connecticut State Department of Education. The training may be presented in person by mentors, offered in state-wide workshops, or through on-line courses. Such training may include, but is not limited to:

        1. Developmentally appropriate strategies to prevent bullying among students in school and outside the school setting,

Students

Bullying

VII. Training Requirements for School Staff (continued)

2. Developmentally appropriate strategies for immediate and effective interventions to stop bullying,

3. Information regarding the interaction and relationship between students committing acts of bullying, students against whom such acts of bullying are directed and witnesses of such acts of bullying,

4. Research findings on bullying, such as information about the types of students who have been shown to be at-risk for bullying in the school setting,

5. Information about the incidence and nature of cyberbullying as defined in C.G.S. 10-222d, or

6. Internet safety issues as they relate to cyberbullying.

VIII. Notification Requirements

A. A copy of this District's Safe School Climate Plan shall be provided in written or electronic format to all District employees annually at the beginning of each school year.

B. The District's Safe School Climate Plan shall be made available on the Board's website and on the website of each individual school with the District. Such posting shall occur within thirty (30) days of the approval of such plan by the Board. *(Note: The Safe School Climate Plan must be approved by the Board of Education not later than January 1, 2012 and submitted to the State Department of Education.)*

C. The District's Safe School Climate Plan shall be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

IX. School Climate Assessments

A. On or after July 1, 2012, and biennially thereafter, the Board requires each school within the District to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the State Department of Education.

B. Completed assessments shall be shared with the Board and then submitted by the Board to the State Department of Education.

Students

Bullying (continued)

X.   Bullying Through the Use of Technology (Cyberbullying)

An emerging form of bullying is the use of technology to threaten, intimidate, ridicule, humiliate, insult, or harass. Technology enables aggressive expression toward others and does not rely on physical strength or physical contact. By using a cell phone or the Internet, a student can quickly and aggressively spread rumors, threats, hate mail, or embarrassing photos through text messages, e-mails, or instant messages.

There are a number of social networking sites (MySpace, Facebook, Twitter, etc.) available to our students that can be misused and/or abused for bullying purposes. Any alleged misuse or abuse must be reported to any staff member or the Safe School Climate Specialist.

The District's discipline policy states that misuse, on or off campus, of electronic devices, for threatening/bullying/hazing or harassment is a violation and can be the basis for discipline on or off campus. When information is received that a student or students are involved in bullying through the use of technology either as the actor or a member of a group, or the victim, the following will be considered:

- If it takes place on campus or at a school sponsored event, disciplinary action will be taken.

- If it takes place off campus a school may take disciplinary action if the incident poses a likelihood of substantial disruption to the educational process or the orderly day to day operations of the school.

XI.   Relationship to Other Laws

A.   Consistent with state and federal laws, and the policies of the district and school rules, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color gender, religion, national origin, or sexual orientation. Nothing in the "Plan" prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or district policies.

B.   In addition, nothing in the "Plan" is designed or intended to limit the authority of the school or district to take disciplinary action under applicable laws, or local school or District policies in response to violent, harmful, or disruptive behavior, regardless of whether the "Plan" covers the behavior.

Students

Bullying (continued)

XII. Immunity for Board of Education, School Employees, Others

Members of the Board of Education and school employees are protected by statute against damage claims in the implementation of a safe school climate plan and, in accordance with a school district safe school climate plan, report, investigate, or respond to bullying. PA 11-232 also extends this immunity to reports of bullying incidents by parents, students, and others to a school employee according to a safe school climate plan.

To be immune, these parties must act in good faith and, in the case of a school employee or Board of Education, within the scope of their duties. The immunity does not cover gross, wanton, reckless, or willful misconduct.

MODEL ANNUAL BULLYING NOTICE

Bullying behavior by any student in the New Fairfield Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Bullying" means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

    A. Causes physical or emotional harm to such student or damage to such student's property,
    B. Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
    C. Creates a hostile environment at school for such student,
    D. Infringes on the rights of such student at school, or
    E. Substantially disrupts the education process or the orderly operation of a school.

P.A. 11-232 prohibits retaliation against those who report bullying and requires school officials to notify police when they believe bullying conduct constitutes a crime. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or physical, mental, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

    A. Creates a hostile environment at school for the victim,
    B. Infringes on the rights of the victim at school, or
    C. Substantially disrupts the education process or the orderly operation of a school.

Students and/or parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to school employees. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation #5131.911 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.

New Fairfield Public Schools
Report of Bullying Form/Investigation Summary

School _____ **Date** _____

Location(s) _____

Reporter Information:

Anonymous student report _____

Staff Member report _____ Name _____

Parent/guardian report _____ Name _____

Student report _____ Name _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

_____

Time and Place: _____

Names of Potential Witnesses: _____

_____

For Staff Use Only:

Action of Reporter: _____

Administrative Investigation Notes (use separate sheet if necessary):

_____

_____

_____

Bullying Verified? Yes _____ No _____

Remedial Action(s) Taken: _____

_____

_____

_____

_____

New Fairfield Public Schools
Report of Bullying Form/Investigation Summary
(continued)

If Bullying Verified, Report Sent to Parents of Students?

Parents' Names: _____   **Date Sent:** _____

Parents' Names: _____   **Date Sent:** _____

Parents' Names: _____   **Date Sent:** _____

Parents' Names: _____   **Date Sent:** _____

(Attach bullying complaint, witness statements, and notification to parents of students involved if bullying is verified)

A recommended sample policy to consider, previously sent to the District, modified to make it compliant with P.A. 13-3.

Instruction

Fire Emergency (Drills)/Crisis Response Drills

A fire drill shall be held at least once a month in each school building. The initial fire drill must be held not later than thirty days after the first day of each school year. A crisis response drill shall be substituted for one of the required monthly school fire drills every three months. Each Building Principal shall prepare a definite fire emergency plan, and furnish to all teachers and students information as to route and manner of exit. Fire drills shall be planned in such a way as to accomplish the evacuation of school buildings in the shortest possible time and in the most efficient and orderly fashion.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills. Such drills shall incorporate the basic protocols of lockdown, evacuation and shelter-in-place responses. The activation and utilization of the Incident Command System shall also be a part of the crisis response drills.

Principals shall keep a record of all fire and crisis response drills held in their schools, stating the date the drill was held and the time required for the response protocols utilized in the drill. They shall furnish such reports to the Superintendent or her/his designate ~~as may from time to time be required.~~ after each drill.

Local law enforcement and other local public safety officials shall evaluate, score and provide feedback on fire drills and crisis response drills conducted pursuant to Connecticut General Statutes 10-231. The Board of Education shall annually submit reports to the Department of Emergency Services and Public Protection regarding such fire drills and crisis response drills.

(cf. 5141.6 – Crisis Management Plan)
(cf. 5142 – Student Safety)
(cf. 6114 – Emergencies and Disaster Preparedness)

Legal Reference: Connecticut General Statutes

                    10-231 Fire drills. (as amended by PA 00-220 and PA 09-131)

Policy adopted: NEW FAIRFIELD PUBLIC SCHOOLS
rev. 6/00   New Fairfield, Connecticut
rev 7/09
rev 2/13
rev 7/13

Existing policy with suggested modification, based upon PA 13-207.

Instruction

Statewide Proficiency/Mastery Examinations

For the school year commencing July 1, 2013 and each school year thereafter, each student enrolled in the ~~fourth, sixth, eight and tenth grades~~ grades three through eight inclusive, and grade ten or eleven shall annually in March or April, take a ~~statewide~~ mastery examination ~~(measuring whether or not a student has mastered essential grade level skills~~ in reading, language arts and mathematics~~)~~. ~~Each student in grades three through eight inclusive and grade ten shall take the statewide mastery examinations beginning in the 2005-2006 school year. Science shall be added to the examination in the 2007-2008 school year.~~ For the school year commencing July 1, 2013 and each school year thereafter, each student enrolled in grade five, eight, ten or eleven shall, annually, in March or April, take a state-wide mastery examination in science. ~~The mastery examination shall be provided by and administered under the supervision of~~ The State Board of Education shall approve the provisions and administration of all mastery examinations.

Student scores on each component of the statewide tenth or eleventh grade mastery test ~~(CAPT)~~ shall be included on the permanent record. Students who meet or exceed the statewide mastery goal level on any component of ~~the statewide tenth grade~~ such mastery examination, shall have a certification of such mastery made on the permanent record and be provided a certificate of mastery for each such component. A student who has not met the mastery goal level on each component of the mastery examination may annually take or retake each such component at its regular administration until the student scores at or above each goal level or until the student graduates or turns twenty-one (21).

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

Special education students shall participate in mastery testing except in the rare case when their Planning and Placement Team determines that participation would be inappropriate and recommends the use of an alternative assessment as specified by the State Board of Education.

Target goals for the participation in the ~~CMT/CAPT~~ state mastery testing programs of students shall be in compliance with state and federal special education laws.

~~In compliance with federal legislation, a participation standard of 95 percent of the total school population, as well as for each subgroup (e.g. race/ethnicity, gender, special education, bilingual/ESL, eligibility for free and reduced lunch), will be the participation goal.~~

~~The school district shall biennially report to the State Board of Education indicators of (a) instructional improvement and, (b) student progress as a result of testing, remedial assistance and compensatory program in accordance with C.G.S. 10-14m et. seq.~~

Instruction

Statewide Proficiency/Mastery Examinations (continued)

(cf. 5121 - Examination/Grading/Rating)
(cf. 5125 – Student Records; Confidentiality)
(cf. 6146 - Graduation Requirements)
(cf. 6162.31 Test Exclusion)

Legal Reference: Connecticut General Statutes

10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by PA 03-174, PA 03-168 and PA 13-207)

10-14o Compensatory education grant. Financial statement of expenditures.

10-14p Reports by local and regional boards re instructional improvement and student progress.

10-14q Exceptions (as amended by PA 01-205)

PL 107-110 – Title I, 34 CFR Part 200

Existing policy with suggested modification necessitated by P.A. 13-3.

Construction

Developing Educational Specifications

It shall be the policy of the Board of Education to develop Educational Specifications which address all aspects of a planned facility that effect the educational program. Educational Specifications are the means by which the Board of Education shall describe the educational activities, spaces and adjacencies of spaces which need to be incorporated in a new or renovated facility. They are written statements that serve as a vehicle of communication between the school system and the architect.

Development of Educational Specifications

The Superintendent of Schools will present the Educational Specifications to the Board of Education for adoption. The Board of Education upon approval of Educational Specifications shall present them to the First Selectman who shall use them as a strict guideline for developing plans and specifications for the construction project. The Educational Specification, upon Board adoption, and after referendum approval for the project, will be presented to the Town Permanent Building Committee.

Content of Educational Specifications

The Educational Specification must comply with State Department of Education requirements. At a minimum, they shall include the following as described on the Connecticut State Department of Education Website:

- Project rationale
- Long range educational plan
- Learning/educational activities
- Enrollment data and proposed project capacity
- Detailed description (specialized equipment, support spaces
- Building systems
- Interior building environment
- Site development
- Construction bonus requests if appropriate
- Community uses
- Compliance, on and after July 1, 2014, with the school safety infrastructure standards developed by the School Safety Infrastructure Council, pursuant to Section 80 of P.A. 13-3. (Industry standards for school building infrastructure)

(cf. 7410 – Project Bids and Quotations)
(cf. 7230.1 – Energy Conserving Construction)

Construction

Developing Educational Specifications

Legal Reference: Connecticut General Statutes

10-283 Applications for grants for school building projects ~~(as amended by PA 01-173)~~

10-284 Receipt and review of applications by Commissioner of Education. Approval or disapproval of applications by Commissioner of Construction Services (as amended by Section 81 of P.A. 13-3)

29-315 Fire extinguishing system required for certain buildings for human occupancy; other occupancies. (as amended by PA 01-173)

New Fairfield Code of Ordinances, Division 8, Building Committee, Sec. 2-171

Public Act 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Sections 80, 81)

Existing policy with suggested modification necessitated by PA 13-3.

Construction

Design and Process

It is the responsibility of the Building Committee to develop plans and specifications for school facilities based on the information they receive from the Board of Education contained in the Educational Specifications. A designated Board of Education representative shall attend all meetings of the Building Committee, and provide liaison services between Town Committees and the Superintendent of Schools. Plans and specifications, after being approved by the Building Committee shall be presented to the Board of Education for approval. After a successful referendum, the project will be constructed under the direction of the Town of New Fairfield Permanent Building Committee.

The Superintendent on the grant application form shall affirm that the school district considered the maximization of natural light, the use and feasibility of wireless connectivity technology and, beginning July 1, 2014, the school safety infrastructure standards developed by the School Safety Infrastructure Council. (Such standards address school building and classroom entryways, use of cameras throughout the school building and at all entrances and exits, including use of closed-circuit television monitoring, penetration resistant vestibules, and other security infrastructure improvements and devices as they become industry standards.)

(cf. 7115 - Developing Design Specifications)
(cf. 7230.1 - Energy Conserving Construction)
(cf. 7230.2 – Indoor Air Quality)

Legal Reference: Connecticut General Statutes

Public Act 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Sections 80, 81, 82)

10-283 Applications for grants for school building projects (as amended by P.A. 13-3)

New Fairfield Code of Ordinances
Section 8: Building Committee, Sec. 2-171(d)

Policy adopted: May 1, 2003   NEW FAIRFIELD PUBLIC SCHOOLS
Policy revised: June 21, 2007   New Fairfield, Connecticut
Policy revised: December 4, 2008
Policy revised:

THE ROBERT G. AND MARGUERITE M.
DERX FOUNDATION
OF NEW FAIRFIELD, CONNECTICUT

Improving the Quality of Women's and Children's Health and Education

October 28, 2013

Barbara E. Mechler, Assistant Superintendent
New Fairfield Public Schools
12 Gillotti Road
New Fairfield, CT 06812-2525

Re: Derx Foundation – 2013 Grants

Dear Barbara:

The Trustees of the Robert G. and Marguerite M. Derx Foundation are pleased to award the
New Fairfield Public Schools a continuing grant of $25,602 for support of after-school programs:

Middle School Success (Breakfast Club)	$8,256.00
Middle School Student News	$17,346.00; and

a separate grant (sinking fund) for purchase/replacement of cameras and AV equipment for the
Student News program in the sum of $5,000.00.

Our corporate Trustee will issue payment checks during the second week of December for this
grant. Due to the requirements of federal law applicable to this distribution **we ask that you be
sure to deposit the funds on or before December 31, 2013.**

On behalf of Trustees Valerie M. Ernst, Eugene R. McRedmond and Arthur W. Stowe at Union
Savings Bank, we wish you success in your mission and programs for 2013-2014.

Thank you for your participating in our 2013 Grants program.

Very truly yours,

RECEIVED

OCT 2 8 2013

SUPERINTENDENT OF SCHOOLS

Richard D. Sperry
Counsel

Administrative Office: 53 Railtree Hill Road, Woodbury, CT 06798
Phone: 203-266-4156   Fax: 860-354-5766

THE ROBERT G. AND MARGUERITE M.
DERX FOUNDATION
OF NEW FAIRFIELD, CONNECTICUT

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Richard D. Sperry
Counsel
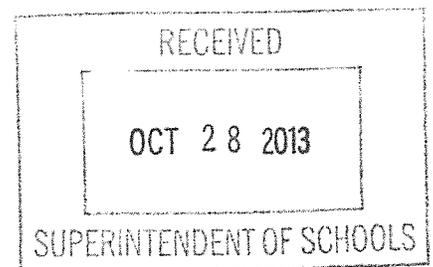
RECEIVED

OCT 28 2013

SUPERINTENDENT OF SCHOOLS

Administrative Office: 53 Railtree Hill Road, Woodbury, CT 06798
Phone: 203-266-4156   Fax: 860-354-5766

CONTRACT FOR SERVICES
BETWEEN:

Regional Action Council:

Name: Housatonic Valley Coalition Against Substance Abuse, Inc.

Address: 69 Stony Hill Road, Bethel, CT 06801

and

Local Prevention Council (LPC) Contractor:

Name: New Fairfield Substance Abuse Coalition

a. **The contractor shall establish and maintain a local, municipal-based alcohol, tobacco and other drug abuse prevention council. Such council is intended to facilitate the development of prevention initiatives at the local level with the support of the chief elected official of the municipality.**

b. **The contractor's program shall be located at the following location:**

c/o New Fairfield H.S., 54 Gillotti Road, New Fairfield, CT 06812

c. **The contractor's program shall provide services to the following municipalities:**

New Fairfield

d. **The contractor shall meet the following requirements in the operation of their program:**

   (i)   establish a council with representation from various community groups including but not limited to social service agencies, business sector, parents, media, and minority representation;

   (ii)   hold meetings at least 4 times per contract period;

   (iii)   implement local projects based on 2 or more of the 6 prevention strategies; and

   (iv)   commit 25% of the council's efforts to the Mobilizing Against Access to Tobacco for Children's Health (MATCH) coalition (specifically addressing youth tobacco issues) and 25% to the Connecticut Coalition to Stop Underage Drinking (specifically addressing underage drinking issues);

   (v)   submit reports(s) as required in a timely manner, including quarterly reports and a Final Report which shall include: copies of council attendance and minutes of at least 4 meetings held during the contract period, original receipts for any/all expenditures made with funding awarded through this contract, and a detailed description of programs provided with samples of flyers, printed materials, activity announcements, and all other products produced with funds from this contract.

   (vi)   unless expressly waived in writing by the Housatonic Valley Coalition's Executive Director, all documents, reports, newspaper articles, products, activities and any/all publications for public distribution during or resulting from the performances of this contract shall include a statement acknowledging the general support of the Housatonic Valley Coalition Against Substance Abuse, Inc. and the financial support of the State Department of Mental Health and Addiction Services.

e.   This contract shall not exceed $3,105.00 and shall be for the period July 1, 2013 to June 30, 2014. All funds awarded must be spent by June 30, 2014.

The contractor shall provide the following activities as part of this contract:

- $505   *Post Graduation Party to be held at New Fairfield High School*
- $800   *Billboard on Rte. 37 addressing underage drinking*
- $800   *Coalition Website Development*
- $1000   *Speaker Presentation*

Activities shall include all activities outlined/described in the contractor's 2013-2014 funding application. Activities shall not be amended or changed without the advance knowledge and written approval of the Executive Director of the Housatonic Valley Coalition Against Substance Abuse, Inc.

f.   The contractor's program shall provide services to the following populations:

Youth and adults in New Fairfield

g.   The contractor agrees to abide by the state and federal lobbying laws, and further specifically agrees not to include in any claim for reimbursement any expenditures associated with activities to influence, directly or indirectly, legislation pending before Congress or the CT General Assembly or any administrative or regulatory body unless required by this contract.

h.   The Housatonic Valley Coalition will not knowingly do business or make awards to any individual or organization who has been found to have discriminated against any person or group on the basis of race, color, religious creed, age, marital status, national origin, sex, mental retardation or mental or physical disability.

i.   Continued funding for services under this contract is subject to allocation of funds from the Department of Mental Health and Addiction Services to the Housatonic Valley Coalition Against Substance Abuse, Inc. and the contractor's compliance with the terms of this contractual agreement.

Executed this twenty-eighth day of October:

BY: \Judith O'Callaghan   BY: _____
Signature of Contractor   Signature/ HVCASA

Judith O'Callaghan, LPC Chair   Allison A. Fulton, Executive Director
Printed Name/Title

HOUSATONIC VALLEY COALITION
69 STONY HILL RD.
BETHEL, CT 06801-3035

PEOPLES UNITED BANK
peoples.com

2024

51-7218/2211
B0021

10/31/2013

PAY TO THE
ORDER OF New Farfield Substance Abuse Prevention C

$ **3,105.00

Three Thousand One Hundred Five and 00/100** DOLLARS

New Fairfield Substance Abuse Prevention
c/o Judith O'Callaghan
New Fairfield High School
54 Gillotti Rd.
MEMO   New Fairfield, CT 06812
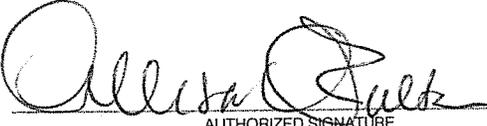
AUTHORIZED SIGNATURE

MP

⑈00 2024⑈ ⑆221172186⑆ 6500018911⑈

2013 School Security Grant Program- Second Group

Tatal State and Local	$ 31,298,534.00	Schools: 435	
Total State Funding	$ 16,001,146.00	Distircts: 117	New Districts: 75
Totola Local Funding	$ 15,297,388.00		

District	Total Amount Requested	State Funded	Local Match	Number of Schools
ANSONIA	$ 487,599.00	$ 372,674.00	$ 114,925.00	4
ASHFORD	$ 135,555.00	$ 95,377.00	$ 40,178.00	1
AVON	$ 92,137.00	$ 28,627.00	$ 63,510.00	1
BARKHAMSTED	$ 71,309.00	$ 39,220.00	$ 32,089.00	1
BETHEL	$ 49,749.00	$ 22,568.00	$ 27,181.00	3
BLOOMFIELD	$ 140,407.00	$ 54,663.00	$ 85,744.00	6
BOLTON	$ 103,500.00	$ 51,750.00	$ 51,750.00	2
BRIDGEPORT	$ 29,250.00	$ 22,877.00	$ 6,373.00	1
BROOKFIELD	$ 346,600.00	$ 110,187.00	$ 236,413.00	4
CANAAN	$ 36,652.00	$ 12,305.00	$ 24,347.00	1
CHAPLIN	$ 14,750.00	$ 10,221.00	$ 4,529.00	1
COLUMBIA	$ 515,573.00	$ 248,558.00	$ 267,015.00	1
CORNWALL	$ 40,500.00	$ 8,967.00	$ 31,533.00	1
COVENTRY	$ 153,761.00	$ 93,903.00	$ 59,858.00	4
DANBURY	$ 122,719.00	$ 74,075.00	$ 48,644.00	5
DERBY	$ 103,897.00	$ 74,214.00	$ 29,683.00	1
EAST HADDAM	$ 524,500.00	$ 234,139.00	$ 290,361.00	3
EAST HAMPTON	$ 95,156.00	$ 49,616.00	$ 45,540.00	4
EAST HAVEN	$ 491,129.00	$ 331,519.00	$ 159,610.00	11
EAST LYME	$ 183,247.00	$ 77,222.00	$ 106,025.00	5
EAST WINDSOR	$ 186,652.00	$ 99,319.00	$ 87,333.00	3
EASTON	$ 135,411.00	$ 35,303.00	$ 100,108.00	2
ELLINGTON	$ 270,412.00	$ 169,983.00	$ 100,429.00	5
ENFIELD	$ 74,951.00	$ 51,125.00	$ 23,826.00	2
FAIRFIELD	$ 535,594.00	$ 147,296.00	$ 388,298.00	18
FARMINGTON	$ 687,131.00	$ 228,199.00	$ 458,932.00	7
GLASTONBURY	$ 769,518.00	$ 305,043.00	$ 464,475.00	9
GRANBY	$ 482,985.00	$ 269,074.00	$ 213,911.00	5
GREENWICH	$ 1,373,729.00	$ 274,751.00	$ 1,098,978.00	17
GROTON	$ 207,779.00	$ 113,535.00	$ 94,244.00	10
HAMDEN	$ 625,661.00	$ 366,455.00	$ 259,206.00	9
HARTFORD	$ 605,295.00	$ 484,239.00	$ 121,056.00	13
KILLINGLY	$ 81,196.00	$ 60,897.00	$ 20,299.00	2
LISBON	$ 57,867.00	$ 34,721.00	$ 23,146.00	1
LITCHFIELD	$ 35,372.00	$ 12,003.00	$ 23,369.00	2
MERIDEN	$ 252,177.00	$ 193,652.00	$ 58,525.00	12
MILFORD	$ 2,827,789.00	$ 1,312,949.00	$ 1,514,840.00	14
MONTVILLE	$ 385,047.00	$ 261,296.00	$ 123,751.00	5
NEW BRITAIN	$ 221,747.00	$ 176,604.00	$ 45,143.00	6
NEW FAIRFIELD	$ 385,850.00	$ 157,081.00	$ 228,769.00	4
NEW HARTFORD	$ 295,505.00	$ 150,916.00	$ 144,589.00	2
NEW HAVEN	$ 1,843,469.00	$ 1,448,420.00	$ 395,049.00	13
NEW MILFORD	$ 588,578.00	$ 264,864.00	$ 323,714.00	6
NEWINGTON	$ 260,450.00	$ 151,611.00	$ 108,839.00	7
NORFOLK	$ 46,981.00	$ 13,761.00	$ 33,220.00	1
NORTH HAVEN	$ 25,100.00	$ 9,682.00	$ 15,418.00	1
NORWALK	$ 35,320.00	$ 10,850.00	$ 24,470.00	5
OLD SAYBROOK	$ 218,391.00	$ 59,273.00	$ 159,118.00	3
OXFORD	$ 159,056.00	$ 64,196.00	$ 94,860.00	4
PLAINVILLE	$ 136,059.00	$ 88,441.00	$ 47,618.00	5
POMFRET	$ 51,974.00	$ 35,826.00	$ 16,148.00	1
PORTLAND	$ 2,554.00	$ 1,378.00	$ 1,176.00	1
PRESTON	$ 415,792.00	$ 225,734.00	$ 190,058.00	2
REDDING	$ 147,625.00	$ 37,439.00	$ 110,186.00	2
REGION 01	$ 40,802.00	$ 26,232.00	$ 14,570.00	1
REGION 04	$ 97,025.00	$ 37,059.00	$ 59,966.00	5
REGION 05	$ 54,240.00	$ 16,936.00	$ 37,304.00	3
REGION 07	$ 63,500.00	$ 43,542.00	$ 19,958.00	1
REGION 08	$ 16,875.00	$ 10,488.00	$ 6,387.00	2
REGION 09	$ 69,195.00	$ 17,548.00	$ 51,647.00	1
REGION 10	$ 173,986.00	$ 83,115.00	$ 90,871.00	4

REGION 11	$ 42,338.00	$ 29,337.00	$ 13,001.00	1
REGION 12	$ 168,533.00	$ 37,176.00	$ 131,357.00	4
REGION 16	$ 1,746,705.00	$ 1,074,596.00	$ 672,109.00	5
REGION 17	$ 140,996.00	$ 62,363.00	$ 78,633.00	5
REGION 19	$ 180,921.00	$ 132,453.00	$ 48,468.00	1
RIDGEFIELD	$ 172,860.00	$ 44,446.00	$ 128,414.00	9
SALISBURY	$ 488,004.00	$ 111,558.00	$ 376,446.00	1
SCOTLAND	$ 72,385.00	$ 46,790.00	$ 25,595.00	1
SEYMOUR	$ 144,450.00	$ 90,282.00	$ 54,168.00	2
SHERMAN	$ 10,000.00	$ 2,679.00	$ 7,321.00	1
SIMSBURY	$ 125,552.00	$ 50,222.00	$ 75,330.00	5
SOUTH WINDSOR	$ 412,074.00	$ 203,115.00	$ 208,959.00	7
SOUTHINGTON	$ 159,801.00	$ 90,183.00	$ 69,618.00	11
SPRAGUE	$ 91,900.00	$ 64,330.00	$ 27,570.00	1
STAMFORD	$ 1,735,495.00	$ 489,588.00	$ 1,245,907.00	17
STONINGTON	$ 23,300.00	$ 7,074.00	$ 16,226.00	1
STRATFORD	$ 1,270,349.00	$ 748,621.00	$ 521,728.00	9
SUFFIELD	$ 1,338,788.00	$ 674,216.00	$ 664,572.00	4
THOMASTON	$ 16,616.00	$ 11,573.00	$ 5,043.00	2
THOMPSON	$ 248,921.00	$ 176,013.00	$ 72,908.00	3
TORRINGTON	$ 18,017.00	$ 13,386.00	$ 4,631.00	2
TRUMBULL	$ 742,491.00	$ 270,495.00	$ 471,996.00	9
VERNON	$ 49,700.00	$ 35,680.00	$ 14,020.00	1
VOLUNTOWN	$ 110,511.00	$ 74,198.00	$ 36,313.00	1
WALLINGFORD	$ 390,350.00	$ 200,764.00	$ 189,586.00	12
WATERBURY	$ 1,020,000.00	$ 805,086.00	$ 214,914.00	6
WEST HAVEN	$ 139,465.00	$ 107,586.00	$ 31,879.00	7
WESTBROOK	$ 355,637.00	$ 105,413.00	$ 250,224.00	3
WETHERSFIELD	$ 114,219.00	$ 65,678.00	$ 48,541.00	5
WILLINGTON	$ 29,588.00	$ 18,810.00	$ 10,778.00	1
WILTON	$ 108,495.00	$ 26,354.00	$ 82,141.00	2
WINCHESTER	$ 80,446.00	$ 55,163.00	$ 25,283.00	2
WINDHAM	$ 121,600.00	$ 96,419.00	$ 25,181.00	6
WINDSOR LOCKS	$ 221,195.00	$ 124,026.00	$ 97,169.00	4
WOLCOTT	$ 145,597.00	$ 95,674.00	$ 49,923.00	5
WOODBRIDGE	$ 104,454.00	$ 29,843.00	$ 74,611.00	1
WOODSTOCK	$ 274,151.00	$ 166,438.00	$ 107,713.00	2
Grand Total	$ 31,298,534.00	$ 16,001,146.00	$ 15,297,388.00	435

CONNECTICUT STATE DEPARTMENT OF EDUCATION
SUMMARY OF TECHNOLOGY GRANT REQUESTS

Town	Grant	Town	Grant	Town	Grant
ACES	$100,283	Killingly	$98,883	Seymour	$245,356
Achievement First Charter Schools	$227,709	Lebanon	$95,234	Shelton	$256,897
Ansonia	$311,646	Ledyard	$109,572	Side by Side Charter School	$16,147
Ashford	$24,993	Lisbon	$98,808	Simsbury	$52,844
Berlin	$180,572	Manchester	$394,152	Somers	$58,220
Bethany	$34,900	Mansfield	$165,304	South Windsor	$82,331
Bethel	$70,414	Meriden	$219,434	Southington	$237,923
Bolton	$58,716	Middletown	$91,091	Sprague	$56,956
Bozrah	$44,534	Milford	$230,474	Stafford	$572,962
Branford	$31,179	Montville	$147,828	Stamford	$551,794
Bridgeport	$899,797	Naugatuck	$144,727	Sterling	$75,093
Bristol	$286,116	New Britain	$238,920	Stonington	$76,975
Brooklyn	$117,401	New Canaan	$80,347	Stratford	$154,231
Canton	$153,593	New Fairfield	$78,072	Suffield	$238,014
Cheshire	$202,575	New Hartford	$85,856	The Bridge Academy Charter School	$47,852
Chester	$16,475	New Haven	$2,657,647	Thompson	$81,336
Colchester	$540,712	New London	$128,469	Tolland	$75,686
Coventry	$242,006	New Milford	$102,732	Torrington	$748,843
CREC	$115,938	Newington	$136,000	Trumbull	$81,641
Danbury	$238,171	Newtown	$104,804	Unified District #2	$164,200
Deep River	$25,600	North Branford	$38,367	Union	$45,404
Derby	$115,527	North Haven	$199,329	Vernon	$141,897
East Granby	$25,641	North Stonington	$49,720	Voluntown	$15,365
East Haddam	$310,921	Norwalk	$152,176	Wallingford	$221,278
East Hampton	$80,498	Norwich	$462,841	Waterbury	$496,684
East Hartford	$337,414	Orange	$19,115	Watertown	$27,320
East Haven	$603,875	Park City Prep Charter School	$98,756	West Haven	$446,969
East Lyme	$139,874	Plainfield	$290,272	Westport	$27,384
East Windsor	$344,830	Plymouth	$78,749	Wethersfield	$196,038
EASTCONN	$45,655	Pomfret	$41,841	Willington	$37,993
Ellington	$206,871	Portland	$256,713	Winchester	$186,896
Enfield	$72,478	Regional School District No. 04	$43,341	Windham	$349,525
Essex	$17,521	Regional School District No. 05	$186,568	Windsor	$169,756
Explorations Charter School	$30,179	Regional School District No. 07	$26,204	Windsor Locks	$360,215
Fairfield	$167,376	Regional School District No. 08	$101,375	Wolcott	$146,583
Farmington	$351,458	Regional School District No. 10	$105,289	Woodstock	$242,128
Glastonbury	$74,927	Regional School District No. 11	$81,631	**TOTAL**	**$24,401,841**
Greenwich	$90,246	Regional School District No. 12	$49,733		
Griswold	$146,098	Regional School District No. 13	$51,846		
Groton	$70,281	Regional School District No. 14	$93,114		
Guilford	$127,694	Regional School District No. 16	$90,434		
Hamden	$674,278	Regional School District No. 17	$65,012		
Hartford	$621,515	Regional School District No. 19	$82,434		
Integrated Day Charter School	$56,596	Ridgefield	$94,010		
Interdistrict School for Arts Charter School	$90,485	Rocky Hill	$113,543		
Jumoke Academy Charter School	$360,000	Scotland	$48,770		

October 21, 2013

The district's plan for implementing Connecticut's Educator Evaluation and Support System was agreed upon by the members of the Teacher Evaluation Committee at a meeting held on October 21, 2013. The members of the committee are six (6) teachers, (3) building administrators, and both the assistant superintendent and superintendent. One of the teacher representatives is the president of the teacher's union (the NFEA.)   The Board of Education will hold its next meeting on November 21; approval of this plan will be an item on the agenda.

The district plan amendments for 2013-2014:

- Adoption of the State Model (SEED) as explained in the attached 2013 SEED Handbook, New Fairfield edition

- Acceptance of the District Choice Form for 2013-14

- Replacement of the School Performance Index with data from the NWEA assessment.

We are a community of learners dedicated to academic, social, and personal excellence.

District Choice Form for 2013-14

Instructions:

- Please complete, sign, scan and email this form to Jeanne Newton at Jeanne.Newton@ct.gov by October 18, 2013.

District Name: *New Fairfield Public Schools*

Student Assessment Choice (pending approval by USED)

Assessment Options: Grades 3-8	Assessment Options: High School
Please choose one:	Please choose one:
◯ CMT ELA and Math in grades 3-8	◯ CAPT ELA and Math in Grade 10
● SB-FT ELA and Math in grades 3-8	● SB-FT ELA and Math in Grade 11
◯ Both SB-FT and CMT in grades 3-8	◯ Both CAPT and SB-FT
Required: ☒ CMT Science in Grades 5 and 8	Required ☒ CAPT Science in Grade 10

Evaluation Choice (pending approval by USED)

My LEA chooses to include the 2014 state assessment results within our educator evaluation and support plan for the 2013-14 school year. (*Note: A selection of "No" constitutes a request to amend the district's state approved educator evaluation and support plan for 2013-14. Please be advised that plan amendments must appropriately involve the local or regional board of education and the professional development and evaluation committee for the school district as described in Section 10-151b of the Connecticut General Statutes, as amended by Public Act 13-245, and must be adopted by the local or regional Board of Education.*)

◯ Yes ● No
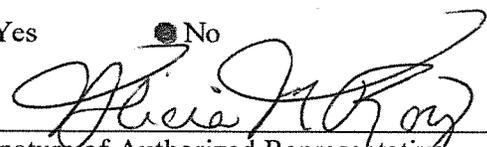
_____   8 Oct. 13
Signature of Authorized Representative   Date

ALICIA M. ROY   Superintendent of Schools
Print Name (please print legibly)   Title

2013 SEED Handbook
Connecticut's System for Educator Evaluation and Development

Connecticut's State Model for Educator Evaluation

SEED
Connecticut's System for Educator
Evaluation and Development

Supporting   **E**mpowering   **E**ncouraging   **D**eveloping

PERFORMANCE EVALUATION ADVISORY COUNCIL MEMBERS 2013-14

Name	Title	Organization Represented
Sarah Barzee	Interim Chief Talent Officer	Connecticut State Department of Education (CSDE)
Linette Branham	Education Issues Specialist	CT Education Association (CEA)
Mike Buckley	Associate Executive Director	CT Association of Schools (CAS)
Joe Cirasuolo	Executive Director	CT Association of Public School Superintendents, Inc. (CAPSS)
Carole Clifford	Professional Development Coordinator	American Federation of Teachers-CT (AFT)
Sheila Cohen	CEA President	CT Education Association (CEA)
Paula Colen	Executive Director	EASTCONN (RESC)
Aynsley Diamond	Associate Director	Board of Regents for Higher Education (BOR)
Bruce Douglas	Executive Director	CREC (RESC)
Roch Girard	President	CT Federation of School Administrators (CFSA)
Ed Malin	Department of Education Chair	Sacred Heart University
Patrice McCarthy	Deputy Executive Director	CT Association of Boards of Education (CABE)
Stephen McKeever	First Vice President AFT	American Federation of Teachers-CT (AFT)
Karissa Niehoff	Executive Director	CT Association of Schools (CAS)
Melodie Peters	President of AFT Connecticut	American Federation of Teachers-CT (AFT)
Nancy Pugliese	Bureau Chief	Connecticut State Department of Education (CSDE)
Stefan Pryor	Commissioner	Connecticut State Department of Education (CSDE)
Robert Rader	Executive Director	CT Association of Boards of Education (CABE)
Mark Waxenberg	CEA Executive Director	CT Education Association (CEA)

CONNECTICUT STATE DEPARTMENT OF EDUCATION
TALENT OFFICE STAFF

Dr. Sarah Barzee
Interim Chief Talent Officer

Shannon Marimón
Education Consultant

Jane Gionfrido
Associate Education Consultant

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Education Consultant

Gady Weiner
Data Manager

Chris Poulos
Teacher-Leader-in-Residence

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INTRODUCTION

Excellent schools begin with great school leaders and teachers. The importance of highly-skilled educators is beyond dispute as a strong body of evidence now confirms what parents, students, teachers and administrators have long known: effective teachers are among the most important school-level factor in student learning, and effective leadership is an essential component of any successful school.

The Connecticut State Department of Education (CSDE) is committed to raising the overall quality of our schools' workforce. To meet this goal, the state, in partnership with local and regional school districts and many other stakeholder groups, aims to create a comprehensive approach to supporting and developing Connecticut's educators so that the state prepares, recruits, hires, supports, develops and retains the best educators to lead our classrooms and schools.

Educator evaluation is the cornerstone of this holistic approach and contributes to the improvement of individual and collective practice. High-quality evaluations are necessary to inform the individualized professional learning and support that all educators require. Such evaluations also identify professional strengths which should form the basis of new professional opportunities. High-quality evaluations are also necessary to make fair employment decisions based on teacher and administrator effectiveness. Used in this way, high-quality evaluations will bring greater accountability and transparency to schools and instill greater confidence in employment decisions across the state.

Connecticut's System for Educator Evaluation and Development (SEED) is a model evaluation and support system that is aligned to the [Connecticut Guidelines for Educator Evaluation](#) (Core Requirements), which were adopted by the Performance Evaluation Advisory Council (PEAC) in June of 2012. The SEED model was informed by a large body of research, including the Gates Foundation's [Measures of Effective Teaching (MET) study](#). In 2012-13, ten districts/district consortia piloted SEED and provided feedback which further guided the model design. A list of pilot districts can be found on page 45.

The system clearly defines effective practice, encourages the exchange of accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth. The primary goal of Connecticut's educator evaluation and support system is to develop the talented workforce required to provide a superior education for Connecticut's 21st-century learners.

As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A, 12-116, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher. For the purposes of this document, the term "teacher" refers to any teacher serving in a position requiring teacher certification within a district, but not requiring a 092 certification. Furthermore, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification, in accordance with the requirements of Connecticut General Statutes.

Purpose and Rationale

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers and effective leaders. To support our teachers and administrators, we need to clearly define excellent practice and results, give accurate, useful information about educators' strengths and development areas and provide opportunities for professional learning, growth and recognition. The purpose of the new evaluation and support model is to fairly and accurately evaluate educator performance and to help each educator strengthen his/her practice to improve student learning.

Core Design Principles

The following principles guided the design of the teacher and administrator evaluation models, developed in partnership with Education First and New Leaders:

- Consider multiple standards-based measures of performance.
- Emphasize growth over time.
- Promote both professional judgment and consistency.
- Foster dialogue about student learning.
- Encourage aligned professional learning, coaching and feedback to support growth.
- Ensure feasibility of implementation.

Consider multiple, standards-based measures of performance

An evaluation and support system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of an educator's performance. The new model defines four components of teacher effectiveness: *student learning* (45%), *teacher performance and practice* (40%), *parent feedback* (10%), and *school-wide student learning indicators or student feedback* (5%). The model defines four components of administrator effectiveness: *student learning* (45%), *administrator practice* (40%), *stakeholder feedback* (10%), and *teacher effectiveness outcomes* (5%).

These four components are grounded in research-based standards for educator effectiveness, Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Common Core of Leading (CCL): Connecticut School Leadership Standards; the Connecticut Framework K-12 Curricular Goals and Standards; the CMT/CAPT assessments[1]; and locally-developed curriculum standards.

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[1] **Connecticut Mastery Test (CMT):** The CMT is the standard assessment administered to students in Grades 3 through 8. Students are assessed in the content areas of reading, mathematics and writing in each of these grades and science in grades 5 and 8.
Connecticut Academic Performance Test (CAPT): The CAPT is the standard assessment administered to students in Grade 10. Students are assessed in the content areas of reading, mathematics, writing and science.
Contingent on approval of the waiver submitted to the US Department of Education (USDE) regarding the use of student test data in educator evaluation in 2013-14, districts may not be required to use student test data in 2013-14 only.

Emphasize growth over time

The evaluation of an educator's performance should consider his/her improvement from an established starting point. This applies to professional practice focus areas and the student outcomes they are striving to reach. Attaining high levels of performance matters—and for some educators maintaining high results is a critical aspect of their work—but the model encourages educators to pay attention to continually improving their practice. The goal-setting process in this model encourages a cycle of continuous improvement over time.

Promote both professional judgment and consistency

Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers and leaders interact with one another and with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools.

Foster dialogue about student learning

In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. The model is designed to show that of equal importance to getting better results is the professional conversation between an educator and his/her supervisor which can be accomplished through a well-designed and well-executed evaluation system. The dialogue in the new model occurs more frequently and focuses on what students are learning and what administrators can do to support teaching and learning.
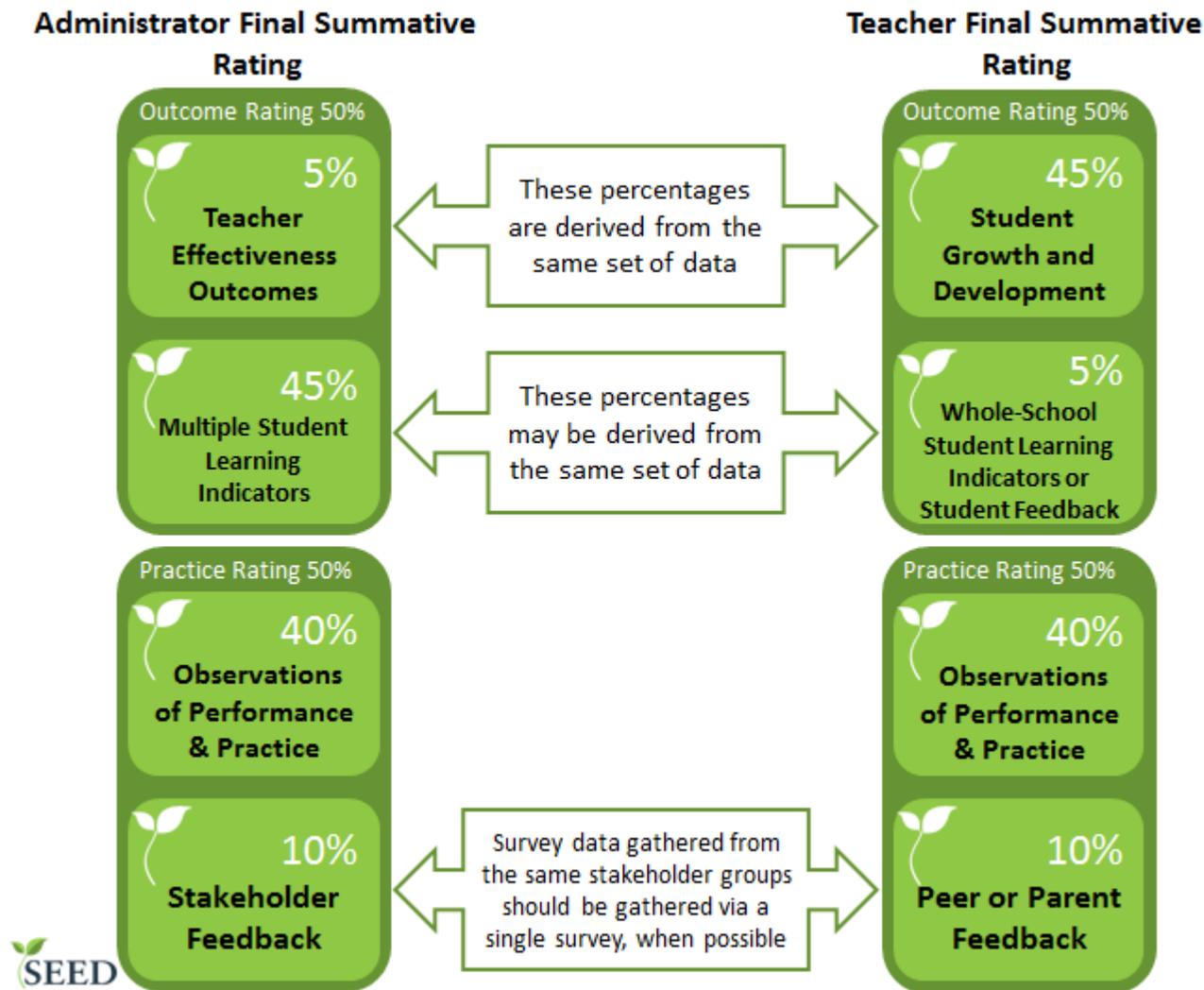
Encourage aligned professional learning, coaching and feedback to support growth

Novice and veteran educators alike deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. SEED promotes a shared language of excellence to which professional learning, coaching and feedback can align to improve practice.

Ensure feasibility of implementation

Launching this new model will require hard work. Throughout each district, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. Sensitive to the tremendous responsibilities and limited resources that administrators have, the model is aligned with other responsibilities (e.g., writing a school improvement plan) and emphasizes the need for evaluators to build important skills in setting goals, observing practice and providing high-quality feedback. The model aims to balance high expectations with flexibility for the time and capacity considerations within districts.

The SEED model recognizes that student learning is a shared responsibility between teachers, administrators and district leaders. The following graphic illustrates the areas of common accountability that connect teacher and administrator evaluation.

Administrator Final Summative Rating

Outcome Rating 50%

5%
Teacher Effectiveness Outcomes

These percentages are derived from the same set of data

45%
Multiple Student Learning Indicators

These percentages may be derived from the same set of data

Practice Rating 50%

40%
Observations of Performance & Practice

10%
Stakeholder Feedback

Survey data gathered from the same stakeholder groups should be gathered via a single survey, when possible

Teacher Final Summative Rating

Outcome Rating 50%

45%
Student Growth and Development

5%
Whole-School Student Learning Indicators or Student Feedback

Practice Rating 50%

40%
Observations of Performance & Practice

10%
Peer or Parent Feedback

SEED

Teacher Evaluation and Support

The Connecticut State Department of Education (CDSE) - designed model for the evaluation and support of teachers in Connecticut is based on the Connecticut Guidelines for Educator Evaluation (Core Requirements), developed by a diverse group of educators in June 2012 and based upon best practice research from around the country. The contents of this document are meant to guide districts in the implementation of Connecticut's System for Educator Evaluation and Development (SEED) Teacher Evaluation and Support model. The CDSE, in consultation with PEAC and the SBE, may continue to refine the tools provided in this document for clarity and ease of use.

Teacher Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four components, grouped into two types of major categories: Teacher Practice and Student Outcomes.

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:

   (a) **Observation of Teacher Performance and Practice (40%)** as defined within the 21st Century Common Core of Teaching Rubric, which articulates five domains and seventeen indicators of teacher practice
   (b) **Parent Feedback (10%)** on teacher practice through surveys

2. **Student Outcomes Related Indicators:** An evaluation of teachers' contributions to student academic progress at the school and classroom level. There is also an option in this category to include student feedback. This area is comprised of two components:

   (a) **Student Growth and Development (45%)** as determined by the teacher's student learning objectives (SLOs) and associated indicators of academic growth (IAGDs)
   (b) **Whole-School Measures of Student Learning** as determined by aggregate student learning indicators **(5%)**
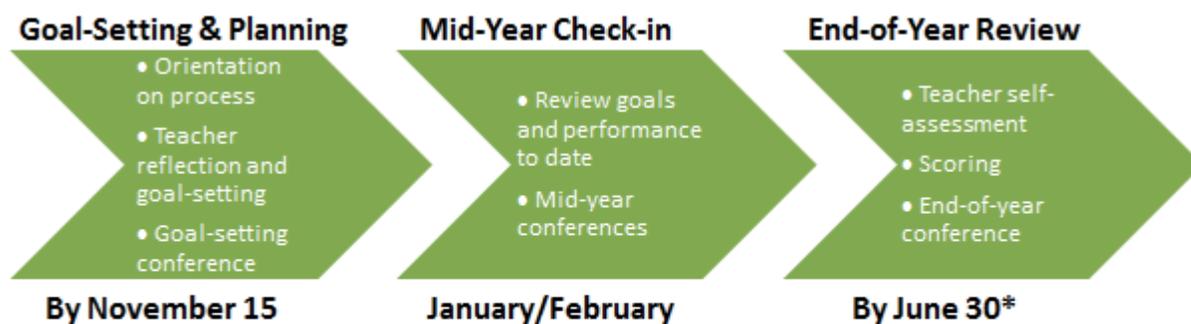
Scores from each of the four components will be combined to produce a summative performance rating designation of Exemplary, Professional, Developing or Below Standard. The performance levels are defined as:

- **Exemplary** – Substantially exceeding indicators of performance

- **Professional** – Meeting indicators of performance

- **Developing** – Meeting some indicators of performance but not others

- **Below Standard** – Not meeting indicators of performance
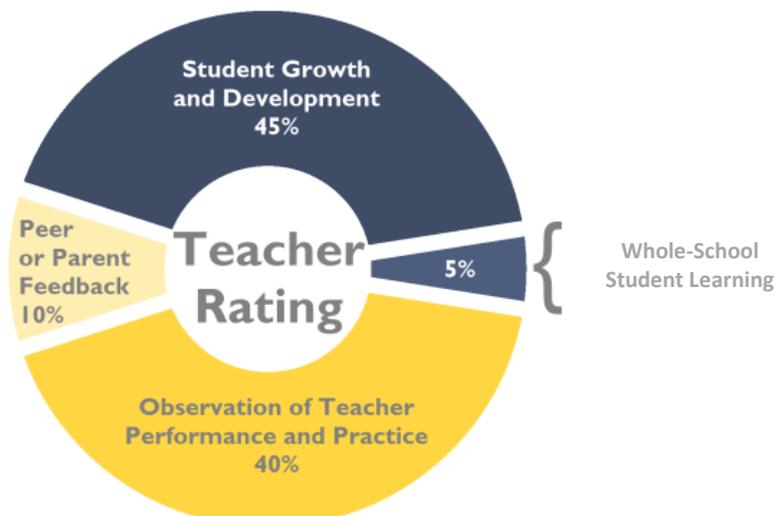
Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three conferences, which guide the process at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.

Goal-Setting & Planning
- Orientation on process
- Teacher reflection and goal-setting
- Goal-setting conference

By November 15

Mid-Year Check-in
- Review goals and performance to date
- Mid-year conferences

January/February

End-of-Year Review
- Teacher self-assessment
- Scoring
- End-of-year conference

By June 30*

*If state test data may have a significant impact on a final rating, a final rating may be revised by September 15 when state test data are available.

GOAL-SETTING AND PLANNING:

Timeframe: Target is October 15; must be completed by **November 15**

1. *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice focus areas and student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.

2. *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation and survey results, and the 21st Century Common Core of Teaching Rubric to draft a proposed performance and practice focus area, a parent feedback goal, student learning objectives (SLOs) and a student feedback goal (if required) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. *Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher's proposed focus area, goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed focus area(s), goals and objectives if they do not meet approval criteria.

MID-YEAR CHECK-IN:

Timeframe: **January and February**

1. ***Reflection and Preparation*** – The teacher and evaluator collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the check-in.

2. ***Mid-Year Conference*** – The evaluator and teacher complete at least one mid-year check-in conference during which they review evidence related to the teacher practice focus area and progress towards student learning objectives (SLOs). The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators may deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her focus area. A Mid-Year Conference Discussion Guide is available to assist evaluators in conducting the conference.

END-OF-YEAR SUMMATIVE REVIEW:

Timeframe: May and June; must be completed by **June 30**

a. ***Teacher Self-Assessment*** – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the Goal-Setting Conference.

b. ***Scoring*** – The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data would significantly change the Student-Related Indicators final rating. Such revisions should take place as soon as state test data are available and before September 15.

3. ***End-of-Year Conference*** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.[2]

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[2] The district superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June first each year. Not later than June 30 of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the Department of Education.

Complementary Observers

The primary evaluator for most teachers will be the school principal or assistant principal who will be responsible for the overall evaluation process, including assigning summative ratings. Some districts may also decide to use complementary observers to assist the primary evaluator. Complementary observers are certified educators. They may have specific content knowledge, such as department heads or curriculum coordinators. Complementary observers *must* be fully trained as evaluators in order to be authorized to serve in this role.

Complementary observers may assist primary evaluators by conducting observations, including pre- and post-conferences, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback. A complementary observer should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings. Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation model. The Connecticut State Department of Education (CSDE) will provide districts with training opportunities and tools throughout the year to support district administrators, evaluators and teachers in implementing the model across their schools. Districts will adapt and build on these tools to provide comprehensive training and support to their schools and to ensure that evaluators are Professional in conducting teacher evaluations.

At the request of a district or employee, the CSDE or a third-party entity approved by the CSDE will audit the evaluation components that are combined to determine an individual's summative rating in the event that such components are significantly dissimilar (i.e., include both *exemplary* and *below standard* ratings) ratings in different components. In these cases, the CSDE or a third-party entity will determine a final summative rating.

Commencing in summer 2013, there will be an annual audit of evaluations. "The CSDE or a third-party designated by the CSDE will audit ratings of *exemplary* and *below standard* to validate such *exemplary* or *below standard* ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated *exemplary* and two educators rated *below standard* in those districts selected at random, including at least one classroom teacher rated *exemplary* and at least one teacher rated *below standard* per district selected." (Connecticut Guidelines for Educator Evaluation 2.8 (3))

Additionally, supplemental training for the complementary observer role will also be provided by the CSDE. More information will be made available on the SEED website: http://www.connecticutseed.org.

Evaluation alone cannot hope to improve teacher practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Evaluation-Informed Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance and outlining the supports they need to close the gap. Throughout the process of implementing Connecticut's SEED model, all teachers will identify their professional learning needs in mutual agreement their evaluator. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional learning opportunities.

Improvement and Remediation Plans

If a teacher's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. Districts must develop a system to support teachers not meeting the proficiency standard. Improvement and remediation plans should be developed in consultation with the teacher and his/her exclusive bargaining representative and be differentiated by the level of identified need and/or stage of development. Improvement and remediation plans must:

- identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success including a summative rating of *Professional* or better at the conclusion of the improvement and remediation plan.

Districts may develop a system of stages or levels of support. For example:

1. **Structured Support**: An educator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.

2. **Special Assistance**: An educator would receive special assistance when s/he earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if s/he does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.

3. **Intensive Assistance**: An educator would receive intensive assistance when s/he does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity and skills of all teachers.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

TEACHER PRACTICE RELATED INDICATORS

The Teacher Practice Related Indicators evaluate the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. Two components comprise this category:

- Teacher Performance and Practice, which counts for 40%; and
- Parent Feedback, which counts for 10%.

These two components will be described in detail below:

Component #1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice component is a comprehensive review of teaching practice conducted through multiple observations, which are evaluated against a standards-based rubric. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify strong practice, to identify teacher development needs and to tailor support to meet those needs.

Teacher Practice Framework- 21st Century Common Core of Teaching Rubric

The 21st Century Common Core of Teaching Rubric was developed by Jonathan Costa of EDUCATION CONNECTION and the staff from the Center for 21st Century Skills. Building on the foundational work of the 2010 Connecticut Common Core of Teaching and the most current experience in the field of 21st century skills acquisition, this document re-frames Connecticut's instructional practice indicators in language that is flexible and descriptive of rigorous, digitally supported, Common Core State Standards and 21st century skills-aligned instruction. The purpose of this framework is threefold: 1. To explicitly guide the integration of Common Core State Standards and 21st century skills into instructional practice, 2. To build a rigorous set of standards for proficient and exemplary digitally supported instruction in Connecticut schools, and 3. To create model language and examples that can support an ongoing dialogue among educators regarding the key elements of truly challenging 21st century learning environments designed to prepare students for life, learning and work beyond school.

The 21st Century Common Core of Teaching
Smart Card

Domain 1: Essential 21st Century Skills 10%	Domain 2: Learning Environment and Commitment to Learning 20%	Domain 3: Planning for Active Learning 10%
1.1 - Literacy, numeracy, Common Core State Standards and other state standards. **1.2 - Digital literacy and 21st Century Skills. (P)**	**2.1 - Responsive and respectful, behavioral interventions. (P)** 2.2 - Arrangement of the physical/virtual learning environment and the logistics of learning	3.1 - Appropriately challenging and differentiated experiences. **3.2 - Coherent and relevant learning experiences and assessments leading to mastery. (P)**
Domain 4: Instruction for Active Learning 30%	**Domain 5: Assessment for Active Learning 20%**	**Domain 6: Professional Responsibilities and Teacher Leadership 10%**
4.1 – Clear purpose, thoughtful structures, discourse and inquiry for the construction of new learning. **4.2 - Higher order thinking and meaningful student engagement that leads to ownership of learning. (P)** 4.3 - Using differentiated instruction, positive personal interactions, questioning, to adjust learning experiences to meet the needs of all students.	**5.1 - Variety of formative and summative assessments to support the progress all learners. (P)** 5.2 - Providing timely and individualized descriptive feedback. 5.3 - Using data and analysis tools that provide depth and breadth of understanding and help to guide instruction and interventions.	**6.1 – Professional growth that is continuous and purposeful and contributes to a positive school/community climate. (P)** 6.2 - Communicating and collaborating with families about their students, their student's performance, and instructional program. 6.3 – Professional behavior in accordance with the Connecticut Code of Professional Responsibility for Educators.

Observation Process

Observations in and of themselves are not useful to teachers – it is the feedback, based on observations, that helps teachers reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback to inform their practice throughout the year.

Therefore, in the SEED teacher evaluation and support model:

- Each teacher should be observed between 3 and 8 times per year through both formal and informal observations as defined below.

    o **Formal**: Observations or reviews of practice[3] that last at least 30 minutes and are followed by a post-observation conference, which includes timely written and verbal feedback.

    o **Informal**: Observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback.

- All observations must be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within a timely manner. It is recommended that feedback be provided within five business days, but districts are encouraged to consult with evaluators and teachers to establish a mutually agreed upon timeframe.

- Providing both verbal and written feedback after an informal observation is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.

- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations.

- Districts and evaluators can use their discretion to establish a mutually agreed upon number of observations based on school and staff needs and in accordance with the Guidelines for Educator Evaluation. The table on the next page summarizes the recommendations within the SEED model as compared with requirements established in the Guidelines.

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[3]Examples of non-classroom observations or reviews of practice include but are not limited to: observation of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts see page 23 for more detail.

Teacher Categories	SEED State Model	Guideline Requirements
First and Second Year Novice Teachers	3 formal **in-class** observations; 2 of which include a pre-conference and all of which include a post-conference; and 3 informal observations	At least 3 **in-class** formal observations; 2 of which include a pre-conference and all of which include a post-conference
Below Standard and *Developing*	3 formal **in-class** observations; 2 of which include a pre-conference and all of which must include a post-conference; and 5 informal observations	At least 3 **in-class** formal observations; 2 of which include a pre-conference and all of which must include a post-conference
Professional and *Exemplary*	A combination of at least 3 formal observations/reviews of practice; 1 of which must be a formal **in-class** observation	A combination of at least 3 formal observations/reviews of practice; 1 of which must be a formal **in-class** observation

Please note: To establish baseline data during the first year of implementation, districts should set expectations for a required number of observations, which meets the minimum requirements as outlined. After the first year of implementation, observations should be structured according to the table above.

Pre-Conferences and Post-Conferences
Pre-conferences are valuable for giving context for the lesson, providing information about the students to be observed and setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described in the table above. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation against the 21st Century Common Core of Teaching Rubric and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- begins with an opportunity for the teacher to share his/her reflections on the lesson;
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made and where future observations may focus;
- involves written and verbal feedback from the evaluator; and
- occurs within a timely manner, typically within five business days.

Classroom observations provide the most evidence for domains 2 and 4 of the 21st Century Common Core of Teaching Rubric, but both pre-and post-conferences provide the opportunity for discussion of all five domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching). Pre- and Post-Conference Forms are available on the SEED website.

Non-Classroom Reviews of Practice
Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the six domains of the 21st Century Common Core of Teaching Rubric, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, Professional Learning Community meetings, call logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers and/or attendance records from professional learning or school-based activities/events.

Feedback
The goal of feedback is to help teachers grow as educators and inspire high achievement in all of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- specific evidence and ratings, where appropriate, on observed indicators of the 21st Century Common Core of Teaching Rubric;
- prioritized commendations and recommendations for development actions;
- next steps and supports to improve teacher practice; and
- a timeframe for follow up.

Teacher Performance and Practice Focus Area
As described in the Evaluation Process and Timeline (pages 15-16) section, teachers develop one performance and practice focus area that is aligned to the 21st Century Common Core of Teaching Rubric. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his or her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teachers towards *professional* or *exemplary* on the 21st Century Common Core of Teaching Rubric. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator (e.g., 4b: Leading students to construct new learning through use of active learning strategies).

Growth related to the focus areas should be referenced in feedback conversations throughout the year. The focus area and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice focus areas are not explicitly rated as part of the Teacher Performance and Practice component, growth related to the focus area will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring
Evaluators are not required to provide an overall rating for each observation, but they should be able to provide ratings and evidence for the Rubric indicators that were observed. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the Rubric and then make a determination about which performance level the evidence supports.

Summative Observation of Teacher Performance and Practice Rating

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Within the SEED model, each domain of the 21st Century Common Core of Teaching Rubric carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 15 indicators.
2) Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
3) Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

Each step is illustrated below:

1) Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine indicator ratings for each of the 15 indicators.

   By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the 15 indicators. Some questions to consider while analyzing the evidence include:

   o **Consistency:** What rating have I seen relatively uniform, homogenous evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?

   o **Trends:** Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

   o **Significance:** Are some data more valid than others? (Do I have notes or ratings from "meatier" lessons or interactions where I was able to better assess this aspect of performance?)

   Once a rating has been determined, it is then translated to a 1-4 score. *Below Standard* = 1 and *Exemplary* = 4. See example below for Domain 2:

Domain 2	Indicator Rating	Evaluator's Score
2a	*Developing*	2
2b	*Developing*	2
2c	*Professional*	3
2d	*Exemplary*	4
Average Score		2.8

2) Evaluator averages indicators with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Domain-Level Score
2	2.8
3	2.6
4	3.0
5	2.8
6	3.0

3) The evaluator averages domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Domain	Score
2	2.8
3	2.6
4	3.0
5	2.8
6	3.0
Average Score	2.8

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator.

The summative Teacher Performance and Practice component rating and the indicator ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss formative progress related to the Teacher Performance and Practice rating.

Component #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators category of SEED[4].

The process for determining the parent feedback rating includes the following steps:
  (1) the school conducts a whole-school parent survey (meaning data is aggregated at the school level);
  (2) administrators and teachers determine several school-level parent goals based on the survey feedback;
  (3) the teacher and evaluator identify **one** related parent engagement goal and set improvement targets;
  (4) evaluator and teacher measure progress on growth targets; and
  (5) evaluator determines a teacher's summative rating, based on four performance levels.

Administration of a Whole-School Parent Survey
Parent surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year to year.

> NOTE: The CSDE recognizes that in the first year of implementation, baseline parent feedback may not be available. Teachers can set a goal based on previously-collected parent feedback, or if none is available, teachers can set a parent *engagement* goal that is not based on formal parent feedback.

To ensure that districts use effective survey instruments in the evaluation process and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments as part of the SEED state model for teacher evaluation and support. Panorama Education developed sample surveys for use in the State of Connecticut, and districts are strongly encouraged to use these available surveys though they may also use existing survey instruments or develop their own.

School districts are encouraged to work closely with teachers to select the survey and interpret results. Parent representatives may be included in the process. If a school governance council exists, the council shall assist in the development of whole-school surveys in order to encourage alignment with school improvement goals. Parent surveys deployed by districts should be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

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[4]Peer feedback is permitted by Connecticut's Guidelines for Educator Evaluation as an alternative for this component. However, it is not included in the state model, SEED. If districts wish to utilize peer feedback instead of parent feedback, they must submit a plan to do so to the CSDE when they submit their evaluation and support system proposal annually.

Determining School-Level Parent Goals
Evaluators and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement can be reached on 2-3 improvement goals for the entire school.

Selecting a Parent Engagement Goal and Improvement Targets
After the school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc. See the sample state model survey for additional questions that can be used to inspire goals.

The goal should be written in SMART language format (See p. 32) and must include specific improvement targets. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned, ambitious and attainable.

Measuring Progress on Growth Targets
Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback component. There are two ways teachers can measure and demonstrate progress on their growth targets. Teachers can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate. For example, teachers can conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

Arriving at a Parent Feedback Rating
The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Exemplary (4)	Professional (3)	Developing (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

STUDENT OUTCOMES RELATED INDICATORS

Student Outcomes Related Indicators capture a teacher's impact on student learning and comprise half of the teacher's final summative rating. The inclusion of student outcomes indicators acknowledges that teachers are committed to the learning and growth of their students and carefully consider what knowledge, skills and talents they are responsible for developing in their students each year. As a part of the evaluation and support process, teachers document their goals of student learning and anchor them in data.

Two components comprise this category:
- Student Growth and Development, which counts for 45%; and
- *Either* Whole-School Student Learning *or* Student Feedback *or* a combination of the two, which counts for 5% of the total evaluation rating.
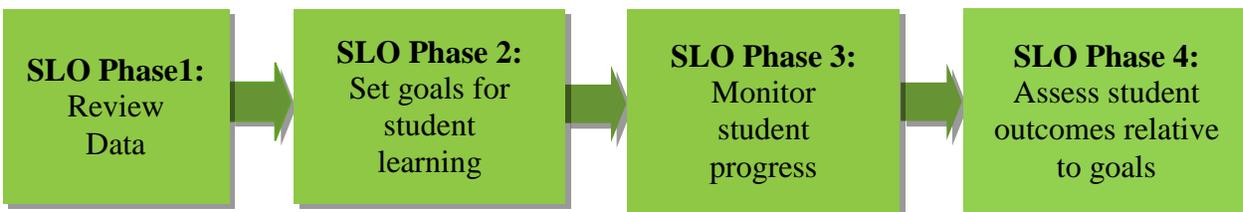
These components will be described in detail below.

Component #3: Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs)
Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation and support purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Connecticut, like many other states and localities around the nation, has selected a goal-setting process grounded in **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year. SLOs are carefully planned, long-term academic objectives. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by **Indicators of Academic Growth and Development (IAGDs)** which include specific targets for student mastery or progress. Research has found that educators who set high-quality SLOs often realize greater improvement in student performance.

The SLO process, as outlined within the SEED model, will support teachers in using a planning cycle that will be familiar to most educators:

SLO Phase1: Review Data → **SLO Phase 2:** Set goals for student learning → **SLO Phase 3:** Monitor student progress → **SLO Phase 4:** Assess student outcomes relative to goals

Developing SLOs is a process rather than a single event. The purpose is to craft Student Learning Objectives that serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. While this process should feel generally familiar, the SEED model asks teachers to set more specific and measureable targets than they may have done in the past. Teachers may develop them through consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDs is made through mutual

agreement between the teacher and his/her evaluator. The four phases of the SLO process are described in detail below:

PHASE 1: Review the Data

This first phase is the discovery phase which begins with reviewing district initiatives, and key priorities, school/district improvement plans and the building administrator's goals. Once teachers know their class rosters, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

Examples of Data Review
A teacher may use but is not limited to the following data in developing an SLO:
   a) Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
   b) Student scores on previous state standardized assessments
   c) Results from other standardized and non-standardized assessments
   d) Report cards from previous years
   e) Results from diagnostic assessments
   f) Artifacts from previous learning
   g) Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
   h) Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
   i) Data related to ELL students and gifted students
   j) Attendance records
   k) Information about families, community and other local contexts

It is important that the teacher understands both the individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

PHASE 2: Set 2 SLOs

Based on a review of district and building data, teachers will develop two SLOs[5] that address identified needs. A form for the development of SLOs can be found on the SEED website. To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives
The SLOs are broad goal statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. Each SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students, including specific

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[5] Connecticut's Guidelines for Educator Evaluation state that teachers will write 1-4 objectives, but under the SEED model, the requirement is two SLOs for every teacher in each academic year.

target groups where appropriate. Each SLO statement should reflect high expectations for student learning – at least a year's worth of growth (or a semester's worth for shorter courses) – and should be aligned to relevant state, national (e.g., Common Core State Standards) or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement might aim for content mastery or else it might aim for skill development.
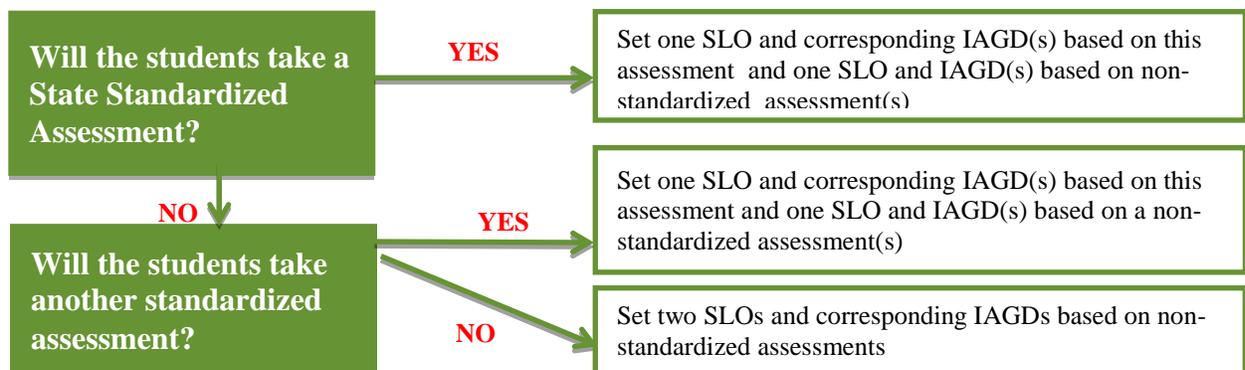
Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results.

The following are examples of SLOs based on student data:

Grade/Subject	Student Learning Objective
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.
11th Grade Algebra 2	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.
9th Grade English/Language Arts	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)
An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the SLO was met. Each SLO must include at least one IAGD but may include multiple, differentiated IAGDs where appropriate. Teachers whose students take a standardized assessment will create one SLO with an IAGD(s) using that assessment and one SLO with an IAGD(s) based on a minimum of one non-standardized measure and a maximum of one additional standardized measure. All other teachers will develop their two SLOs with IAGDs based on non-standardized measures. Use the flow chart below to determine appropriate IAGDs.

Will the students take a State Standardized Assessment? — **YES** → Set one SLO and corresponding IAGD(s) based on this assessment and one SLO and IAGD(s) based on non-standardized assessment(s)

NO ↓

Will the students take another standardized assessment? — **YES** → Set one SLO and corresponding IAGD(s) based on this assessment and one SLO and IAGD(s) based on a non-standardized assessment(s)

NO → Set two SLOs and corresponding IAGDs based on non-standardized assessments

In the calculation to determine the summative student growth and development rating, the SLOs are weighted equally, each representing 22.5% of the final summative rating.

The SEED model uses a specific definition of "standardized assessment." As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

- Administered and scored in a consistent – or "standard" – manner;
- Aligned to a set of academic or performance "standards;"
- Broadly-administered (e.g., nation-or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. IAGDs can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population of students.

IAGDs should be written in **SMART** goal language:
S = Specific and Strategic
M = Measurable
A = Aligned and Attainable
R = Results-Oriented
T = Time-Bound

IAGDs are unique to the teacher's particular students; teachers with similar assignments may use the same evidence for their SLOs, but it is unlikely they would have identical IAGDs. For example, all 2nd grade teachers in a district might set the same SLO and use the same reading assessment to measure their SLOs, but the IAGD and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels.

Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met. Here are some examples of IAGDs that might be applied to the previous SLO examples:

Grade/Subject	SLO	IAGD(s)
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	By May 15: 1. Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better 2. Students who scored a 2-4 will score 8 or better. 3. Students who scored 5-6 will score 9 or better. 4. Students who scored 7 will score 10 or better

9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.	By May 30, 90%-100% of all students will be Professional (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) measured in the digital literacy assessment rubric.
11th Grade Algebra 2	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	By May 15, 80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark.
9th Grade ELA	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	By June 1: 1. 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. 2. 40 students who score 30-49 will increase by 15 points. 3. 10 students who scored 0-29 will increase by 10 points.

Step 3: Provide Additional Information
During the goal-setting process, teachers and evaluators will document the following:
- baseline data used to determine SLOs and set IAGDs;
- selected student population supported by data;
- learning content aligned to specific, relevant standards;
- interval of instruction for the SLO;
- assessments teacher plans to use to gauge students' progress;
- instructional strategies;
- any important technical information about the indicator evidence (like timing or scoring plans); and
- professional learning/supports needed to achieve the SLOs.

Step 4: Submit SLOs to Evaluator for Approval
SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals. The evaluator will examine each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:
- Baseline – Trend Data
- Student Population
- Standards and Learning Content
- Interval of Instruction
- Assessments

- Indicators of Academic Growth and Development (IAGDs)/Growth Targets
- Instructional Strategies and Supports

An SLO Development Guide is provided for districts to use in this process. The evaluator will rate the criteria identified for each element of the SLO. SLOs that holistically meet the criteria will be approved. The rating for the Indicators of Academic Growth and Development/ growth targets must meet the district expectations. If not, the element must be revised by the teacher and resubmitted to the evaluator for approval. If one or more other criteria are not met, the evaluator will provide written comments and discuss the feedback with the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten business days.

PHASE 3: Monitor Students Progress

Once SLOs are approved, teachers should monitor students' progress towards the objectives. Teachers can, for example, examine student work; administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress towards SLOs/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year.

If a teacher's assignment changes, or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

PHASE 4: Assess Student Outcomes Relative to SLOs

At the end of the school year, the teacher should collect the evidence required by their IAGDs, upload artifacts to the data management software system, if available, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the SLO outcomes by responding to the following four statements:
1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points) or Did Not Meet (1 point). These ratings are defined as follows:

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).

Partially Met (2)	Many students met the target(s), but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one IAGD, the evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

The final student growth and development rating for a teacher is the average of their two SLO scores. For example, if one SLO was "Partially Met," for a rating of 2, and the other SLO was "Met," for a rating of 3, the Student Growth and Development rating would be 2.5 [(2+3)/2]. The individual SLO ratings and the Student Growth and Development rating will be shared and discussed with teachers during the End-of-Year Conference.

	Score
SLO 1	2
SLO 2	3
Student Growth and Development Rating	**2.5**

> NOTE: For SLOs that include an indicator(s) based on state standardized assessments, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state assessments are the basis for all indicators and no other evidence is available to score the SLO, then the teacher's student growth and development rating will be based only on the results of the second SLO.
>
> However, once the state assessment data is available, the evaluator should score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15. See Summative Teacher Evaluation Scoring (page 40) for details.

Component #4: Whole-School Student Learning Indicator and/or Student Feedback (5%)

Districts can decide to use a whole-school student learning indicator (option 1), student feedback (option 2) or a combination of the two (option 3) to determine this fourth component of SEED.

Option 1: Whole-School Student Learning Indicator
For districts that include the whole-school student learning indicator in teacher evaluations, a teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for her/his administrator's evaluation rating. For most schools, this will be based on the school performance index (SPI), when available, and the administrator's progress on SLO targets, which correlates to the Student Learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating)—not available by October 2013, therefore not used for the 2013-2014 school year.

Option 2: Student Feedback
Districts can use feedback from students, collected through whole-school or teacher-level surveys, to comprise this component of a teacher's evaluation rating.

Eligible Teachers and Alternative Measures
Student surveys will not be applicable and appropriate for all teachers. Ultimately, school districts should use their judgment in determining whether student surveys should be included in a particular teacher's summative rating. Here are important guidelines to consider:
- Students in grades K-3 should not be surveyed unless an age-appropriate instrument is available.
- Special education students who would not be able to respond to the survey, even with accommodations, should not be surveyed.
- Surveys should not be used to evaluate a teacher if fewer than 15 students would be surveyed or if fewer than 13 students ultimately complete the survey.
- School governance councils shall assist in development of whole-school surveys, if applicable, in order to encourage alignment with school improvement goals.

When student surveys are not appropriate for a particular teacher, the 5% allocated for student feedback should be replaced with the whole-school student learning indicator described in Option #1.

Survey Instruments
To ensure that districts use effective survey instruments in the evaluation process, and to allow educators to share results across district boundaries, CSDE has adopted recommended survey instruments as part of the SEED State Model for teacher evaluation. Panorama Education developed the surveys for use in the State of Connecticut, and districts are strongly encouraged to use the state model surveys.

The recommended surveys than can be used to collect student feedback are available on the SEED website. Districts may use these surveys or use other existing survey instruments. Student survey instruments should be aligned to the Connecticut Common Core of Teaching (CCT) and the 21st Century Common Core of Teaching Rubric whenever possible.

Districts may choose to use different surveys for different grade levels, such as an elementary survey for students in grades 4-6 and a secondary survey for grades 6-12. Districts may also choose to use different surveys for different types of classes. For example, a district might establish a standard survey for all 6-12 classes and then add additional questions for core classes such as English and math.

The surveys selected by a district must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

Districts are encouraged to use instruments that will offer teachers constructive feedback they can use to improve their practice. Districts may include feedback-only questions that are not used for evaluation purposes and districts may allow individual schools and teachers to add questions to the end of the survey, where feasible. If a school governance council exists, the council must be included in this process.

Survey Administration
Student surveys must be administered in a way that allows students to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses must not be tied to students' names.

If a secondary school teacher has multiple class periods, students should be surveyed in all classes. If an elementary school teacher has multiple groups of students, districts should use their judgment in determining whether to survey all students or only a particular group.

Fall Baseline and Feedback Survey
If it is feasible, it is recommended but not required that schools conduct two student feedback surveys each year. The first, administered in the fall, will not affect a teacher's evaluation but could be used as a baseline for that year's targets, instead of using data from the previous school year. The second, administered in the spring, will be used to calculate the teacher's summative rating and provide valuable feedback that will help teachers achieve their goals and grow professionally. Additionally, by using a fall survey as a baseline rather than data from the previous year, teachers will be able to set better goals because the same group of students will be completing both the baseline survey and the final survey. If conducting two surveys in the same academic year is not possible, then teachers should use the previous spring survey to set growth targets.

Establishing Goals
Teachers and their evaluators should use their judgment in setting goals for the student feedback components. In setting a goal, a teacher must decide what he/she wants the goal to focus on. A goal will usually refer to a specific survey question (e.g., "My teacher makes lessons interesting."). However, some survey instruments group questions into components or topics, such as "Classroom Control" or "Communicating Course Content," and a goal may also refer to a component rather than an individual question.

Additionally, a teacher (or the district) must decide how to measure results for the selected question or topic. The CSDE recommends that teachers measure performance in terms of the percentage of students who responded favorably to the question. (Virtually all student survey instruments have two favorable /answer choices for each question.) For example, if the survey instrument asks students to respond to questions with "Strongly Disagree," "Disagree," "Neutral," "Agree," and

"Strongly Agree," performance on a goal would be measured as the percentage of students who responded "Agree" or "Strongly Agree" to the corresponding question. Next, a teacher must set a numeric performance target. As described above, this target should be based on growth or on maintaining performance that is already high. Teachers are encouraged to bear in mind that growth may become harder as performance increases. For this reason, we recommend that teachers set maintenance of high performance targets (rather than growth targets) when current performance exceeds 70% of students responding favorably to a question.

Finally, where feasible, a teacher may optionally decide to focus a goal on a particular subgroup of students. (Surveys may ask students for demographic information, such as grade level, gender and race.) For example, if a teacher's fall survey shows that boys give much lower scores than girls in response to the survey question "My teacher cares about me," the teacher might set a growth goal for how the teacher's male students respond to that question.

> Student feedback goals should be written in **SMART** language:
> **S** = Specific and Strategic
> **M** = Measurable
> **A** = Aligned and Attainable
> **R** = Results-Oriented
> **T** = Time-Bound

The following are examples of effective SMART goals:
- The percentage of students who "Agree" or "Strongly Agree" with "My teacher believes I can do well" will increase from 50% to 60% by May 15, 2014.
- The percentage of students who "Agree" or "Strongly Agree" with "My teacher makes what we're learning interesting" will remain at 75% by May 15, 2014.
- The percentage of 9th graders who "Agree" or "Strongly Agree" with "I feel comfortable asking my teacher for extra help" will increase from 60% to 70% by May 15, 2014.

See the example surveys on the SEED website for additional questions that can be used to develop goals.

Arriving at a Student Feedback Summative Rating:
In most cases, summative ratings should reflect the degree to which a teacher makes growth on feedback measures, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. For teachers with high ratings already, summative ratings should reflect the degree to which ratings remain high.

This is accomplished in the following steps, undertaken by the teacher being evaluated through mutual agreement with the evaluator:
1. Review survey results from prior period (previous school year or fall survey).
2. Set one measurable goal for growth or performance (see above).
3. Discuss parameters for exceeding or partially meeting goals.
4. Later in the school year, administer surveys to students.
5. Aggregate data and determine whether the goal was achieved.
6. Assign a summative rating, using the following scale to be discussed and finalized during the End-of-Year Conference.

Exemplary	Professional	Developing	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

**Option 3: Whole-School Student Learning Indicators and Student Feedback**
As previously mentioned, districts can use whole-school student learning indicators for certain teachers and feedback from students for others depending on their grade level, content area or other considerations.

NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50 and the whole-school student learning indicator will be weighted 0 (see Summative Teacher Evaluation Scoring). However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than September 15.

Summative Scoring

The individual summative teacher evaluation rating will be based on the four components, grouped in two major categories: Student Outcomes Related Indicators and Teacher Practice Related Indicators.
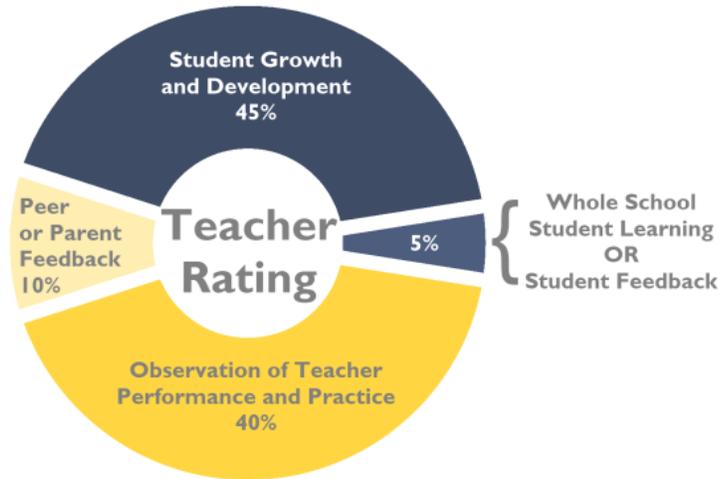
Every educator will receive one of four performance ratings:

Exemplary – Substantially exceeding indicators of performance

Professional – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

The rating will be determined using the following steps:

1) Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score (40%) and the parent feedback score (10%)
2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score (45%) and whole-school student learning indicator or student feedback (5%).
3) Use the Summative Matrix to determine the Summative Rating

Each step is illustrated below:

1) Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score.

   The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the

component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			**142**

Rating Table

Teacher Practice Related Indicators Points	Teacher Practice Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Professional
175-200	Exemplary

2) Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicators or student feedback score.

The student growth and development component counts for 45% of the total rating and the whole-school student learning indicators or student feedback component counts for 5% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	157.5
Whole School Student Learning Indicator or Student Feedback	3	5	15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			172.5 → **173**

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Professional
175-200	Exemplary

3) Use the Summative Matrix to determine the Summative Rating

Using the ratings determined for each major category: Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *Professional* and the Student Outcomes Related Indicators rating is *Professional*. The summative rating is therefore *Professional*. If the two major categories are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		Teacher Practice Related Indicators Rating			
		4	**3**	**2**	**1**
Student Outcomes Related Indicators Rating	**4**	**Rate Exemplary**	**Rate Exemplary**	**Rate Professional**	*Gather further information*
	3	**Rate Exemplary**	**Rate Professional**	**Rate Professional**	**Rate Developing**
	2	**Rate Professional**	**Rate Professional**	**Rate Developing**	**Rate Developing**
	1	*Gather further information*	**Rate Developing**	**Rate Developing**	**Rate Below Standard**

Adjustment of Summative Rating
Summative ratings must be provided for all teachers by June 30 of a given school year and reported to the CSDE per state guidelines. Should state standardized test data not yet be available at the time of calculating a summative rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test

data, the evaluator should recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation and support system. A pattern may consist of a pattern of one rating. The state model recommends the following patterns:

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *Professional* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *below standard* rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of *developing* in year two and two sequential *Professional* ratings in years three and four. Upon receiving all student achievement data, superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

Dispute-Resolution Process

A panel composed of the superintendent or designee, teacher union president and a neutral third person shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice or final summative rating. Districts may choose alternatives such as a district panel of equal management and union members, the district Professional Development Committee, or a pre-approved expert from a Regional Educational Service Center (RESC) so long as the superintendent and teacher union president agree to such alternative at the start of the school year. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue may be made by the superintendent.

CORE REQUIREMENTS FOR THE EVALUATION OF STUDENT AND EDUCATOR SUPPORT SPECIALISTS

As provided in Sec.10-151b of the 2012 Supplement (C.G.S.) as amended by section 51 of P.A. 12-116, "The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each Student and Educator Support Specialist," in accordance with the requirements of this section. Local or regional boards of education shall develop and implement Student and Educator Support Specialist evaluation programs consistent with these requirements.

Flexibility from Core Requirements for the Evaluation of Teachers

1. Student and Educator Support Specialists shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of Indicators of Academic Growth and Development (IAGDs), feedback and observation.
2. Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:
    a. Districts shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGD shall include the following steps:
        i. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
        ii. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
        iii. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).
        iv. The educator and evaluator will identify the learning standard to measure: the assessment, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.
    b. Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.
    c. When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts may permit local development of short feedback mechanisms for students, parents and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.

PILOT DISTRICTS/CONSORTIA OF DISTRICTS- 2012-13

- o Bethany
- o Branford
- o Bridgeport
- o Columbia/Eastford/Franklin/Sterling
- o Capitol Region Education Council
- o Litchfield/Region #6
- o Norwalk
- o Waterford
- o Windham
- o Windsor

Administrator Evaluation and Support

The Connecticut State Department of Education (CDSE) - designed model for the evaluation and support of administrators in Connecticut is based on the Connecticut Guidelines for Educator Evaluation (Core Requirements), developed by a diverse group of educators in June 2012 and based upon best practice research from around the country. The contents of this document are meant to guide districts in the implementation of Connecticut's System for Educator Evaluation and Development (SEED) Administrator Evaluation and Support model. The CDSE, in consultation with PEAC and the SBE, may continue to refine the tools provided in this document for clarity and ease of use.

ADMINISTRATOR EVALUATION AND DEVELOPMENT

Purpose and Rationale

This section of the 2013 SEED Handbook outlines the state model for the evaluation of school and school district administrators in Connecticut. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community.

The model describes four levels of performance for administrators and focuses on the practices and outcomes of **professional** administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in at least 3 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities
- Having more than 60% of teachers Professional on the student growth portion of their evaluation

The model includes an *exemplary* performance level for those who exceed these characteristics, but exemplary ratings are reserved for those who could serve as a model for leaders across their district or even statewide. A *professional* rating represents fully satisfactory performance, and it is the rigorous standard expected of most experienced administrators.

This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to get better. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

As noted, the model applies to all administrators holding an 092 endorsement. Because of the fundamental role that principals play in building strong schools for communities and students, and because their leadership has a significant impact on outcomes for students, the descriptions and examples focus on principals. However, where there are design differences for assistant principals and central office administrators, the differences are noted.

Administrator Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of administrator performance. All administrators will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes.

1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:

    (a) **Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.
    (b) **Stakeholder Feedback (10%)** on leadership practice through surveys.

2. **Student Outcomes Related Indicators:** An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:

    (a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures.
    (b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

Scores from each of the four components will be combined to produce a summative performance rating of Exemplary, Professional, Developing or Below Standard. The performance levels are defined as:

- **Exemplary** – Substantially exceeding indicators of performance

- **Professional** – Meeting indicators of performance

- **Developing** – Meeting some indicators of performance but not others

- **Below Standard** – Not meeting indicators of performance

Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (see **Figure 1** on the next page) allows for flexibility in implementation and lends itself well to a meaningful and doable process. Often the evaluation process can devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, the model encourages two things:

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and

2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

Superintendents can determine when the cycle starts. For example, many will want their principals to start the self-assessment process in the spring in order for goal-setting and plan development to take place prior to the start of the next school year. Others may want to concentrate the first steps in the summer months.

Figure 1: This is a typical timeframe:

Goal-Setting & Planning
- Orientation on process
- Goal-setting and plan development

Prior to School Year

Mid-Year Review
- Review goals and performance to date
- Mid-year formative review

Mid-Year

End-of-Year Review
- Self-assessment
- Preliminary summative assessment*

Spring/End-of-Year

*Summative assessment to be finalized in August

Step 1: Orientation and Context-Setting
To begin the process, the administrator needs five things to be in place:

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating—not available by October 2013, therefore not used for the 2013-2014 school year.

2. Stakeholder survey data are available for review by the administrator.

3. The superintendent has communicated his/her student learning priorities for the year.

4. The administrator has developed a school improvement plan that includes student learning goals.

5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

Only #5 is required by the approved Guidelines for Educator Evaluation, but the data from #1-4 are essential to a robust goal-setting process.

Step 2: Goal-Setting and Plan Development

Before a school year starts, administrators identify three Student Learning Objectives (SLOs) and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice. This is referred to as "3-2-1 goal-setting."
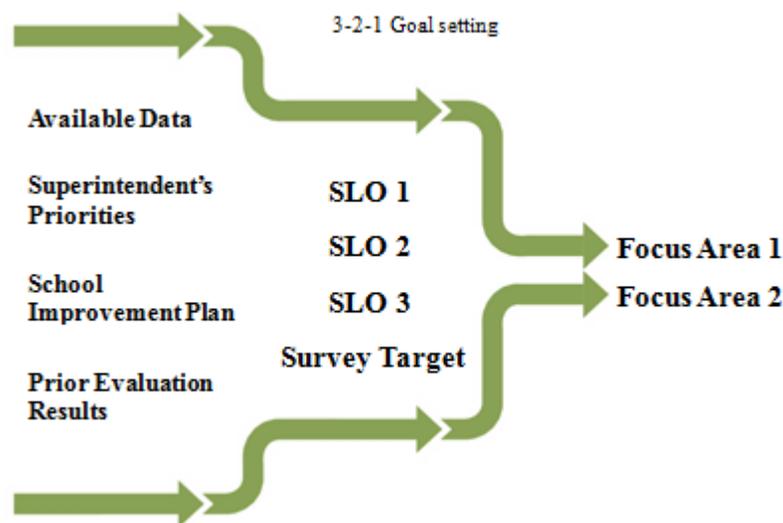
Administrators should start with the outcomes they want to achieve. This includes setting three SLOs (see **page 69** for details) and one target related to stakeholder feedback (see **page 64** for details).

Then administrators identify the areas of focus for their practice *that will help them accomplish* their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. While administrators are rated on all six Performance Expectations, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

- Are there any assumptions about specific goals that need to be shared because of the local school context?

- Are there any elements for which professional performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?

- What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. **The following completed form represents a sample evaluation and support plan.**

The focus areas, goals, activities, outcomes and timeline will be reviewed by the administrator's evaluator prior to beginning work on the goals. The evaluator may suggest additional goals as appropriate.

DO YOU HAVE A GOOD EVALUATION PLAN?

Here are some questions to consider in assessing whether an administrator's evaluation and support plan is likely to drive continuous improvement:

1. Are the goals clear and measurable so that you will know whether the administrator has achieved them?

2. Can you see a through-line from district priorities to the school improvement plan to the evaluation and support plan?

3. Do the practice focus areas address growth needs for the administrator? Is at least one of the focus areas addressing instructional leadership?

SAMPLE EVALUATION AND SUPPORT PLAN

Administrator Name

Evaluator's Name

School

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals -- 3 SLOs and 1 Survey	Leadership Practice Focus Areas (2)	Strategies	Monitoring Activities and Evidence of Success	Additional Skills, Knowledge and Support Needed	Timeline for Measuring Goal Outcomes
ELL Cohort Graduation Rate is 65% and the extended graduation rate is 70%. 80% of students complete 10th grade with 12 credits. 87% of 10th graders are Professional in reading, as evidenced by CAPT scores. 75% of students report that teachers present material in a way that is easy for them to understand and learn from.	SLO 1: Increase ELL cohort graduation rate by 2% and the extended graduation rate by 3%. SLO 2: 90% of students complete 10th grade with 12 credits. SLO 3: 95% of students are reading at grade level at the end of 10th grade. Survey 1: Students are taught in a way that meets their diverse learning needs.	Focus Area 1: Use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress, close achievement gaps and communicate progress. (PE: 2, E: C) Focus Area 2: Improve instruction for the diverse needs of all students; and collaboratively monitor and adjust curriculum and instruction. (PE: 2, E B)	Use current data to provide regular updates to families on student progress and needs for improvement. Ensure students have access to resources and opportunities that extend learning beyond the classroom walls. Provide staff the necessary resources to use evidence-based strategies and instructional practices to meet the diverse learning needs of their students.	ELL graduation rate increases by 2% over last year and the extended graduation rate increases by 3%. 90% of students have at least 12 credits when entering the 11th grade. Summative assessments indicate that 95% of students are reading on grade level at the end of 10th grade. 90% of students report by survey response that teachers present material in a way they can understand and learn from.	Support needed in reaching out to the ELL student population to increase awareness of the graduation requirements and benefits. Work with school scheduler to ensure students are enrolled in credit earning courses in 9th and 10th grades.	2013-14 school year

Step 3: Plan Implementation and Evidence Collection

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school visits to observe administrator practice can vary significantly in length and setting (see box on page 52 for some examples). It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice: see the SEED website for forms that evaluators may use in recording observations and providing feedback. Evaluators should provide timely feedback after each visit.

Besides the school visit requirement, there are no prescribed evidence requirements. The model relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

Building on the sample evaluation and support plan on page 52, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff
- Conversations with students
- Conversations with families

Further, the evaluator may want to establish a schedule of school visits with the administrator to collect evidence and observe the administrator's work. The first visit should take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation and support plan. Subsequent visits might be planned at 2-to 3-month intervals.

A note on the frequency of school site observations: State guidelines call for an administrator's evaluation to include:

- 2 observations for each administrator.
- 4 observations for any administrator new to their district, school, the profession or who has received ratings of *developing* or *below standard*.

School visits should be frequent, purposeful and adequate for sustaining a professional conversation about an administrator's practice.

Step 4: Mid-Year Formative Review

Midway through the school year (especially at a point when interim student assessment data are available for review) is an ideal time for a formal check-in to review progress. In preparation for meeting:

- The administrator analyzes available student achievement data and considers progress toward outcome goals.

- The evaluator reviews observation and feedback forms to identify key themes for discussion.

The administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could influence accomplishment of outcome goals; goals may be changed at this point. Mid-Year Conference Discussion Prompts are available on the SEED website.

Step 5: Self-Assessment

In the spring, the administrator takes an opportunity to assess his/her practice on all 18 elements of the CCL: Connecticut School Leadership Standards. For each element, the administrator determines whether he/she:

- Needs to grow and improve practice on this element;

- Has some strengths on this element but needs to continue to grow and improve;

- Is consistently effective on this element; or

- Can empower others to be effective on this element.

The administrator should also review his/her focus areas and determine if he/she considers him/herself on track or not.

In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. In this model the administrator submits a self-assessment prior to the End-of-Year Summative Review as an opportunity for the self-reflection to inform the summative rating.

Step 6: Summative Review and Rating

The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, it is recommended that evaluators use the meeting as an opportunity to convey strengths, growth areas and their probable rating. After the meeting, the evaluator assigns a rating based on all available evidence.

The evaluator completes the summative evaluation report, shares it with the administrator and adds it to the administrator's personnel file with any written comments attached that the administrator requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

Initial ratings are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, here are rules of thumb to use in arriving at a rating:

- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.

- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.

- If the state accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning.

- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

LEADERSHIP PRACTICE RELATED INDICATORS

The Leadership Practice Related Indicators evaluate the administrator's knowledge of a complex set of skills and competencies and how these are applied in leadership practice. It is comprised of two components:

- Observation of Leadership Practice, which counts for 40%; and
- Stakeholder Feedback, which counts for 10%.

### Component #1: Observation of Leadership Practice (40%)

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating.

Leadership practice is described in the CCL: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.

1. **Vision, Mission and Goals:** *Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.*

2. **Teaching and Learning:** *Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.*

3. **Organizational Systems and Safety:** *Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.*

4. **Families and Stakeholders:** *Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.*

5. **Ethics and Integrity:** *Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.*

6. **The Education System:** *Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.*

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning)** comprises approximately half of the leadership practice rating and the other five performance expectations are equally weighted.
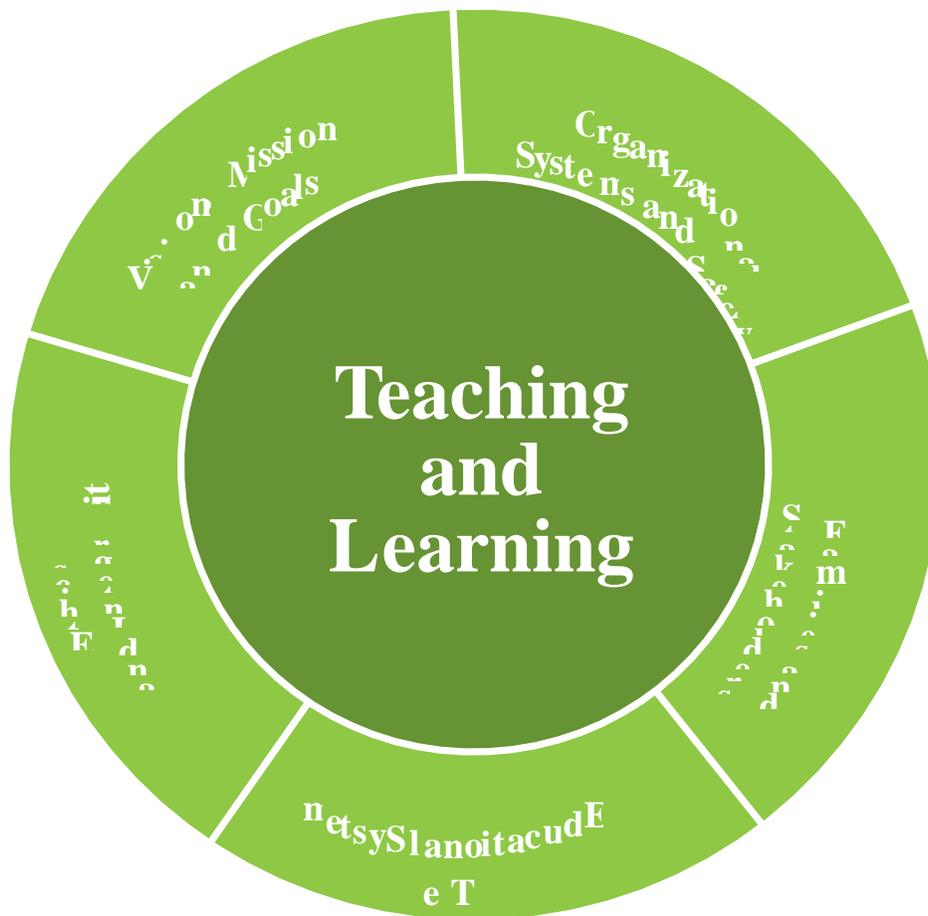
These weightings should be consistent for all principals and central office administrators. For assistant principals and other school-based 092 certificate holders in non-teaching roles, the six performance expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

In order to arrive at these ratings, administrators are measured against the Common Core of Leading (CCL) Leader Evaluation Rubric which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

- **Exemplary**: The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in

distinguishing Exemplary performance from Professional performance.

- **Professional**: The rubric is anchored at the Professional Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in **bold** at the Professional level.

- **Developing**: The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.

- **Below Standard**: The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Two key concepts, indicated by bullets, are often included as indicators.   Each concept demonstrates a continuum of performance across the row, from *below standard* to *exemplary*.

Examples of Evidence are provided for each element of the rubric. While these Examples of Evidence can be a guide for evaluator training and discussion, they are only examples and should not be used as a checklist. As evaluators learn and use the rubric, they should review these Examples of Evidence and generate additional examples from their own experience that could also serve as evidence of Professional practice.

See **Figure 4,** page 61 for an excerpt from the rubric.

STRATEGIES FOR USING THE CCL Evaluation Rubric:

Helping administrators get better: The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the CCL: Connecticut School Leadership Standards in order to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

Making judgments about administrator practice: In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.

Assigning ratings for each performance expectation: Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

Assessing the practice of administrators other than principals: All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Districts may generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards.

Figure 4: An excerpt from the CCL Leader Evaluation Rubric

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.

Element A: High Expectations for All
Leaders* ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff**.

The Leader…

Indicator	Below Standard	Developing	Professional	Exemplary
1. **Information & analysis shape vision, mission and goals**	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students. shapes a vision and mission based on basic data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	uses a wide range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. **Alignment to policies**	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.

***Leader:** Connecticut School Leaders who are employed under their immediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other supervisory positions.)
****Staff:** All educators and non-certified staff

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the CCL: Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator's leadership practice.

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of** *developing* **or** *below standard***.**

2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.

3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.

4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary, Professional, developing* or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Principals and Central Office Administrators:

Exemplary	Professional	Developing	Below Standard
Exemplary on Teaching and Learning + *Exemplary* on at least 2 other performance expectations + No rating below *Professional* on any performance expectation	At least *Professional* on Teaching and Learning + At least *Professional* on at least 3 other performance expectations + No rating below *Developing* on any performance expectation	At least *Developing* on Teaching and Learning + At least *Developing* on at least 3 other performance expectations	*Below Standard* on Teaching and Learning or *Below Standard* on at least 3 other performance expectations

Assistant Principals and Other School-Based Administrators:

Exemplary	Professional	Developing	Below Standard
Exemplary on at least half of measured performance expectations + No rating below *Professional* on any performance expectation	At least *Professional* on at least a majority of performance expectations + No rating below *Developing* on any performance expectation	At least *Developing* on at least a majority of performance expectations	*Below Standard* on at least half of performance expectations

Component #2: Stakeholder Feedback (10%)

Feedback from stakeholders – assessed by administration of a survey with measures that align to the CCL: Connecticut School Leadership Standards – is 10% of an administrator's summative rating.

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback <u>must</u> include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.). If surveyed populations include students, they can provide valuable input on school practices and climate for inclusion in evaluation of school-based administrative roles.

Applicable Survey Types

There are several types of surveys – some with broader application for schools and districts – that align generally with the areas of feedback that are relevant for administrator evaluation. These include:

- **Leadership practice surveys** focus directly on feedback related to a leader's performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrators' practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.

- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students, and parents.

- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

To ensure that districts use effective survey instruments in the administrator evaluation process, and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments as part of the SEED state model for administrator evaluation and support. Panorama Education developed the surveys for use in the State of Connecticut, and districts are strongly encouraged to use these state model surveys.

See the SEED website for examples of each type of survey as well as sample questions that align to the CCL: Connecticut School Leadership Standards. See the SEED website for Panorama Education surveys.

The survey(s) selected by a district for gathering feedback must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time). In order to minimize the burden on schools and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems,

school-or district-wide feedback and planning or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation and pursuing multiple means of soliciting responses.

Any survey selected must align to some or all of the CCL: Connecticut School Leadership Standards, so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so administrators and their evaluators are encouraged to select relevant portions of the survey's results to incorporate into the evaluation and support model.

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:
All family members
All teachers and staff members
All students

Assistant Principals and other school-based administrators:
All or a subset of family members
All or a subset of teachers and staff members
All or a subset of students

CENTRAL OFFICE ADMINISTRATORS

Line managers of instructional staff (e.g., Assistant/Regional Superintendents):
Principals or principal supervisors
Other direct reports
Relevant family members

Leadership for offices of curriculum, assessment, special services and other central academic functions:
Principals
Specific subsets of teachers
Other specialists within the district
Relevant family members

Leadership for offices of finance, human resources and legal/employee relations offices and other central shared services roles
Principals
Specific subsets of teachers
Other specialists within the district

Stakeholder Feedback Summative Rating

Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a growth target.

Exceptions to this include:

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high.

- Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

1. Select appropriate survey measures aligned to the CCL: Connecticut School Leadership Standards.

2. Review baseline data on selected measures, which may require a fall administration of the survey in year one.

3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).

4. Later in the school year, administer surveys to relevant stakeholders.

5. Aggregate data and determine whether the administrator achieved the established target.

6. Assign a rating, using this scale:

Exemplary	Professional	Developing	Below Standard
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Establishing what results in having "substantially exceeded" the target or what constitutes "substantial progress" is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set. However, more than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.

EXAMPLES OF SURVEY APPLICATIONS

Example #1:

School #1 has mid-range student performance results and is working diligently to improve out-comes for all students. As part of a district-wide initiative, the school administers a climate survey to teachers, students and family members. The results of this survey are applied broadly to inform school and district planning as well as administrator and teacher evaluations. Baseline data from the previous year's survey show general high performance with a few significant gaps in areas aligned to the CCL: Connecticut School Leadership Standards. The principal, district Superintendent and the school leadership team selected one area of focus – building expectations for student achievement – and the principal identified leadership actions related to this focus area which are aligned with the Leadership Standards. At the end of the year, survey results showed that, although improvement was made, the school failed to meet its target.

Measure and Target	Results (Target met?)
Percentage of teachers and family members agreeing or strongly agreeing with the statement "*Students are challenged to meet high expectations at the school*" would increase from 71% to 77%.	No; results at the end of the year showed an increase of 3% to 74% of respondents agreeing or strongly agreeing with the statement.
Stakeholder Feedback Rating: "Developing"	

Example #2:

> **School #2** is a low-performing school in a district that has purchased and implemented a 360° tool measuring a principal's leadership practice which collects feedback from teachers, the principal and the principal's supervisor. The resulting scores from this tool are incorporated in the district's administrator evaluation and support system as stakeholder input.
>
> Baseline data from the prior year reflects room for improvement in several areas and the principal, her supervisor and the school leadership team decides to focus on ensuring a safe, high performing learning environment for staff and students (aligned with Performance Expectation #3). Together, the principal and her supervisor focus on the principal's role in establishing a safe, high-performing environment and identify skills to be developed that are aligned to this growth area. They then set a target for improvement based on specific measures in the survey, aiming for an increase of 7% in the number of stakeholders who agreed or strongly agreed that that there was growth in the identified area. Results at the end of the school year show that the principal had met her target, with an increase of 9%.

Measure and Target	Results (Target met?)
Percentage of teachers, family members and other respondents agreeing or strongly agreeing that the principal had taken effective action to establish a safe, effective learning environment would increase from 71% to 78%.	Yes; results at the end of the year showed an increase of 9% to 80% of respondents agreeing or strongly agreeing.
Stakeholder Feedback Rating: "Professional"	

STUDENT OUTCOMES RELATED INDICATORS

The Student Outcomes Related Indicators capture the administrator's impact on student learning and comprise half of the final rating.

Student Related Indicators includes two components:

- Student Learning, which counts for 45%; and
- Teacher Effectiveness Outcomes, which counts for 5%.

Component #3: Student Learning (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation.

State Measures of Academic Learning

With the state's new school accountability system, a school's SPI—an average of student performance in all tested grades and subjects for a given school—allows for the evaluation of school performance across all tested grades, subjects and performance levels on state tests. The goal for all Connecticut schools is to achieve an SPI rating of 88, which indicates that on average all students are at the 'target' level.

Currently, the state's accountability system[6] includes two measures of student academic learning:

1. School Performance Index (SPI) progress – changes from baseline in student achievement on Connecticut's standardized assessments [Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)]—not available by October 2013, therefore, not used for the 2013-2014 school year.

2. SPI progress for student subgroups – changes from baseline in student achievement for subgroups on Connecticut's standardized assessments—not available by October 2013, therefore, not used for the 2013-2014 school year.

For a complete definition of Connecticut's measures of student academic learning, including a definition of the SPI see the SEED website.

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[6] Note: All of the current academic learning measures in the state accountability system assess status achievement of students or changes in status achievement from year to year. There are no true growth measures. If the state adds a growth measure to the accountability model, it is recommended that it count as 50% of a principal's state academic learning rating in Excelling schools, 60% in Progressing and Transition schools, and 70% in Review and Turnaround schools.

Yearly goals for student achievement should be based on approximately 1/12 of the growth needed to reach 88, capped at 3 points per year. See below for a sample calculation to determine the SPI growth target for a school with an SPI rating of 52.

$$\frac{88 - 52}{12} = 3$$

Evaluation ratings for administrators on these state test measures are generated as follows:

Step 1: Ratings of SPI Progress are applied to give the administrator a score between 1 and 4, using the table below:

SPI Progress (all students and subgroups)

SPI>=88	Did not Maintain	Maintain		
	1	4		
SPI<88	< 50% target progress	50-99% target progress	100-125% target progress	> 125% target progress
	1	2	3	4

NOTE: Administrators who work in schools with two SPIs will use the average of the two SPI ratings to apply for their score.

Step 2: **Scores are weighted to emphasize improvement in schools below the State's SPI target of 88 and to emphasize subgroup progress and performance in schools above the target.** While districts may weigh the two measures according to local priorities for administrator evaluation, the following weights are recommended:

SPI Progress	100% minus subgroup %
SPI Subgroup Progress *	10% per subgroup; up to 50%

* Subgroup(s) must exist in year prior and in year of evaluation

Below is a sample calculation for a school with two subgroups:

Measure	Score	Weight	Summary Score
SPI Progress	3	.8	2.4
SPI Subgroup 1 Progress	2	.1	.2
SPI Subgroup 2 Progress	2	.1	.2
		Total	**2.8**

Step 3: The weighted scores in each category are summed, resulting in an overall state test rating that is scored on the following scale:

Exemplary	Professional	Developing	Below Standard
At or above 3.5	2.5 to 3.4	1.5 to 2.4	Less than 1.5

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days a student must be enrolled in order for that student's scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

For any school that does not have tested grades (such as a K-2 school), the entire 45% of an administrator's rating on student learning indictors is based on the locally-determined indicators described below.

Locally-Determined Measures (Student Learning Objectives)

Administrators establish three Student Learning Objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.

- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.

- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.

- For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan.

	SLO 1	SLO 2	SLO 3
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion	
High School Principal	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion	

Elementary or Middle School AP	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.
High School AP	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.
Central Office Administrator	(meets the non-tested grades or subjects requirement) Indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.	

Beyond these parameters, administrators have broad discretion in selecting indicators, including, but not limited to:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).

- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.

- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

Below are a few examples of indicators, goals and SLOs for administrators:

Grade level	SLO
2nd Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's growth in reading as measured by MAP/NWEA assessments.
Middle School Science	78% of students will attain *professional* or higher on the science inquiry strand of the CMT in May.
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.

Central Office Administrator	By June 1, 2014, the percentage of grade 3 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 78% to 85%. (Curriculum Coordinator)

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process follow a pre-determined timeline.

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators (see the SLO Form and SLO Quality Test).
- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
    - o The objectives are adequately ambitious.
    - o There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
    - o The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
    - o The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, administrators receive a rating for this portion, as follows

Exemplary	Professional	Developing	Below Standard
Met all 3 objectives and substantially exceeded at least 2 targets	Met 2 objectives and made at least substantial progress on the 3rd	Met 1 objective and made substantial progress on at least 1 other	Met 0 objectives OR Met 1 objective and did not make substantial progress on either of the other 2

Arriving at Student Learning Summative Rating

To arrive at an overall student learning rating, the ratings for the state assessment and the locally-determined ratings in the two components are plotted on this matrix:

		State Measures of Academic Learning			
		4	**3**	**2**	**1**
Locally Determined Measures of Academic Learning	**4**	Rate Exemplary	Rate Exemplary	Rate Professional	*Gather further information*
	3	Rate Exemplary	Rate Professional	Rate Professional	Rate Developing
	2	Rate Professional	Rate Professional	Rate Developing	Rate Developing
	1	*Gather further information*	Rate Developing	Rate Developing	Rate Below Standard

Component #4: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness outcomes – as measured by an aggregation of teachers' student learning objectives (SLOs) – make up 5% of an administrator's evaluation.

Improving teacher effectiveness outcomes is central to a administrator's role in driving improved student learning. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional learning to feedback on performance – the administrator evaluation and support model also assesses the outcomes of all of that work.

As part of Connecticut's teacher evaluation state model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing administrators' contribution to teacher effectiveness outcomes. In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that evaluators of administrators discuss with the administrator their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of administrators not encouraging teachers to set ambitious SLOs.

Exemplary	Professional	Developing	Below Standard
>80% of teachers are rated Professional or exemplary on the student learning objectives portion of their evaluation	>60% of teachers are rated Professional or exemplary on the student learning objectives portion of their evaluation	>40% of teachers are rated Professional or exemplary on the student learning objectives portion of their evaluation	<40% of teachers are rated Professional or exemplary on the student learning objectives portion of their evaluation

➢ Central Office Administrators will be responsible for the teachers under their assigned role.
➢ All other administrators will be responsible for the teachers they directly evaluate.

WHY NOT INCLUDE OTHER OPTIONS FOR MEASURING TEACHER EFFECTIVENESS?

The state explored several other options for measuring teacher effectiveness outcomes, but ran into obstacles. For example:

- One measure of a principal's influence on teacher effectiveness is the degree to which he/she retains high performers. However, principals vary greatly in their authority over the factors involved in retaining high performers, raising questions of fairness.

- Another measure of a principal's influence on teacher effectiveness is whether teachers' overall evaluation ratings improve. However, this measure was not selected to avoid the possibility of creating an incentive for principals to inflate teacher evaluation ratings.

The state will continue to explore measures of teacher effectiveness in 2013-14.

SUMMATIVE ADMINISTRATOR EVALUATION RATING

Summative Scoring

Each administrator shall annually receive a summative rating in one of four levels:

1. **Exemplary:** Substantially exceeding indicators of performance

2. **Professional:** Meeting indicators of performance

3. **Developing:** Meeting some indicators of performance but not others

3. **Below standard:** Not meeting indicators of performance

Professional represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, Professional administrators can be characterized as:

- Meeting expectations as an instructional leader

- Meeting expectations in at least 3 other areas of practice

- Meeting and making progress on 1 target related to stakeholder feedback

- Meeting state accountability growth targets on tests of core academic subjects

- Meeting and making progress on 3 student learning objectives aligned to school and district priorities

- Having more than 60% of teachers Professional on the student growth portion of their evaluation

Supporting administrators to reach proficiency is at the very heart of this evaluation model.

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate exemplary performance on more than a small number of practice elements.

A rating of *developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and two consecutive years at the *developing* level is, for an experienced administrator, a cause for concern. On the other hand, for administrators in their first year, performance rated *developing* is expected. If, by the end of three years, performance is still rated *developing*, there is cause for concern.

A rating of *below standard* indicates performance that is below *professional* on all components or unacceptably low on one or more components.

Determining Summative Ratings

The rating will be determined using the following steps:

1. Determining a Leader Practice Rating;
2. Determining an Student Outcomes Rating; and
3. Combining the two into an overall rating using the Summative Matrix.

Each step is illustrated below:

A. PRACTICE: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating derives from an administrator's performance on the six performance expectations of the Common Core of Leading Evaluation Rubric (CCL) and the one stakeholder feedback target. The observation of administrator performance and practice counts for 40% of the total rating and stakeholder feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30
TOTAL LEADER PRACTICE-RELATED POINTS			**110**

Rating Table

Leader Practice-Related Points	Leader Practice-Related Rating
50-80	Below Standard
81-126	Developing
127-174	Professional
175-200	Exemplary

B. OUTCOMES: Student Learning (45%) + Teacher Effectiveness Outcomes (5%) = 50%

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state's accountability system (SPI) and student learning objectives – and teacher effectiveness outcomes. As shown in the Summative Rating Form, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table page 78.

Component	Score (1-4)	Weight	Points (score x weight)
Student Learning (SPI Progress and SLOs)	3	45	135
Teacher Effectiveness Outcomes	2	5	10
TOTAL STUDENT OUTCOMES-RELATED POINTS			145

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Professional
175-200	Exemplary

C. OVERALL: Leader Practice + Student Outcomes

The overall rating combines the practice and outcomes ratings using the matrix below. Using the ratings determined for each major category: Student Outcomes-Related Indicators and Leader Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Leader Practice-Related rating is *developing* and the Student Outcomes-Related rating is *professional*. The summative rating is, therefore, *professional*.

If the two major categories are highly discrepant (e.g., a rating of *exemplary* for Leader Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		Overall Leader Practice Rating			
		4	**3**	**2**	**1**
Overall Student Outcomes Rating	**4**	Rate Exemplary	Rate Exemplary	Rate Professional	*Gather further information*
	3	Rate Exemplary	Rate Professional	Rate Professional	Rate Developing
	2	Rate Professional	Rate Professional	Rate Developing	Rate Developing
	1	*Gather further information*	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating: Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a summative rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly affected by state standardized test data, the evaluator should recalculate the administrator's final summative rating when the data is available and submit the adjusted rating not later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one rating. The state model recommends the following patterns:

Novice administrators shall generally be deemed effective if said administrator receives at least two sequential *professional* ratings, one of which must be earned in the fourth year of a novice administrator's career. A *below standard* rating shall only be permitted in the first year of a novice administrator's career, assuming a pattern of growth of *developing* in year two and two sequential *professional* ratings in years three and four.

An experienced administrator shall generally be deemed ineffective if said administrator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

Dispute-Resolution Process

A panel composed of the superintendent or designee, human resources representative and a neutral third person shall resolve disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue may be made by the superintendent.

Special Olympics
Project UNIFY®

AWARD AGREEMENT

Mariana Coelho, Principal
New Fairfield High School
54 Gillotti Road
New Fairfield , CT, 06812

Dear Mariana
New Fairfield High School will be awarded funding from Special Olympics Connecticut, Inc. (SOCT)—sub-awarded through the Connecticut Association of Schools (CAS)—totaling $1500.00 (see specific distribution below) for the purpose of supporting your Unified Sports® and education related programs.

Award funding, as administrated by the CAS/CIAC/Unified® Sports staff, will be distributed to New Fairfield High School *specifically for the following:*

Sport-season stipend to a coach,
Transportation fees (to attend practices, games and tournaments),
Uniforms/equipment, banner and supplies, video and printing
Youth activation-school based programs which foster and support
social inclusion

<div align="right">Total: $1500.00</div>

By signing this Grant Award Agreement, New Fairfield High School agrees to fulfill the obligations of the award in accordance with the terms and conditions set forth by the CAS/CIAC/Unified® Sports staff. Funds are awarded solely for the purposes set forth in the recommendation detailed above, and for *only* the expenses outlined. You agree to comply with the budget outlined above and will not make any changes to such budget, including moving funds between line items, without the written approval of CAS/CIAC/Unified® Sports staff. All expenses must be documented and submitted to CAS/CIAC/Unified® Sports staff as requested (purchase orders, timesheets, cancelled checks, receipts, etc.). All required reports (financial and programmatic) will be provided in a timely manner, meeting deadlines and timetables as provided by CAS/CIAC/Unified® Sports staff (Semi-Annual Report due 1/31/14; Final Report Due 7/31/14).

SOCT and CAS reserve the right to discontinue funding at any time if New Fairfield High School does not adhere to the terms and conditions of this Grant Award Agreement.
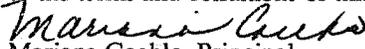
Mariana Coehlo, Principal	Lou Pear	Robert Doherty
New Fairfield HS	Director of Unified® Sports	President
54 Gillotti Road	Connecticut Association of Schools	Special Olympics
New Fairield, CT 06812	30 Realty Drive Cheshire, CT 06410	2666 State Street,Hamden
	203-250-1111 www.casciac.org	203-250-1201 www.soct.org

NEW FAIRFIELD PUBLIC SCHOOLS
NEW FAIRFIELD, CT

DONATIONS VALUED AT $1000 OR MORE

Date: November 17, 2013

SCHOOL: New Fairfield High School

TYPE OF DONATION AND QUANTITY:

5 Toshiba laptops

CONDITION/AGE OF ITEM DONATED:

New

DONOR:

Ingersoll Auto
84 Federal Road
Danbury, CT06810

SCHOOL'S PLAN FOR USE OF ITEM(S):

Ingersoll Auto has requested the laptops be made available to students without access to a computer at home.

APPROXIMATE VALUE:

$1,650