

Board of Education Regular Meeting  
Thursday, December 5, 2013 7:00 PM Eastern

New Fairfield Community Room  
3 Brush Hill Road  
New Fairfield, CT 06812

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. Special Recognition
- IV. Approval of the Minutes
  - IV.A. November 21, 2013 - Regular
- 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. Unified Sports Celebration
  - X.B. Announcement of Retirements
  - X.C. CCSS – A Closer Look (CCSS)
  - X.D. Assessment Results (Cycles of Improvement)
    - X.D.1. SAT

- X.D.2. ACT
- X.D.3. AP
- X.E. Review of New Techbook (First Review) (Meeting Learners' Needs)
  - X.E.1. Social Studies Tech Book – Grade 8
- X.F. Board of Education Policies (Second Reading)
  - X.F.1. Policy 1330 – Use of Facilities – Appendix B Revision
  - X.F.2. Policy 2137 - Athletic Director
  - X.F.3. Policy 3517.1 - Security of Buildings and Grounds - Site and Building Access
  - X.F.4. Policy 4148.1 - Employee Safety - School Security and Safety Committee
  - X.F.5. Policy 4148.2 - Employee Safety - Employee Identification Badge System
- X.G. School Security Update
- 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
- XIII. Other
- XIV. Adjournment

# Smarter Balanced Assessments English Language Arts/Literacy: Claim 3 Listening Presented by: Steve Martin



Connecticut State Department of Education  
Assessment Literacy Workshops  
November 2013

Adapted with permission by Barbara Mechler, December 5, 2013



## Rationale for Assessing Listening

- “Success in college coursework and careers depends heavily on the ability to communicate effectively—demonstrating active listening, interpersonal communication, and the ability to integrate oral/visual/graphic information.”
- “Stressing listening comprehension and discussion/speaking communications develops students’ ability to process more complex information than they may be able to read or even write about, especially at the elementary and middle grades.”

## Claim 3

- Students can employ effective listening skills for a range of purposes and audiences.



# History

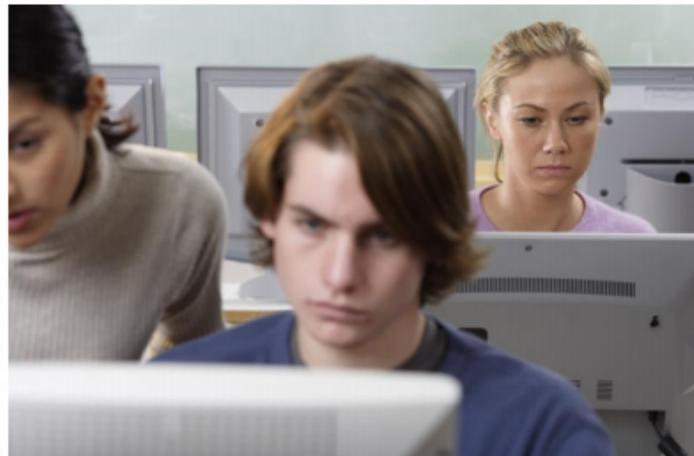


- History of Listening Assessment Statewide in Connecticut
  - From Literal/Inferential and evaluative (1985 – 1992) to
  - Analyzing, Elaborating and Responding Critically/Constructing Meaning and Using Strategies (1993 – 1997)
  - Listening Comprehension was dropped from statewide assessment in 1998 to the present.

And now we are shifting to...

## Assessment Shifts Relative to Claim 3

- Focused instruction on the development of students' skills in listening to and comprehending presentations
- Assessment of students' ability to understand, interpret, and use content that is delivered via audio and audio-visual presentations



# Language of the Development

Claim 3 items will use the following formats:

- ❖ Multiple choice with single correct response
- ❖ Two-part multiple choice with evidence responses
- ❖ Multiple choice with multiple correct responses (e.g., “Select two responses” or “Select all that apply”)

## Probable Stimuli

- Stimuli are nonfiction audio and audiovisual presentations that are about one minute in length.



# Listening Stimulus: Complexity Rubric



Smarter Balanced  
English Language Arts &  
**DRAFT** Literacy Stimulus Specifications

## Audio Complexity: Qualitative Measures Rubric

### LISTENING STIMULI

The Smarter Balanced Assessment Consortium developed the following qualitative measures rubric for Listening stimuli. The rubric examines the following criteria judged as central to students' successful comprehension of audio stimulus purpose, auditory structure, oral language features, and knowledge demands. Each of these categories is ranked based on descriptors associated with the following levels: low complexity, medium complexity, and high complexity.

Features	Low Complexity	Medium Complexity	High Complexity
Purpose	<ul style="list-style-type: none"><li>• <b>Purpose:</b> Explicitly stated; clear, concrete with a narrow focus</li></ul>	<ul style="list-style-type: none"><li>• <b>Purpose:</b> Implied, but fairly easy to infer; more theoretical than concrete</li></ul>	<ul style="list-style-type: none"><li>• <b>Purpose:</b> Subtle, implied, theoretical elements</li></ul>
	<ul style="list-style-type: none"><li>• <b>Audience:</b> Speaker's approach is straightforward and transparent.</li></ul>	<ul style="list-style-type: none"><li>• <b>Audience:</b> Speaker's approach is somewhat layered and may include elements intended to persuade or influence audience.</li></ul>	<ul style="list-style-type: none"><li>• <b>Audience:</b> Speaker may include a variety of persuasive techniques; speaker may direct the message to multiple audiences, and the listener must decipher the meaning on more than one level.</li></ul>
	<ul style="list-style-type: none"><li>• <b>Presentation:</b> A single speaker presents the information.</li></ul>	<ul style="list-style-type: none"><li>• <b>Presentation:</b> Two or more speakers interact. Their patterns of communication may influence the meaning and flow of information.</li></ul>	<ul style="list-style-type: none"><li>• <b>Presentation:</b> Two or more speakers interact. The juxtaposition of the speakers may reveal a contrast or otherwise influence the meaning.</li></ul>

## Claim 3 and Assessment Target

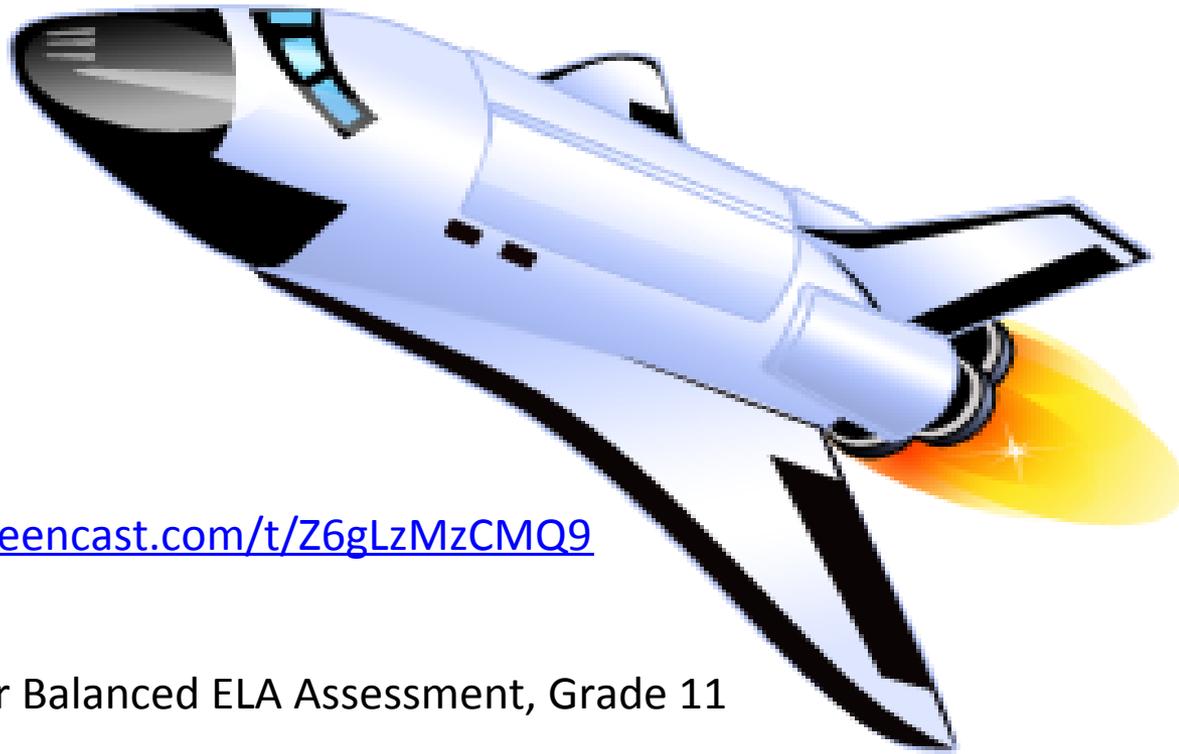
Students can employ effective listening skills for a range of purposes and audiences.

### Target 4: LISTEN/INTERPRET

Grades 3-5: Interpret and use information delivered orally.

Grades 6-11: Analyze, interpret, and use information delivered orally.

# On the Final Flight of Discovery:



<http://screencast.com/t/Z6gLzMzCMQ9>

Source: Smarter Balanced ELA Assessment, Grade 11

<http://sbac.portal.airast.org/practice-test/>

## Claim 3, Target 4

### Sample Item

Grade 11, Stimulus: On the Final Flight of the *Discovery*

Which conclusion can be made from the presentation?

- A. Space exploration for the general public will never happen in our lifetimes.
- B. The dangers of space exploration far outweigh the benefits of space exploration.
- C. Only the very rich will likely be able to enjoy the initial commercial space flights.
- D. Moral support is the best investment we can provide to make space exploration happen.

## Claim 3, Target 4

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## Claim 3, Target 4

### Sample Item

What is the narrator’s opinion on the importance of space exploration?

- A. Exploring the space frontier is pointless, because space is “empty, uninhabited, and perhaps even unknowable.”
- B. Exploration led to “Americans [crowding] around black-and-white televisions” to watch humans go into space and later explore the Moon.
- C. If we stop exploring beyond what we know, we will find ourselves “shortsighted, ignorant, and ultimately poorer for our lack of courage and vision.”
- D. If we explore the unknown universe further, we will be ignoring “the realities here on Earth—for there certainly is no end to the terrestrial challenges we face.”

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# Reflect on Guiding Questions

1. What do educators need to do to support student learning?
2. What do educators need to do to ensure that students are prepared for the Smarter Balanced assessments?



**NEW FAIRFIELD  
HIGH SCHOOL  
STUDENT PROGRESS**

December 5, 2013

# SAT Score Comparison

Critical Reading	2013	2012	2011
New Fairfield	514	539	520
Connecticut	508	506	509
U.S.	496	496	497

Math	2013	2012	2011
New Fairfield	522	533	522
Connecticut	512	512	513
U.S.	514	514	514

Writing	2013	2012	2011
New Fairfield	519	549	523
Connecticut	512	510	513
U.S.	514	488	489

Students taking the SAT	2013	2012	2011
	88%	80%	86%

# ACT Score Comparison

English	2013	2012	2011
New Fairfield	23.4	24.5	24.0
Connecticut	24.0	23.9	24.0
U.S.	20.2	20.5	20.6

Math	2013	2012	2011
New Fairfield	22.5	23.2	23.2
Connecticut	23.9	23.8	23.9
U.S.	20.9	21.1	21.1

# ACT Score Comparison

Reading	2013	2012	2011
New Fairfield	23.8	23.7	23.9
Connecticut	24.4	23.9	24.1
U.S.	21.1	21.3	21.3

Science	2013	2012	2011
New Fairfield	23.1	23.4	23.6
Connecticut	23.3	23.2	23.1
U.S.	20.7	20.9	20.9

# ACT Score Comparison

Composite	2013	2012	2011
New Fairfield	23.3	23.8	23.8
Connecticut	24.0	23.8	23.9
U.S.	20.9	21.1	21.1

Students taking the ACT	2013	2012	2011
	52%	42%	51%

# AP Score Comparison

	2013	2012	2011
Total AP Students	269	276	234
Number of Exams	535	541	439
Scores 3+	177	180	144
% of Students w/Scores 3+	65.8%	65.2%	61.5%
CT % of Students w/Scores 3+	74.8%	74.7%	74.3%
Global % of Students w/ Scores 3+	60.9%	61.5%	60.2%

**Every NFHS student has the opportunity to enroll in an AP course.**

# College Attendance Rates

	2013	2012	2011
Two-Year College	11%	12%	15%
Four-Year College	79%	81%	76%
Military/Other	5%	2%	5%
Employed	4%	3%	4%

On average, over 90% of New Fairfield High School students go on to post-secondary education.

## **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** <sup>1</sup> or \$65** <sup>2</sup>
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** <sup>1</sup>\$40.00 per participant per field per season (Flash Track fee – 50% of prevailing rate per participant)  
<sup>2</sup>\$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 1<sup>st</sup> 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 1<sup>st</sup> 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.



*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~~ **The first time** 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]~~ **Human Resources** 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 development 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

*A revised sample regulation to consider.*

## 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 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



# Board of Education Meeting

## *School Safety*



Ongoing focus on safety reaffirms  
the value we place on security in the  
New Fairfield Public Schools



# Letter sent to families regarding anniversary of tragedy

Updated for December 5, 2013



# Homeland Security Review of each School

Updated for December 5, 2013



# District Evacuation Drills with Town

Updated for December 5, 2013



Applied for and received a  
School Security Grant: \$157,081

Updated for December 5, 2013

# School Security Grant 2013



- Awarded on sliding scale
- Must spend \$228,769
- Will receive \$157,081

Updated for December 5, 2013



# Physical and Cognitive Security

Two types of security on which to focus for our plan

- Physical
- Cognitive

Updated for December 5, 2013

# Physical Updates



## Multiple layers of security

- All exterior doors locked at all times during school day.
- Video-voice interactive system installed at the main door at each school. This system requires people wishing access to press the button to be recognized.

# Physical Updates



- Police, including the School Resource Officer (SRO), canvas the schools throughout the day.
- A new wall(s) with a video intercom system has been constructed at each school to stop visitors from gaining access to more than the lobby and main office upon entry.

# New Consolidated Entrance



Updated for December 5, 2013

# New Meeting House Entrance



Updated for December 5, 2013

# New Meeting House Entrance



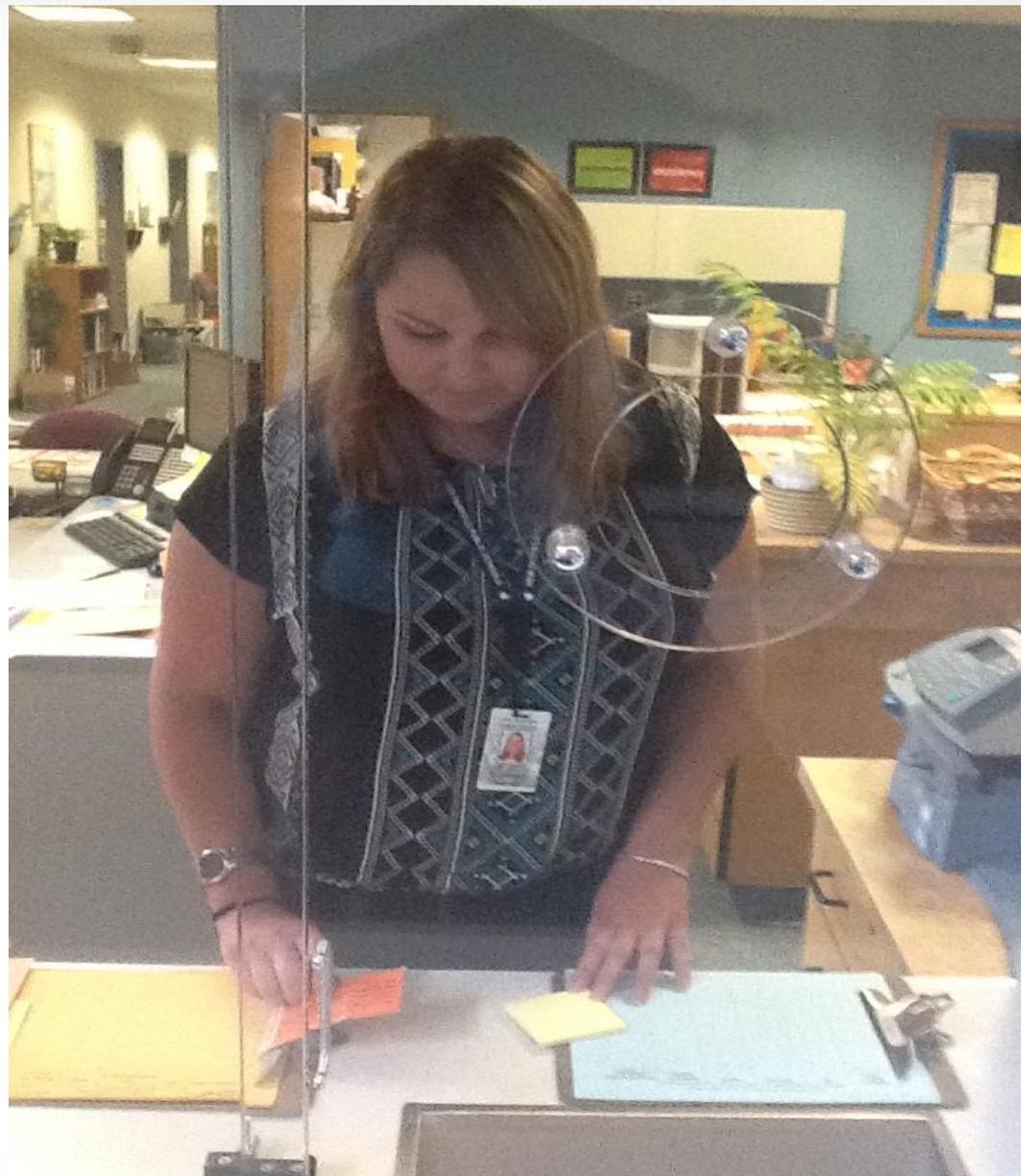
Updated for December 5, 2013

# New Middle School Entrance



Updated for December 5, 2013

# New Middle School Window



Updated for December 5, 2013

# New High School Entrance



Updated for December 5, 2013

# New High School Window



Updated for December 5, 2013

# New High School Entrance



Updated for December 5, 2013

# Physical Updates



- Cameras added and are in place both inside and outside the schools.
- Strobes serve as visual cues for emergency announcements.
- Classroom doors lock with a single turn deadbolt.
- Programmed access cards allow keyless entry.

# Physical Updates/Procedures



- Parents and visitors must have identification available and ready to present to gain access at any school.
- Volunteers in the schools complete the requisite paperwork and are fingerprinted following protocol.
- Additional enhancements completed and planned, but not shared to increase security.

# Procedures



- Monthly safety drills continue in all schools, a minimum of 12 drills per year (including fire, lockdown, evacuation, shelter-in-place.)
- Monthly Safety Meetings held with secondary administrators, the SRO, the First Selectman, the Sergeant, and the Superintendent.

# Procedures



Districtwide Safety Meetings held quarterly including the following people:

- Representatives from every building  
(nurse, paraprofessional, administrative assistant, teacher)
- BoE representative
- Director of the Office of Emergency Management
- SRO
- Director of Buildings and Grounds
- Administrator
- Superintendent

# Procedures



- All classrooms have a Safety Sack with supplies needed for evacuation and emergencies.
- Every school has an Individualized Emergency Management Plan with specific instructions unique to situations and the age of the students.
- An Emergency Management Guide hangs in every classroom, providing step-by-step instructions for 22 different possible scenarios.

# Cognitive Security (PBIS)



## Positive Behavioral Interventions and Supports

- Districtwide implementation
- Consistency between buildings
- Building support needed for implementation
- Expectations taught, modeled, then celebrated as achieved
- Works to ensure positive school climate

# Cognitive Security



- Bullying and Harassment Presentations districtwide
- Class meetings held to discuss student needs
- Safe School Climate Plans implemented
- Curriculum includes works that share messages of respect and kindness
- Speakers share powerful messages with students

# Cognitive Security



## Trained Staff in Emergency Response Techniques

- Strategies on Safety: Teaching Skills for a Safer World
- Recommended during Homeland Security Review
- Only district in state to provide this training and to include entire staff
- Yields increased confidence to handle threats or violent encounters effectively

# Cognitive and Physical Security: REMS Grant



- New Fairfield Schools were recipient of competitive *Readiness and Emergency Management for Schools (REMS)* grant awarded by the federal government in 2008.
- Administrators and crisis team members certified through the National Incident Management System (NIMS) Training Program.

Updated for December 5, 2013

# Cognitive and Physical Security: REMS Grant



- Training includes practice in implementation of the Incident Command System, used by first responders to provide a universal approach during emergencies.



Updated for December 5, 2013

# All-Hazards Approach



## Four Phases

- Prevention/Mitigation
- Preparedness
- Response
- Recovery

Updated for December 5, 2013



# Updated vulnerability assessment for each school

Updated for December 5, 2013



Plans not published or  
could be compromised



# Work with local emergency management personnel

Updated for December 5, 2013



# Participate in Tabletop Exercises

Updated for December 5, 2013



# Attended Safety Symposium

Updated for December 5, 2013



# Strengthened Partnerships: Have MOUs to provide assistance

Updated for December 5, 2013



Give school climate and other surveys:  
positive climate and culture means  
less likelihood of violence



We must carefully weigh all of the obligations of teaching children and keeping them safe.



Our students' safety is dependent upon all in the community continuing to be both vigilant and caring.