

Board of Education Regular Meeting
Thursday, December 19, 2013 7:00 PM Eastern

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

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

Present: 8, Absent: 2.

- I. Call to Order
- II. Pledge of Allegiance
- III. Approval of the Minutes
 - III.A. December 5, 2013 - Regular
- IV. Approval of the Agenda
- V. ELECTION OF A NEW BOARD OF EDUCATION MEMBER – It is anticipated the Board may enter into Executive Session.
- 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. CCSS – A Closer Look (CCSS)

- X.B. 2012-2013 District and School Performance Reports (Cycles of Improvement)
- X.C. Putting Faces on the Data (Cycles of Improvement)
- 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. Board of Education Policies
 - XII.B.1. Policy 1330 – Use of Facilities – Appendix B Revision
 - XII.B.2. Policy 2137 - Athletic Director
 - XII.B.3. Policy 3517.1 - Security of Buildings and Grounds - Site and Building Access
 - XII.B.4. Policy 4148.1 - Employee Safety - School Security and Safety Committee
 - XII.B.5. Policy 4148.2 - Employee Safety - Employee Identification Badge System
 - XII.C. New Fairfield Community Foundation Auditorium Fund
 - XII.C.1. New Fairfield Community Foundation Auditorium Fund
 - XII.D. Non-tuition Student Request
- XIII. Other
- XIV. Adjournment

Smarter Balanced Assessments English Language Arts/Literacy: Claim 4 Research

Presented by: Joe Di Garbo



Connecticut State Department of Education
Assessment Literacy Workshops
November 2013



Rationale for Assessing Research

- “The Common Core State Standards reflect the fact that inquiry and critical thinking are essential attributes of a student who is college- and career-ready, enabling students to produce new insights, perspectives, solutions, and products.”
- “Experts, regardless of the field, always draw on a richly structured information base; they are not just ‘good thinkers’ or ‘smart people.’ The abilities to plan a task, to notice patterns, to generate reasonable arguments and explanations, and to draw analogies to other problems are all more closely intertwined with factual knowledge than was once believed.”

Claim 4

Students can engage in research/inquiry to investigate topics, analyze, integrate, and present information.



Assessment Shifts Relative to Claim 4

- Increased emphasis on writing informative/explanatory texts and arguments
- Emphasis on using multiple texts when researching
- Emphasis on source-based writing
- Using sources to research and write about topics
- Evaluation and analysis of sources
- Inclusion of multiple types of sources

Claim 4 Stimuli

- Most Claim 4 stimuli should appear to be excerpts from research sources of various academic disciplines.
- Examples may include:
 - journal articles
 - informational books/websites
 - scientific sources
 - paired excerpts on the same topic
 - primary and secondary sources.

Claim 4 Assessment Targets

Overview and Sample Items



Claim 4 Assessment Targets

Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Target 2:
INTERPRET/INTEGRATE/
ANALYZE
INFORMATION

Target 3:
ANALYZE/EVALUATE
INFORMATION/SOURCES

Target 4:
USE EVIDENCE

Target 2: Interpret/Integrate/Analyze Information

- This target focuses on analyzing information within and among research sources.
- At the elementary level, the student chooses information that can be categorized into central ideas, key details, or subtopics of a report. OR, the student chooses information for a given purpose.
- At the middle and high school levels, students are analyzing information for research purposes, paraphrasing, and identifying instances of plagiarism.

Grade 8 Target 2 Sample Item

Lead In: A student is writing a research paper about the American Revolution for history class. The student found a reliable source. Read the text from the source and directions that follow.

Source 1

When settlers first came to the American colonies, they were loyal to the British king. They thought of themselves as British citizens rather than Americans. However, over time, they began to feel wronged by Britain. They believed that if they paid taxes to the king, they should have a vote in the British Parliament. The rallying cry for all Americans became “no taxation without representation.”

Stem: The student found another source. Read Source 2. Click on **one** sentence that has information that conflicts with the information in Source 1.

Source 2

The history of the American Revolution is often told from the point of view of those who wanted to separate from Great Britain. The original colonies in America were settled by British citizens. Those who favored independence from Great Britain were called Patriots. Therefore, they did not see themselves as being British. The group included leaders who fought for independence, such as George Washington and Thomas Jefferson. **However, fifteen to twenty percent of the colonists wanted to remain subjects of the British king, and they were known as Loyalists or Tories.**

Target 3: Analyze Information Sources (G3-5) Evaluate Information/Sources (G6-8,11)

- This target focuses on finding relevant sources of information.
- For grades 3-5, the focus is on analyzing sources in order to locate additional information, such as relevant sources of information and relevant information from visual elements.
- At the middle school and high school levels, the sources are being evaluated for accuracy and credibility.

Grade 7 Target 3 Sample Item

Preamble

A student has made a plan for research. Read the plan and the directions that follow.

Research Report Plan

Topic: The Colony: the Most Organized of All Animal Social Groups

Audience: science students

Purpose: to inform

Research Question: How do colonies help animals adapt and survive?

Question

The student needs to find a credible, or trustworthy, source. Which website is the **best** source for the information needed for the report?

Alternative: A

www.biomebasics.net

Tour the world's biomes without leaving your chair! Explore deserts where termite colonies rise like pillars of sand. Swim oceans where coral reefs teem with life. Survey the vegetation and animal populations of grasslands, forests, and tundra. Can you identify the biomes closest to where you live? Which biomes do you think are the most . . .

Alternative: B

www.krazycolonies.com

Remember those ant farms you had when you were a kid? Well, THEY'RE BACK! Surprise your son or daughter with a colony of creepy-cute ants. From behind a crack-resistant wall of plastic, they'll see drones, soldiers, and that all-important queen, bustling about their buggy business. Only \$15.99 and the shipping is free . . .

Alternative: C

www.animalinfozone.com

Why some animals live in colonies, and how this form of social organization is a key to their survival. In a paper by Dr. Stephen T. Cora, the author shares the work of biologists who have examined the social groups of ants, termites, bees, naked mole rats, and more . . .

Alternative: D

www.talkingaboutanimals.net

What is an animal colony? Jane Fuller answers questions about insects that live in highly organized social groupings. Her answers may intrigue you, especially her discussion of the term "eusocial" and . . .

Target 3 Evaluate Information/Sources: Sample Item Key

Preamble

A student has made a plan for research. Read the plan and the directions that follow.

Research Report Plan

Topic: The Colony: the Most Organized of All Animal Social Groups

Audience: science students

Purpose: to inform

Research Question: How do colonies help animals adapt and survive?

Question

The student needs to find a credible, or trustworthy, source. Which website is the **best** source for the information needed for the report?

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Alternative: B

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Alternative: C ✓

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Alternative: D

www.talkingaboutanimals.net

What is an animal colony? Jane Fuller answers questions about insects that live in highly organized social groupings. Her answers may intrigue you, especially her discussion of the term "eusocial" and . . .

Target 4 Use Evidence

- Target 4 focuses on using information to support opinions/conjectures/arguments/critiques/analyses, depending upon the grade band.
- Because this target requires the use of evidence, all items focus on selecting evidence to support research.

Grade 4 Target 4 Sample Item

A student is writing a research report about music classes in school. She wrote an opinion in the report. Read the sentences from the report and the directions that follow.

Student Report: The Importance of Music Class.

Everyone knows that learning is important. What about music class? All children should have music classes in school. In music class, kids can learn new songs. They can also learn how to play instruments. Students who learn about music have better thinking and language skills. These kids can solve math problems well. They will even sometimes do better on tests. Language skills can help with talking to people and making new friends. The lessons learned in school music class can last a lifetime.

The student took notes about music classes in school. Which note supports the student's opinion?

- A. Music class is just as important as talking to friends.
- B. Music class should be enjoyed for the love of learning about music.
- C. Studies show that children who learn about music can become better readers.
- D. Studies show that children enjoy music classes more when they play instruments.

Grade 4 Target 4 Sample Item

A student is writing a research report about music classes in school. She wrote an opinion in the report. Read the sentences from the report and the directions that follow.

Student Report: The Importance of Music Class.

Everyone knows that learning is important. What about music class? All children should have music classes in school. In music class, kids can learn new songs. They can also learn how to play instruments. Students who learn about music have better thinking and language skills. These kids can solve math problems well. They will even sometimes do better on tests. Language skills can help with talking to people and making new friends. The lessons learned in school music class can last a lifetime.

The student took notes about music classes in school. Which note supports the student's opinion?

- A. Music class is just as important as talking to friends.
- B. Music class should be enjoyed for the love of learning about music.
- C. Studies show that children who learn about music can become better readers.
- D. Studies show that children enjoy music classes more when they play instruments.

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?



Connecticut State Department of Education
Connecticut District Performance Report
For School Year 2012-13

District

New Fairfield School District

District Performance Summary Report

	CMT DPI	CAPT DPI	District Graduation Rate
2009 - 10	87.7	89.2	
2010 - 11	88.4	86.2	90.9%
2011 - 12	89.6	84.8	97.8%
2012 - 13	87.3	83.2	<i>Available 2014</i>
Target Achieved	No	No	Yes
Achievement Gap	No	Yes	

District Performance Summary Report

	Total Number of Schools	Percentage of Total Student Enrollment
EXCELLING	1	23.4%
PROGRESSING	0	0.0%
TRANSITIONING	3	76.6%
REVIEW	0	0.0%
FOCUS	0	0.0%
TURNAROUND	0	0.0%
TOTAL	4	100%

Grades 3-8 Performance Summary Report

Connecticut Mastery Test (CMT) 2012-13 District Performance Index (DPI)

	Participation	DPI	Target	Achieved
All Students	99.9%	87.3	88.0	No
<i>SUBGROUP PERFORMANCE</i>				
Black or African American				
Hispanic or Latino	100.0%	83.4	86.6	No
English Language Learners				
Free/Reduced Lunch Eligible	100.0%	79.6	79.5	Yes
Students with Disabilities	99.3%	51.0	58.8	No
High Needs	99.6%	67.0	69.3	No

Grades 3-8 Performance Summary Report

MATH PERFORMANCE				
Math Overall	99.9%	88.5	88.0	Yes
Black or African American				
Hispanic or Latino	100.0%	85.9	88.0	No
English Language Learners				
Free/Reduced Lunch Eligible	100.0%	81.2	80.8	Yes
Students with Disabilities	99.3%	52.0	61.3	No
High Needs	99.6%	68.2	71.6	No

Grades 3-8 Performance Summary Report

READING PERFORMANCE				
Reading Overall	99.9%	85.6	85.6	Yes
Black or African American				
Hispanic or Latino	100.0%	81.4	82.9	No
English Language Learners				
Free/Reduced Lunch Eligible	100.0%	77.4	75.0	Yes
Students with Disabilities	99.3%	45.5	51.7	No
High Needs	99.6%	63.3	63.7	No

Grades 3-8 Performance Summary Report

WRITING PERFORMANCE				
Writing Overall	99.8%	89.1	88.0	Yes
Black or African American				
Hispanic or Latino	100.0%	83.8	88.0	No
English Language Learners				
Free/Reduced Lunch Eligible	100.0%	81.8	85.1	No
Students with Disabilities	98.5%	60.1	67.8	No
High Needs	99.2%	73.4	76.4	No

Grades 3-8 Performance Summary Report

SCIENCE PERFORMANCE				
Science Overall	100.0%	89.6	88.0	Yes
Black or African American				
Hispanic or Latino	100.0%	84.5	88.0	No
English Language Learners				
Free/Reduced Lunch Eligible	100.0%	88.3	80.7	Yes
Students with Disabilities	100.0%	53.3	65.0	No
High Needs	100.0%	72.0	73.1	No

MHHS Performance Summary Report

School/District
Meeting House Hill School
New Fairfield School District

MHHS Performance Summary Report

Overall CMT Performance

A School Performance Index (SPI) is the average of all Connecticut Mastery Test (CMT) test performance for all subjects tested for all students in the school. A District Performance Index (DPI) is the corresponding average for all students in the district. The SPI/DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for an SPI/DPI is 88 because in a school/district with an SPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Achievement Gap indicates whether a difference of at least 10 SPI/DPI points exists between the achievement of the majority of subgroups and the all students group in a school or district (excludes High Needs).

	2009-10	2010-11	2011-12	2012-13	Target Achieved	Achievement Gap
School (SPI)	83.7	86.4	88.2	86.3	Yes	Yes
District (DPI)	87.7	88.4	89.6	87.3	No	No

MHHS Performance Summary Report

Performance by Subgroups

	SCHOOL				DISTRICT		
	N	Participation	SPI	Target	Achieved	DPI	Target
All Students	594	100.0%	86.3	86.2	Yes	87.3	88.0
Black or African American	n < 20						
Hispanic or Latino	39	100.0%	77.7	84.0	No	83.4	86.6
English Language Learners	n < 20						
Free/Reduced Lunch Eligible	63	100.0%	74.8	77.9	No	79.6	79.5
Students with Disabilities	66	100.0%	54.0	56.7	No	51.0	58.8
High Needs	122	100.0%	66.6	67.1	No	67.0	69.3

MHHS Performance Summary Report

Performance by Subject

	SCHOOL					DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI	Target
Math	594	100.0%	89.4	88.0	Yes	88.5	88.0
Reading	593	100.0%	82.3	80.3	Yes	85.6	85.6
Writing	588	100.0%	87.5	88.0	No	89.1	88.0
Science	193	100.0%	90.4	88.0	Yes	89.6	88.0

MHHS Performance Summary Report

Connecticut Mastery Test (CMT) 2012-13

School Performance Index (SPI)

Subject by Subgroup Data

	SCHOOL				DISTRICT	
	Participation	SPI	Target	Achieved	DPI	Target
<i>MATH PERFORMANCE</i>						
Black or African American						
Hispanic or Latino	100.0%	84.2	87.6	No	85.9	88.0
English Language Learners						
Free/Reduced Lunch Eligible	100.0%	80.7	80.9	No	81.2	80.8
Students with Disabilities	100.0%	59.7	62.4	No	52.0	61.3
High Needs	100.0%	71.6	71.9	No	68.2	71.6

MHHS Performance Summary Report

READING PERFORMANCE

Black or African American						
Hispanic or Latino	100.0%	72.3	77.7	No	81.4	82.9
English Language Learners						
Free/Reduced Lunch Eligible	100.0%	68.8	68.7	Yes	77.4	75.0
Students with Disabilities	100.0%	45.0	43.5	Yes	45.5	51.7
High Needs	100.0%	59.6	56.2	Yes	63.3	63.7

MHHS Performance Summary Report

WRITING PERFORMANCE						
Black or African American						
Hispanic or Latino	100.0%	75.5	87.6	No	83.8	88.0
English Language Learners						
Free/Reduced Lunch Eligible	100.0%	74.6	84.9	No	81.8	85.1
Students with Disabilities	100.0%	58.0	66.1	No	60.1	67.8
High Needs	100.0%	69.7	75.4	No	73.4	76.4

MHHS Performance Summary Report

SCIENCE PERFORMANCE						
Black or African American						
Hispanic or Latino					84.5	88.0
English Language Learners						
Free/Reduced Lunch Eligible					88.3	80.7
Students with Disabilities	100.0%		73.0	n/a	53.3	65.0
High Needs	100.0%	74.8	79.2	No	72.0	73.1



Connecticut State Department of Education
Connecticut School Performance Report
For School Year 2012-13

School/District	School Classification Category
New Fairfield Middle School	EXCELLING
New Fairfield School District	<i>(see page 2 for classification information)</i>

EXCELLING:
(123 schools)

An overall SPI of 88 or above and more than 25% of students score “Advanced” in a majority of subjects tested and the majority of subgroup gaps are less than 10 SPI points and the CMT participation rate is at least 95%.

NFMS Performance Summary Report

Overall CMT Performance

A School Performance Index (SPI) is the average of all Connecticut Mastery Test (CMT) test performance for all subjects tested for all students in the school. A District Performance Index (DPI) is the corresponding average for all students in the district. The SPI/DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for an SPI/DPI is 88 because in a school/district with an SPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Achievement Gap indicates whether a difference of at least 10 SPI/DPI points exists between the achievement of the majority of subgroups and the all students group in a school or district (excludes High Needs).

	2009-10	2010-11	2011-12	2012-13	Target Achieved	Achievement Gap
School (SPI)	91.5	90.3	91.0	88.4	Yes	No
District (DPI)	87.7	88.4	89.6	87.3	No	No

NFMS Performance Summary Report

Performance by Subgroups

	SCHOOL					DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI	Target
All Students	647	99.8%	88.4	88.0	Yes	87.3	88.0
Black or African American	n < 20						
Hispanic or Latino	47	100.0%	88.1	88.0	Yes	83.4	86.6
English Language Learners	n < 20						
Free/Reduced Lunch Eligible	61	100.0%	84.5	81.2	Yes	79.6	79.5
Students with Disabilities	65	98.5%	48.7	61.8	No	51.0	58.8
High Needs	115	99.2%	68.0	72.3	No	67.0	69.3

NFMS Performance Summary Report

Performance by Subject

	SCHOOL					DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI	Target
Math	647	99.8%	87.9	88.0	No	88.5	88.0
Reading	647	99.8%	88.7	88.0	Yes	85.6	85.6
Writing	631	99.7%	90.7	88.0	Yes	89.1	88.0
Science	221	100.0%	88.9	88.0	Yes	89.6	88.0

NFMS Performance Summary Report

Connecticut Mastery Test (CMT) 2012-13

School Performance Index (SPI)

Subject by Subgroup Data

	SCHOOL				DISTRICT	
	Participation	SPI	Target	Achieved	DPI	Target
<i>MATH PERFORMANCE</i>						
Black or African American						
Hispanic or Latino	100.0%	87.3	88.0	No	85.9	88.0
English Language Learners						
Free/Reduced Lunch Eligible	100.0%	81.7	80.9	Yes	81.2	80.8
Students with Disabilities	98.5%	45.1	61.4	No	52.0	61.3
High Needs	99.2%	65.2	72.2	No	68.2	71.6

NFMS Performance Summary Report

READING PERFORMANCE

Black or African American

Hispanic or Latino

English Language Learners

Free/Reduced Lunch Eligible

Students with Disabilities

High Needs

100.0%

100.0%

98.5%

99.2%

89.0

86.3

46.7

67.8

87.6

80.6

59.6

71.2

Yes

Yes

No

No

81.4

77.4

45.5

63.3

82.9

75.0

51.7

63.7

NFMS Performance Summary Report

WRITING PERFORMANCE

Black or African American

Hispanic or Latino

English Language Learners

Free/Reduced Lunch Eligible

Students with Disabilities

High Needs

100.0%

90.6

88.0

Yes

83.8

88.0

100.0%

89.5

85.3

Yes

81.8

85.1

97.0%

64.0

71.0

No

60.1

67.8

98.3%

78.5

78.4

Yes

73.4

76.4

NFMS Performance Summary Report

SCIENCE PERFORMANCE

Black or African American						
Hispanic or Latino	100.0%	81.0		n/a	84.5	88.0
English Language Learners						
Free/Reduced Lunch Eligible	100.0%	91.7	76.6	Yes	88.3	80.7
Students with Disabilities	100.0%		60.5	n/a	53.3	65.0
High Needs	100.0%	69.4	69.4	Yes	72.0	73.1

NFHS Performance Summary Report

School/District
New Fairfield High School
New Fairfield School District

New Fairfield HS Performance Summary Report

Connecticut Academic Achievement Test (CAPT) 2012-13 District Performance Index (DPI)

	Participation	DPI	Target	Achieved
All Students	100.0%	83.2	86.8	No
<i>SUBGROUP PERFORMANCE</i>				
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible	100.0%	69.5	73.5	No
Students with Disabilities	100.0%	45.6	58.4	No
High Needs	100.0%	59.5	70.7	No

New Fairfield HS Performance Summary Report

MATH PERFORMANCE				
Math Overall	99.6%	81.1	83.1	No
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible	100.0%	64.6	68.3	No
Students with Disabilities	100.0%	31.3	47.1	No
High Needs	100.0%	48.5	62.4	No

New Fairfield HS Performance Summary Report

READING PERFORMANCE				
Reading Overall	99.6%	77.1	83.6	No
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible	100.0%	61.2	66.3	No
Students with Disabilities	100.0%	43.1	55.2	No
High Needs	100.0%	55.3	67.1	No

New Fairfield HS Performance Summary Report

WRITING PERFORMANCE				
Writing Overall	99.6%	90.7	88.0	Yes
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible	95.8%	84.2	88.0	No
Students with Disabilities	100.0%	61.7	75.7	No
High Needs	97.8%	75.5	82.8	No

New Fairfield HS Performance Summary Report

SCIENCE PERFORMANCE				
Science Overall	99.6%	84.8	88.0	No
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible	100.0%	72.8	78.3	No
Students with Disabilities	100.0%	45.5	67.1	No
High Needs	100.0%	60.2	76.1	No

New Fairfield High School

Cohort Graduation Rates

	DISTRICT					
	2010-11 Rate	2011-12 Graduation Data			2012-13 Target	2013-14 Target
		Rate	Target	Achieved		
All Students	90.9%	97.8%	91.1%	Yes	91.3%	91.6%
Black or African American				n/a		
Hispanic or Latino				n/a		
English Language Learners				n/a		
Free/Reduced Lunch Eligible		93.9%		n/a		
Students with Disabilities	80.0%	82.6%	81.1%	Yes	82.3%	83.5%
High Needs	75.8%	90.9%	77.2%	Yes	78.7%	80.3%

NFHS Performance Summary Report

Overall CAPT Performance

A School Performance Index (SPI) is the average of all Connecticut Academic Performance Test (CAPT) test performance for all subjects tested for all students in the school. A District Performance Index (DPI) is the corresponding average for all students in the district. The SPI/DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for an SPI/DPI is 88 because in a school/district with an SPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Achievement Gap indicates whether a difference of at least 10 SPI/DPI points exists between the achievement of the majority of subgroups and the all students group in a school or district (excludes High Needs).

	SCHOOL		DISTRICT	
	SPI	Graduation Rate	DPI	Graduation Rate
2009 - 10	89.6		89.2	
2010 - 11	86.2	90.9%	86.2	90.9%
2011 - 12	84.8	97.8%	84.8	97.8%
2012 - 13	83.5	<i>Available 2014</i>	83.2	<i>Available 2014</i>
Target Achieved	No	Yes	No	Yes
Achievement Gap	Yes		Yes	

NFHS Performance Summary Report

Performance by Subgroups

	SCHOOL					DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI	Target
All Students	276	100.0%	83.5	86.9	No	83.2	86.8
Black or African American	n < 20						
Hispanic or Latino	n < 20						
English Language Learners							
Free/Reduced Lunch Eligible	23	100.0%	72.5	73.5	No	69.5	73.5
Students with Disabilities	24	100.0%	47.5	57.6	No	45.6	58.4
High Needs	44	100.0%	60.8	71.2	No	59.5	70.7

NFHS Performance Summary Report

Performance by Subject

	SCHOOL					DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI	Target
Math	276	99.6%	81.4	83.2	No	81.1	83.1
Reading	275	99.6%	77.4	83.7	No	77.1	83.6
Writing	269	99.6%	91.0	88.0	Yes	90.7	88.0
Science	272	99.6%	85.1	88.0	No	84.8	88.0

NFHS Performance Summary Report

Connecticut Academic Performance Test (CAPT) 2012-13

School Performance Index (SPI)

Subject by Subgroup Data

	SCHOOL				DISTRICT	
	Participation	SPI	Target	Achieved	DPI	Target
<i>MATH PERFORMANCE</i>						
Black or African American						
Hispanic or Latino						
English Language Learners						
Free/Reduced Lunch Eligible	100.0%	67.4	68.3	No	64.6	68.3
Students with Disabilities	100.0%	32.6	46.0	No	31.3	47.1
High Needs	100.0%	49.6	62.8	No	48.5	62.4

NFHS Performance Summary Report

READING PERFORMANCE

Black or African American

Hispanic or Latino

English Language Learners

Free/Reduced Lunch Eligible

Students with Disabilities

High Needs

100.0%

63.8

66.3

No

61.2

66.3

100.0%

45.0

54.2

No

43.1

55.2

100.0%

56.6

67.6

No

55.3

67.1

NFHS Performance Summary Report

WRITING PERFORMANCE						
Black or African American						
Hispanic or Latino						
English Language Learners						
Free/Reduced Lunch Eligible	95.7%	88.4	88.0	Yes	84.2	88.0
Students with Disabilities	100.0%		74.6	n/a	61.7	75.7
High Needs	97.7%	77.5	83.5	No	75.5	82.8

NFHS Performance Summary Report

SCIENCE PERFORMANCE

Black or African American

Hispanic or Latino

English Language Learners

Free/Reduced Lunch Eligible

Students with Disabilities

High Needs

100.0%

76.2

78.3

No

72.8

78.3

100.0%

47.6

65.6

No

45.5

67.1

100.0%

61.7

76.7

No

60.2

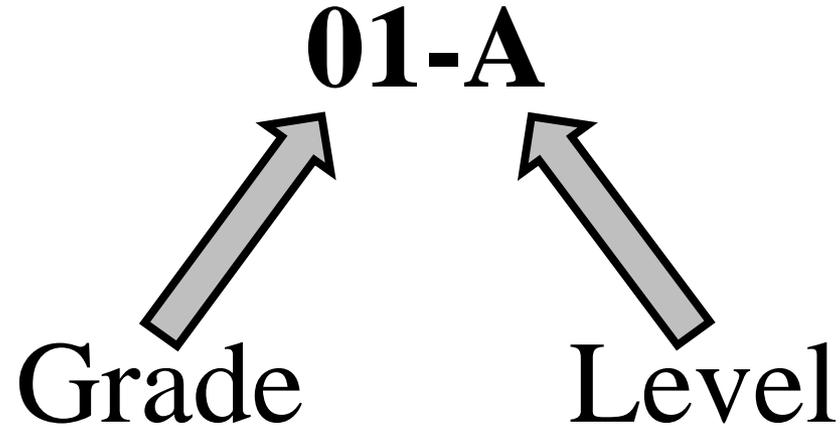
76.1

New Fairfield Schools Elementary Schools Data Report

Board of Education Presentation

December 19th, 2013

Student Codes

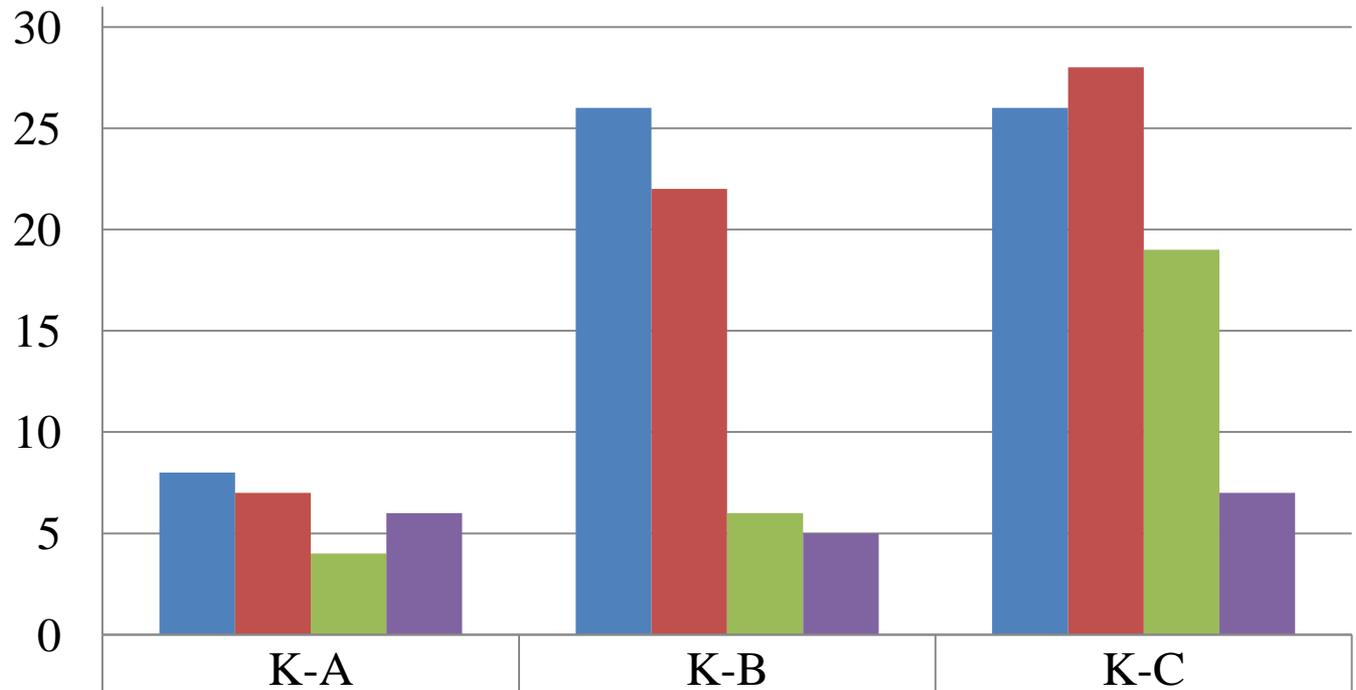


Levels “A” to “C” represent regular education students in increasing order of academic achievement.

Level “S” represents a special education student.

Kindergarten

ESGI - Fall 2013



■ Uppercase Letters	8	26	26
■ Lowercase Letters	7	22	28
■ Uppercase Sounds	4	6	19
■ Syllables	6	5	7

Interventions:

K-A

- Small-group instruction
- Guided reading groups
- Reading Workshop (mini-lesson and independent/partner reading)
- Reading log (nightly homework)
- Reading specialist intervention group

Area of Relative Strength:

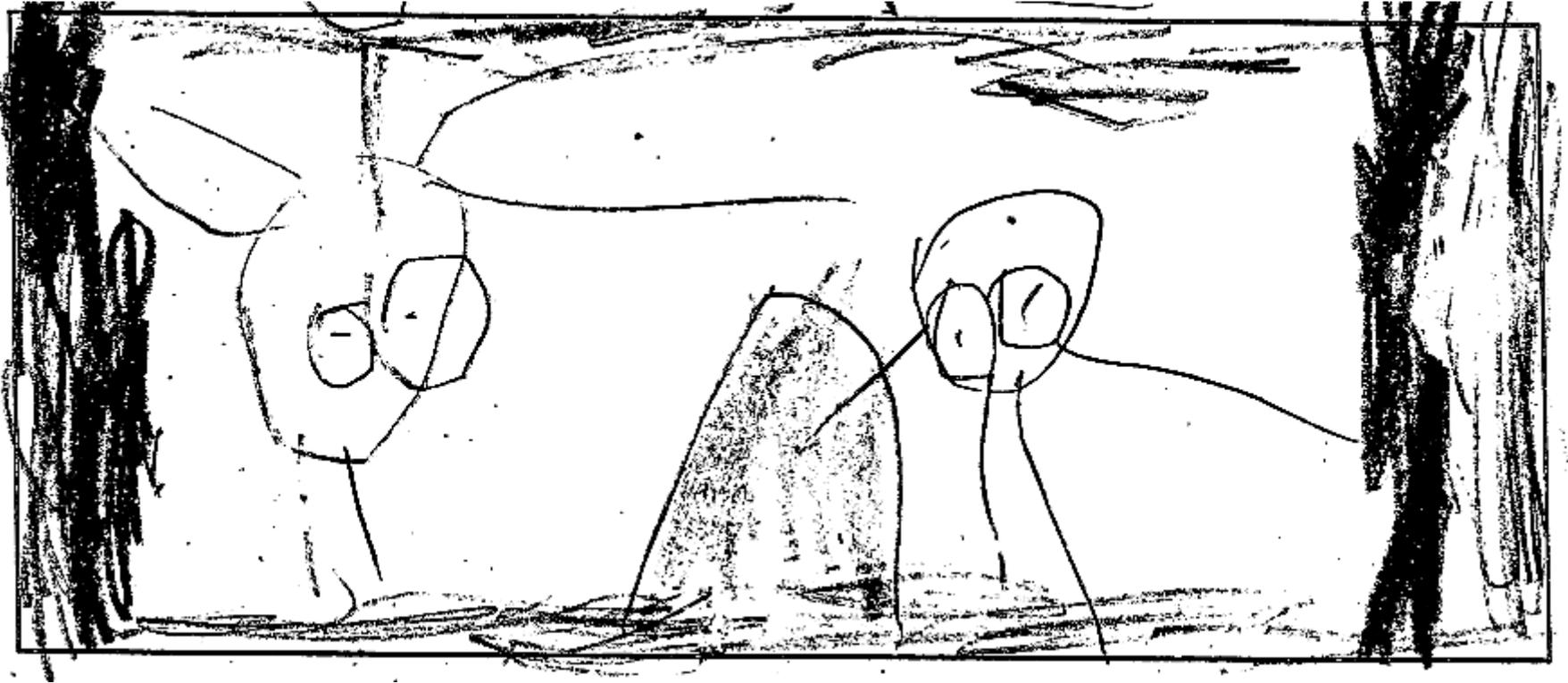
CCSS.ELA-Literacy.RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

Area of Greatest Growth Potential:

CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)

Writing Sample 1:

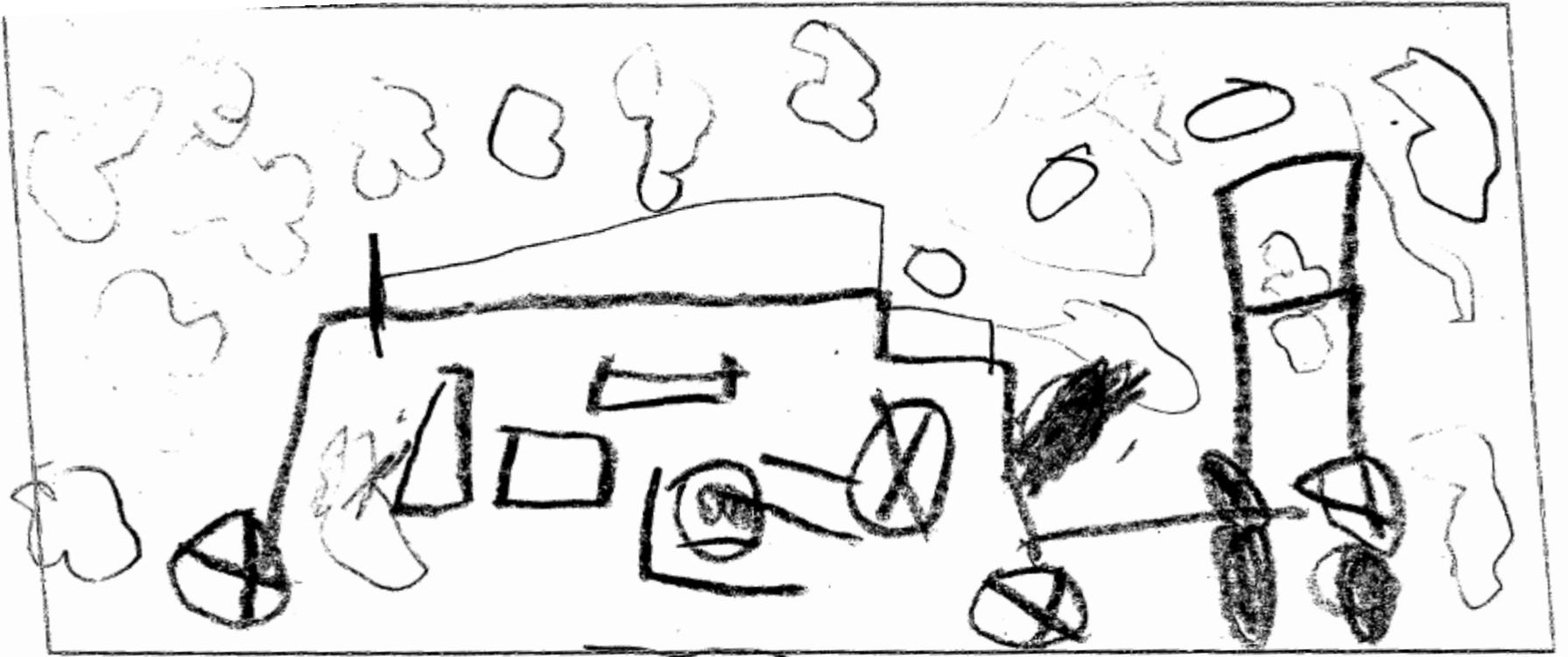
K-A



I was in my bouncy house first, then I went in my house, then I played a game called Twister, then I was at the beach.

Writing Sample 2:

K-A



☺ M + F o s

My tricycle goes fast.

Interventions:

K-B

- Reading Workshop (mini-lesson and independent/partner reading)
- Guided reading groups
- Small-group instruction

Area of Relative Strength:

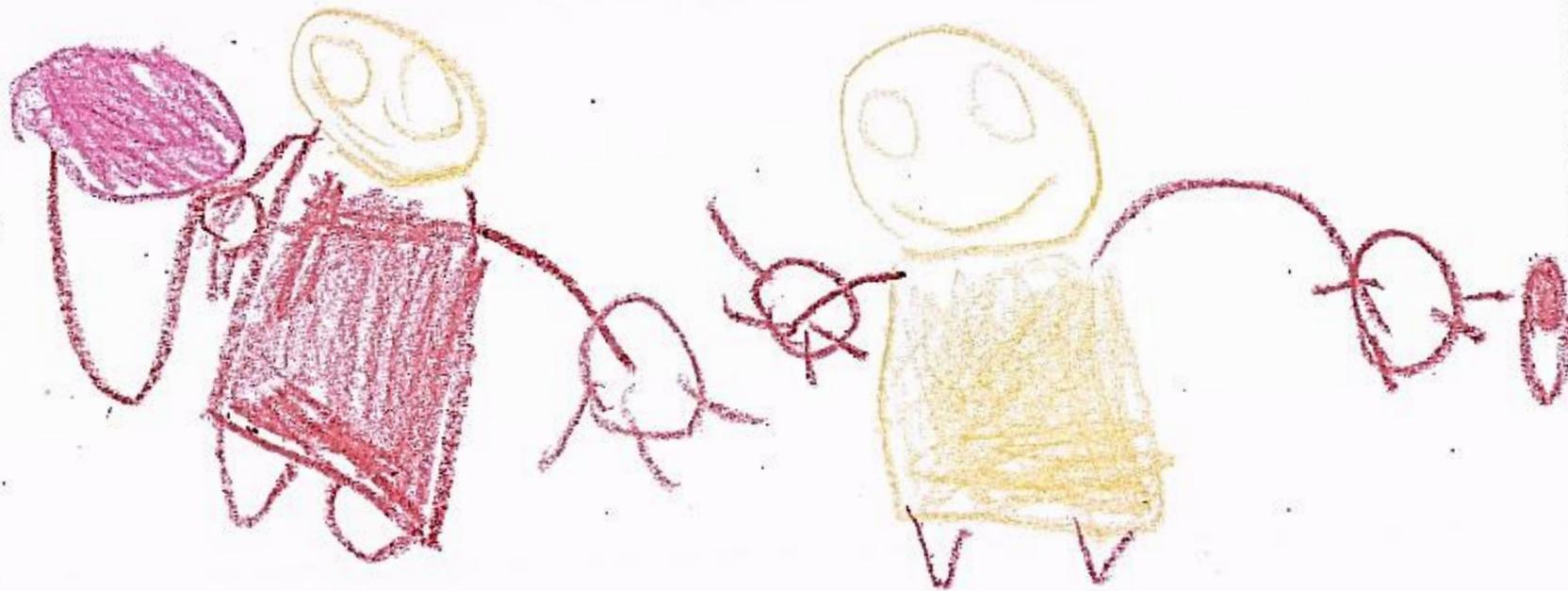
CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)

Area of Greatest Growth Potential:

CCSS.ELA-Literacy.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Writing Sample 1:

K-B



I went to the ice
cream place

Writing Sample 2:

K-B



And we decorated

the Christmas tree

And we decorated the Christmas tree

And we decorated the
Christmas Tree

Interventions:

K-C

- Small reading group
- Technology-based reading applications
- Daily challenge passages

Area of Relative Strength:

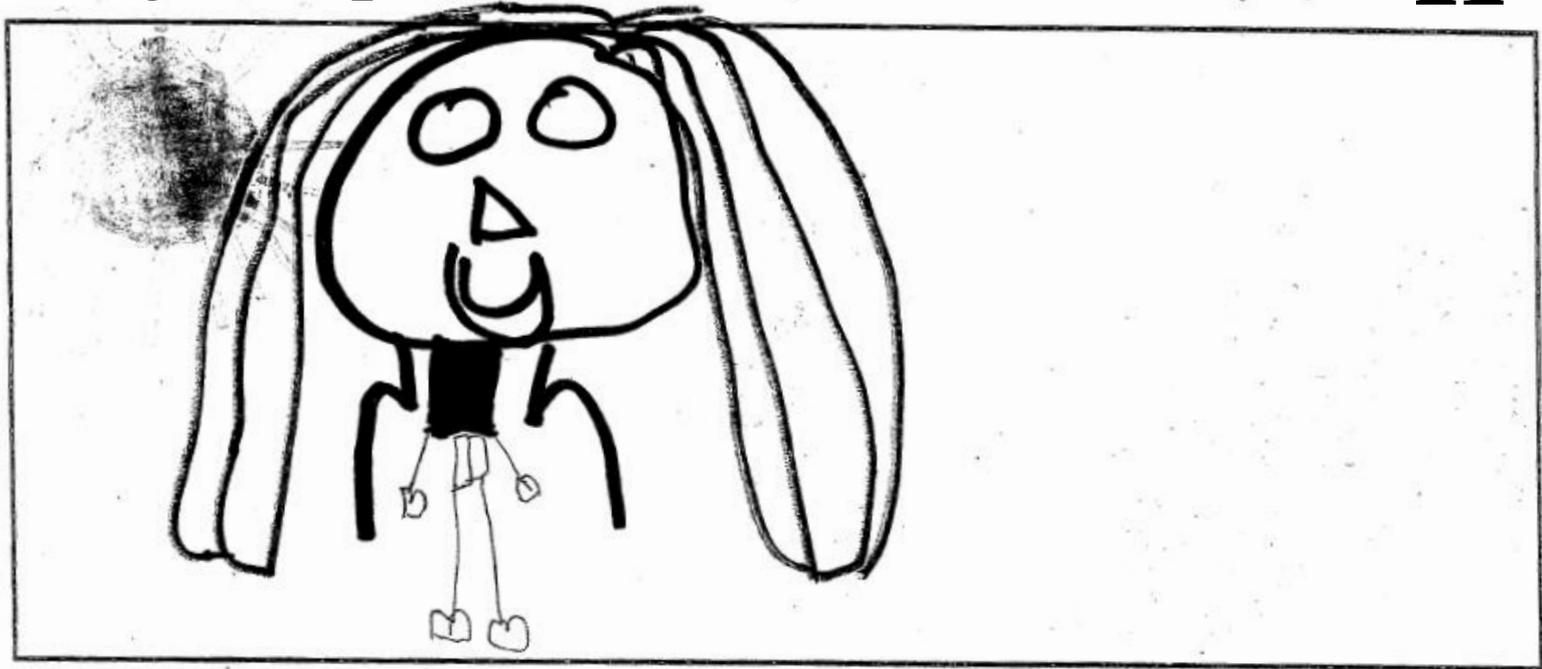
CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.

Area of Greatest Growth Potential:

CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Writing Sample 1:

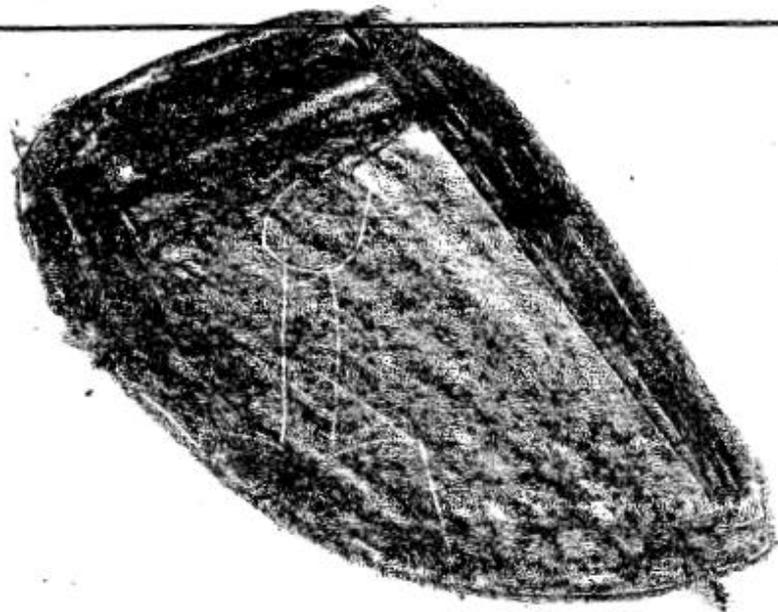
K-C



☺ I am singing
and breaking the
glass

Writing Sample 2:

K-C



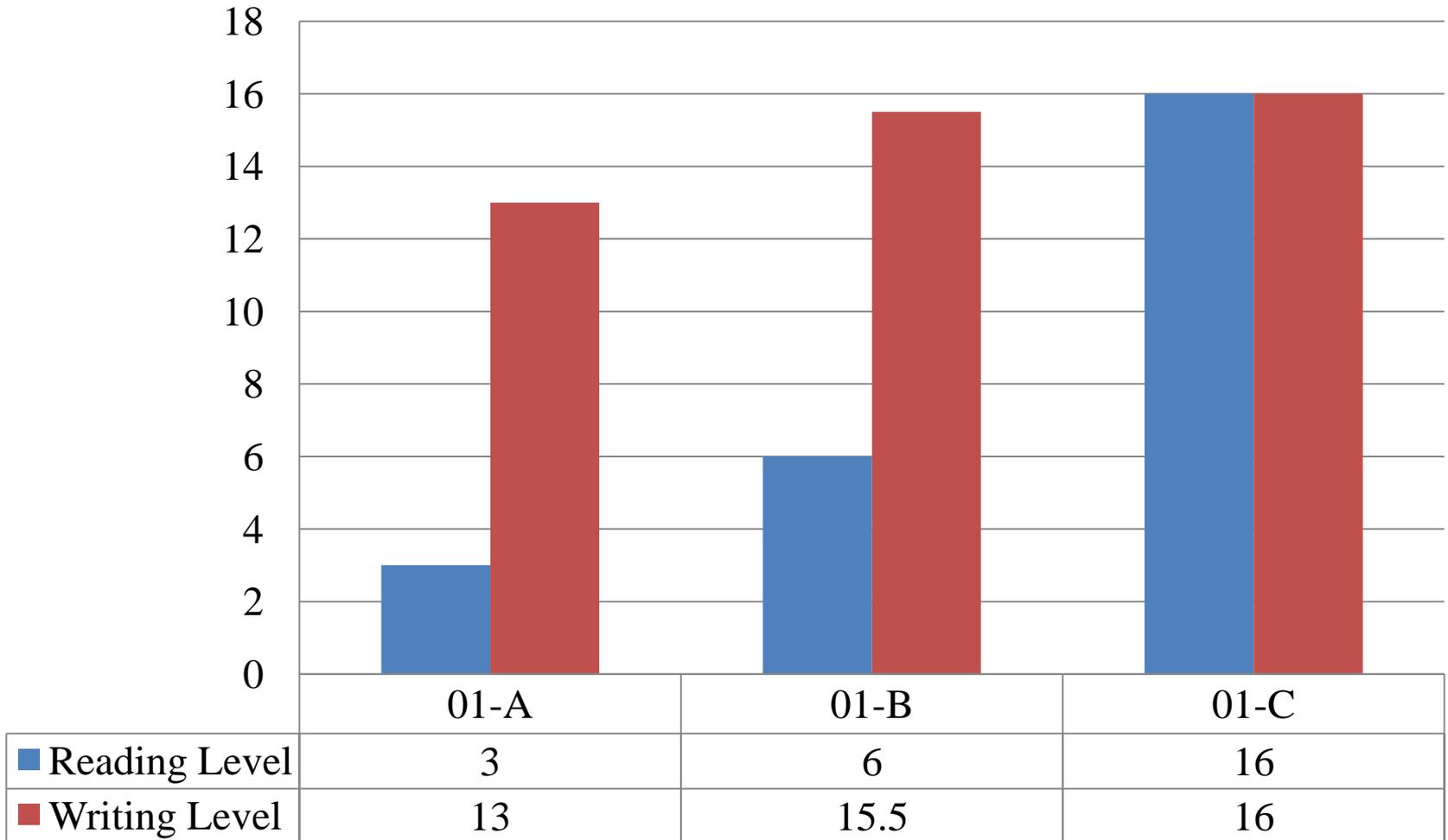
I can go in the

water pool and think about

a fish day.

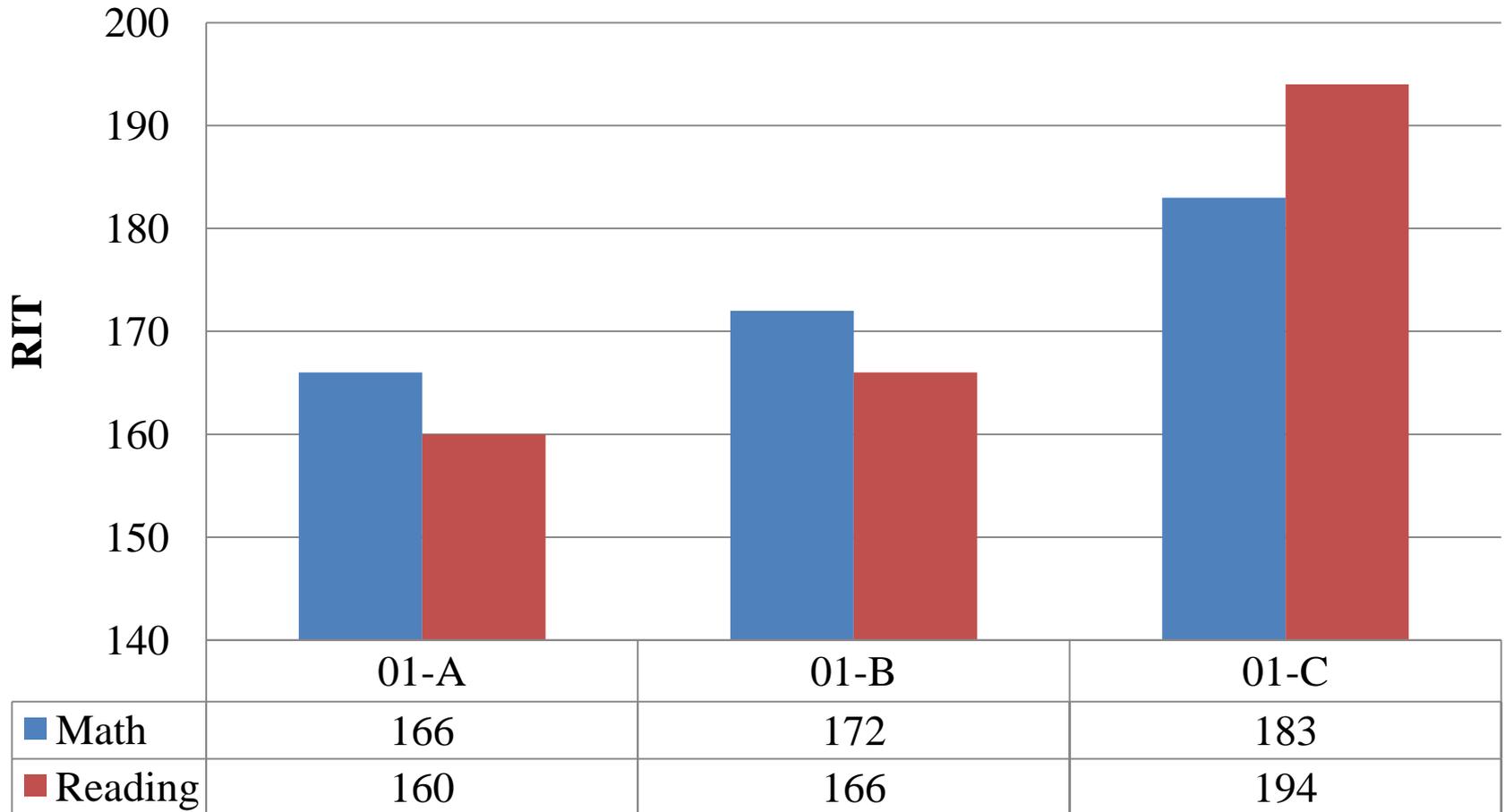
Grade 1

DRA2 and Writing- Fall 2013



Grade 1

NWEA - Math and Reading Fall 2013



Interventions:

01-A

- Guided reading group
- Para-supported reading
- Reading workshop with reading specialist
- LLI phonics program

Area of Relative Strength:

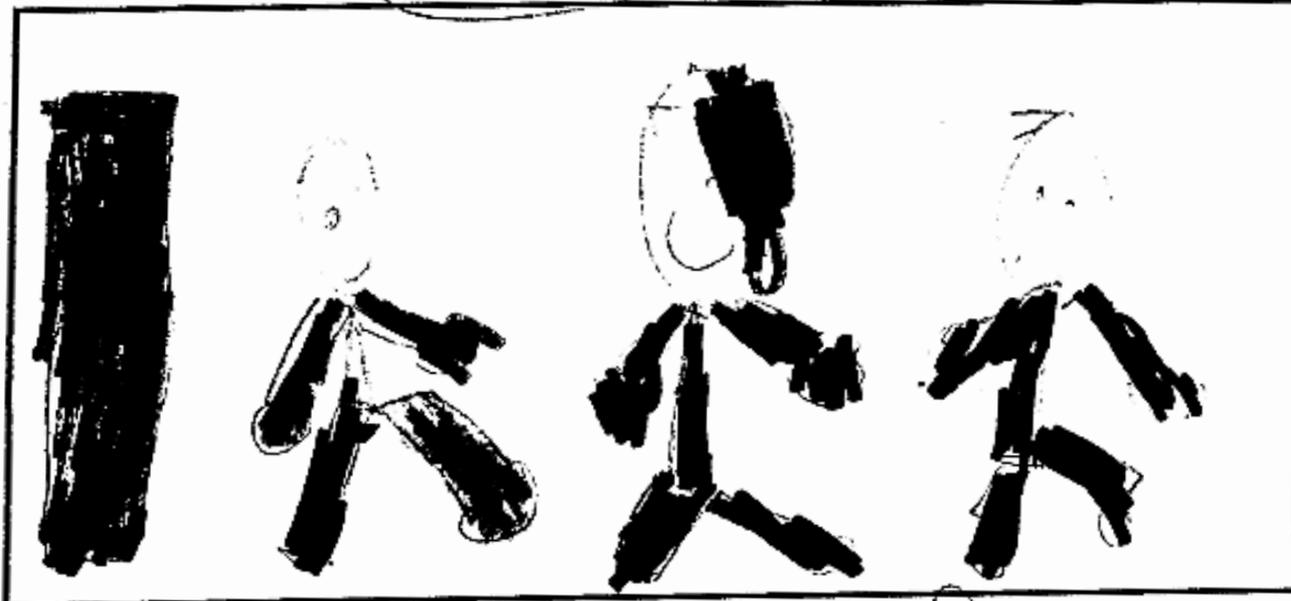
CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Area of Greatest Growth Potential:

CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Writing Sample 1:

01-A



I WENT TO
A JAZZ BAR HAS
AND IN WUZ
FUR WE PICK A
GAM.

Writing Sample 2

01-A

I went Chinkr Cheding
and we had to go
to a lot of Has and
oftr we went chinkr
Cheding we went Hom.

Interventions:

01-B

- Guided reading group

Area of Relative Strength:

CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Area of Greatest Growth Potential:

CCSS.ELA-Literacy.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Writing Sample 1:

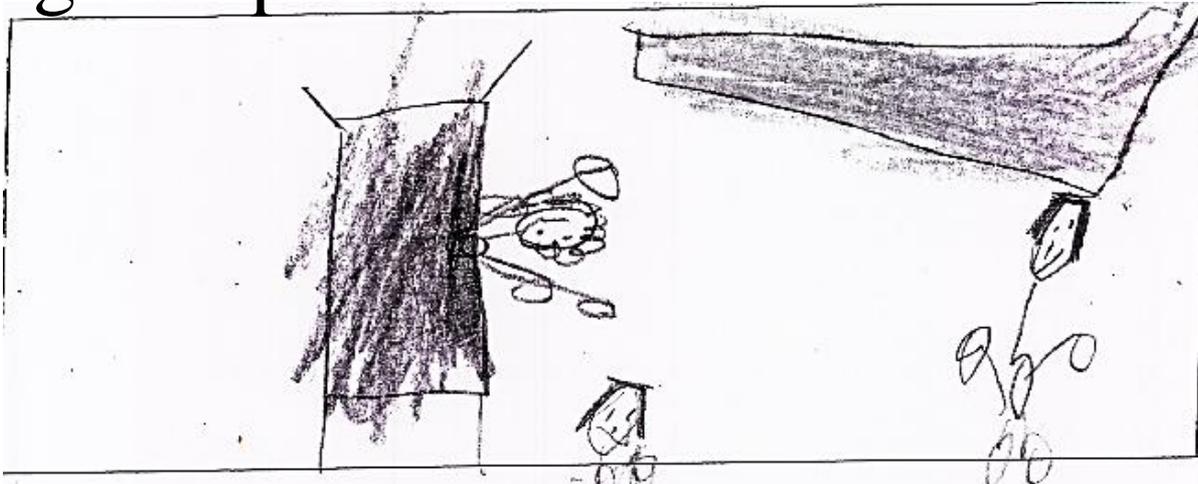
01-B



I Went in my pool
I Spagh my DAD
then my DAD took
me I went and wot
I got wotr up my
nos. I had fun.

Writing Sample 2

01-B



To day I went to a
Step I playd with big cis
We playd with a. Orangering.
this is how the game wret. We
had to tro and We had to smact
And then om of us would. Keef

Interventions:

01-C

- Reading enrichment

Area of Relative Strength:

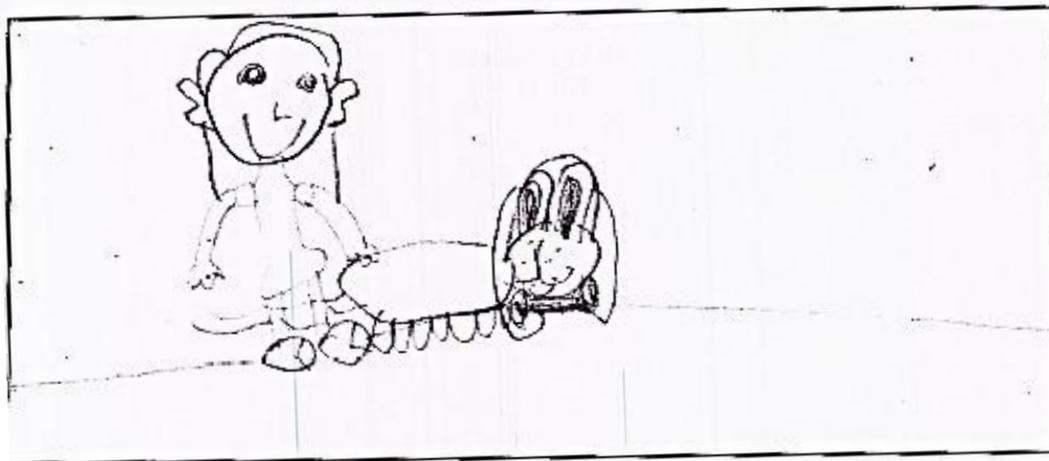
CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Area of Greatest Growth Potential:

CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Writing Sample 1:

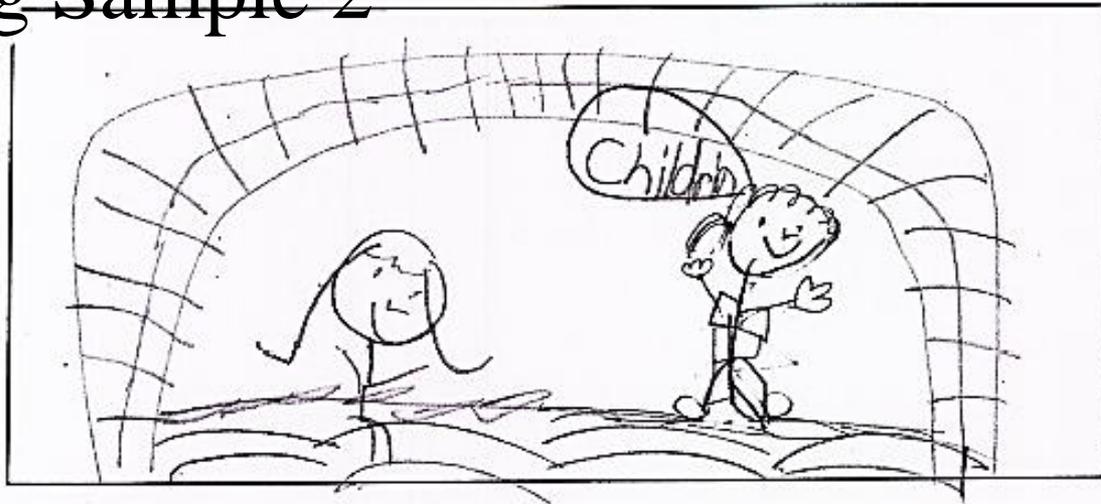
01-C



Over the Summer
I got a puppy.
And my mom named
her
is oney ten
muns old. and

Writing Sample 2

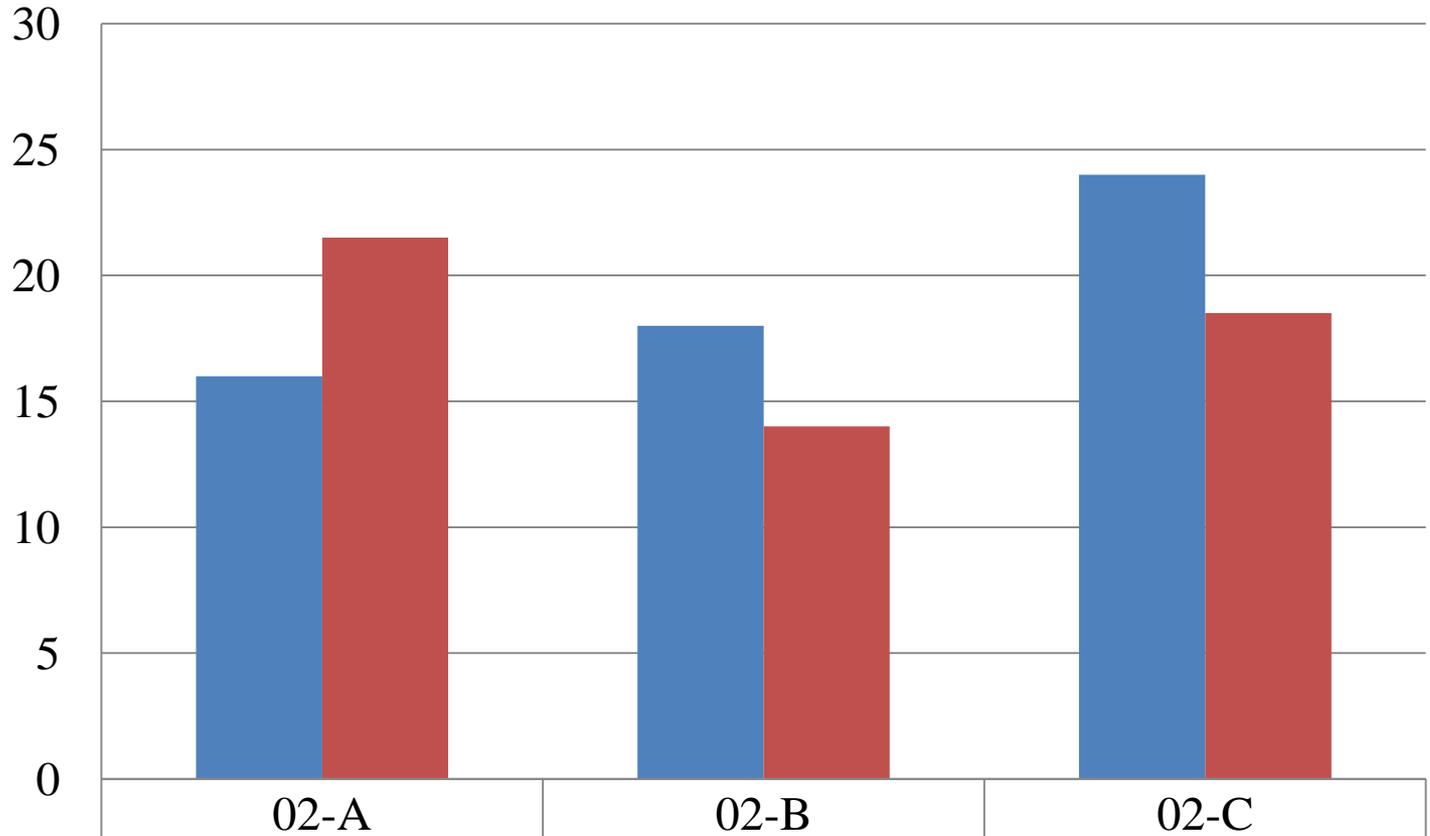
01-C



At the museum I
went outside and
saw a house made
out of sticks and
tree skins. It had
a fireplace and a

Grade 2

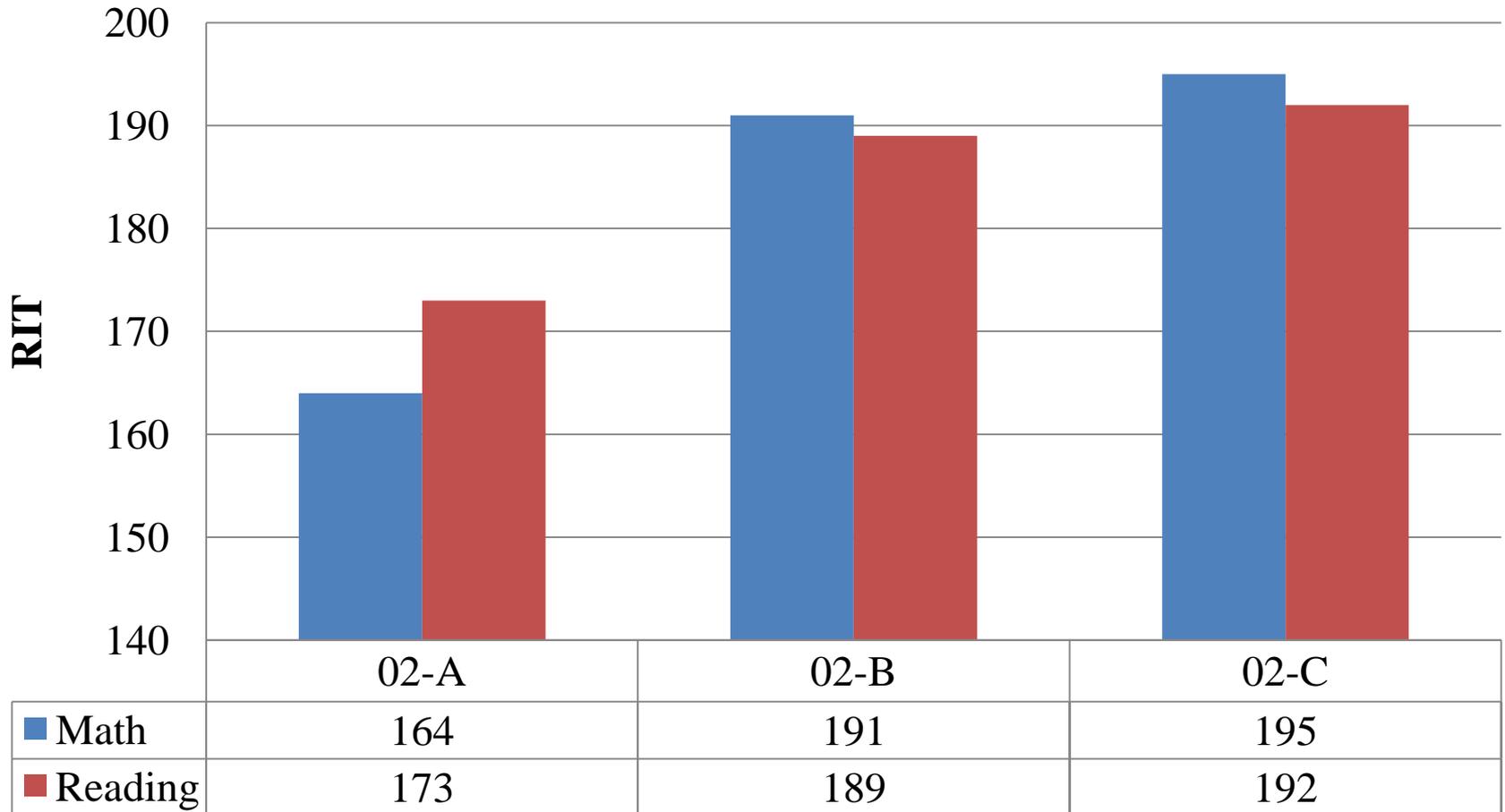
DRA2 and Writing - Fall 2013



■ Reading Level	16	18	24
■ Writing Score	21.5	14	18.5

Grade 2

NWEA - Math and Reading Fall 2013



Interventions:

- Small-group instruction
- LLI reading program
- Lexia phonics program
- SRA phonics program
- Modern Curriculum Press Review
- Para-assisted reading
- Daily reading log

Area of Relative Strength:

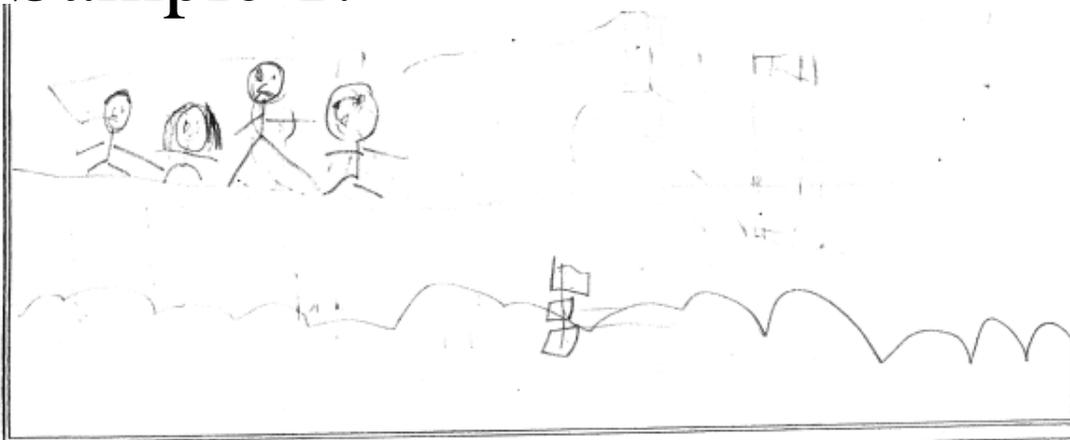
CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Area of Greatest Growth Potential:

CCSS.ELA-Literacy.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Writing Sample 1:

02-A



my family went
to the ELKS pool
it was so fun we
played in the pool
my dad took me
in the pool a lot
of times 20 times

Writing Sample 2:

02-A

A habit community there
is a subway buildings
people on the train in
cars Trucks Deserts
oceans work people Trick of
fretting paper world communities
huge buildings everywhere

Interventions:

02-B

- Guided reading group
- One minute reader

Area of Relative Strength:

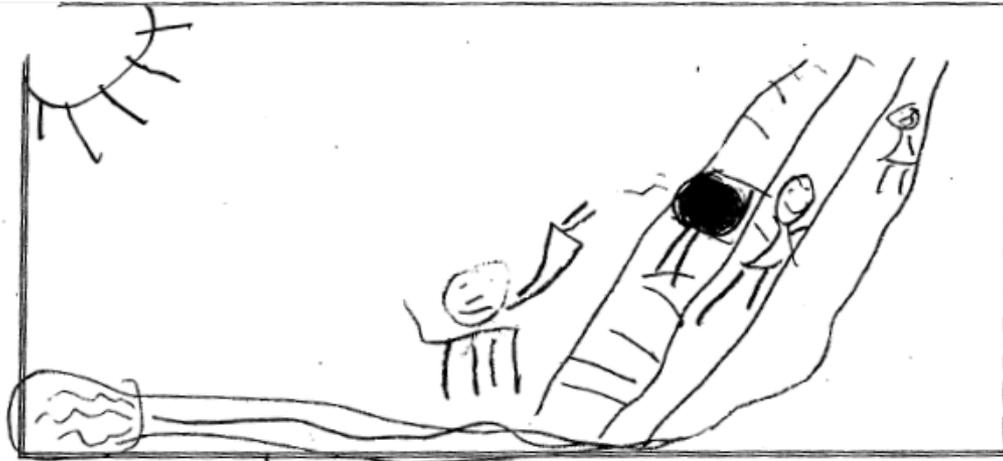
CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Area of Greatest Growth Potential:

CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Writing Sample 1:

02-B



One day I went to go to
a r-v and my cosens
came to. The r-v had
a scotdord park wh
a water slide and a
zoo, and I did all of
them!!!

Writing Sample 2:

02-B

We got to the nice spot.

There was so much to do.

We had a sand park

and a water slide. Me and my

cousins went to the zoo there.

That was the best part.

Interventions:

02-C

- Reading enrichment
- Book club (with media specialist)
- Technology-based reading applications

Area of Relative Strength:

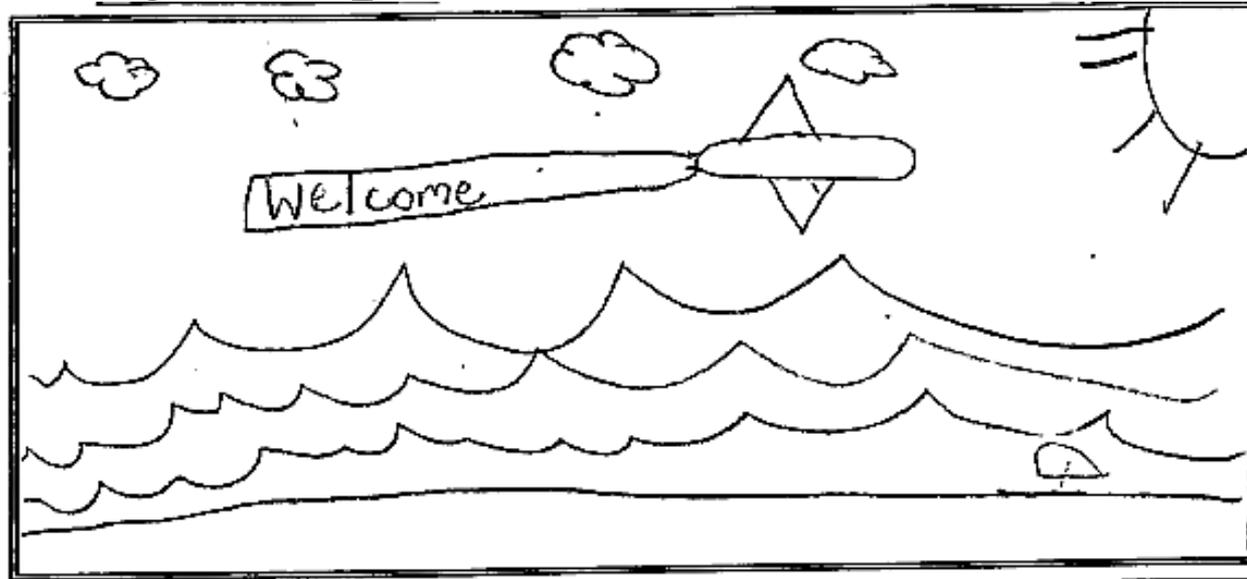
CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Area of Greatest Growth Potential:

CCSS.ELA-Literacy.L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Writing Sample 1:

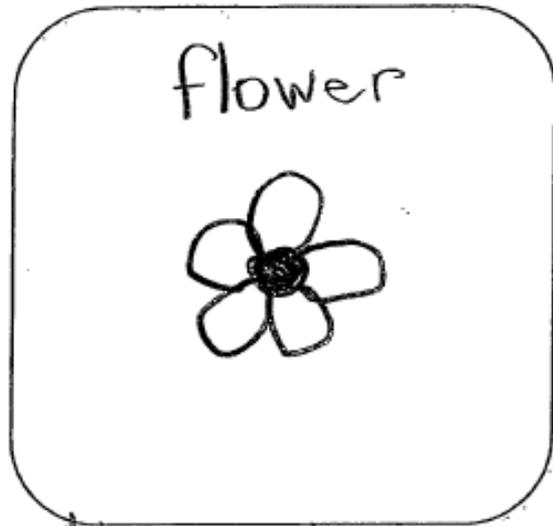
02-C



Over the summer I went to the
Ocean and I saw seals, crabs
horses, crabs and went all
the way under the waves.
then one day I went to the Beach

Writing Sample 2:

02-C

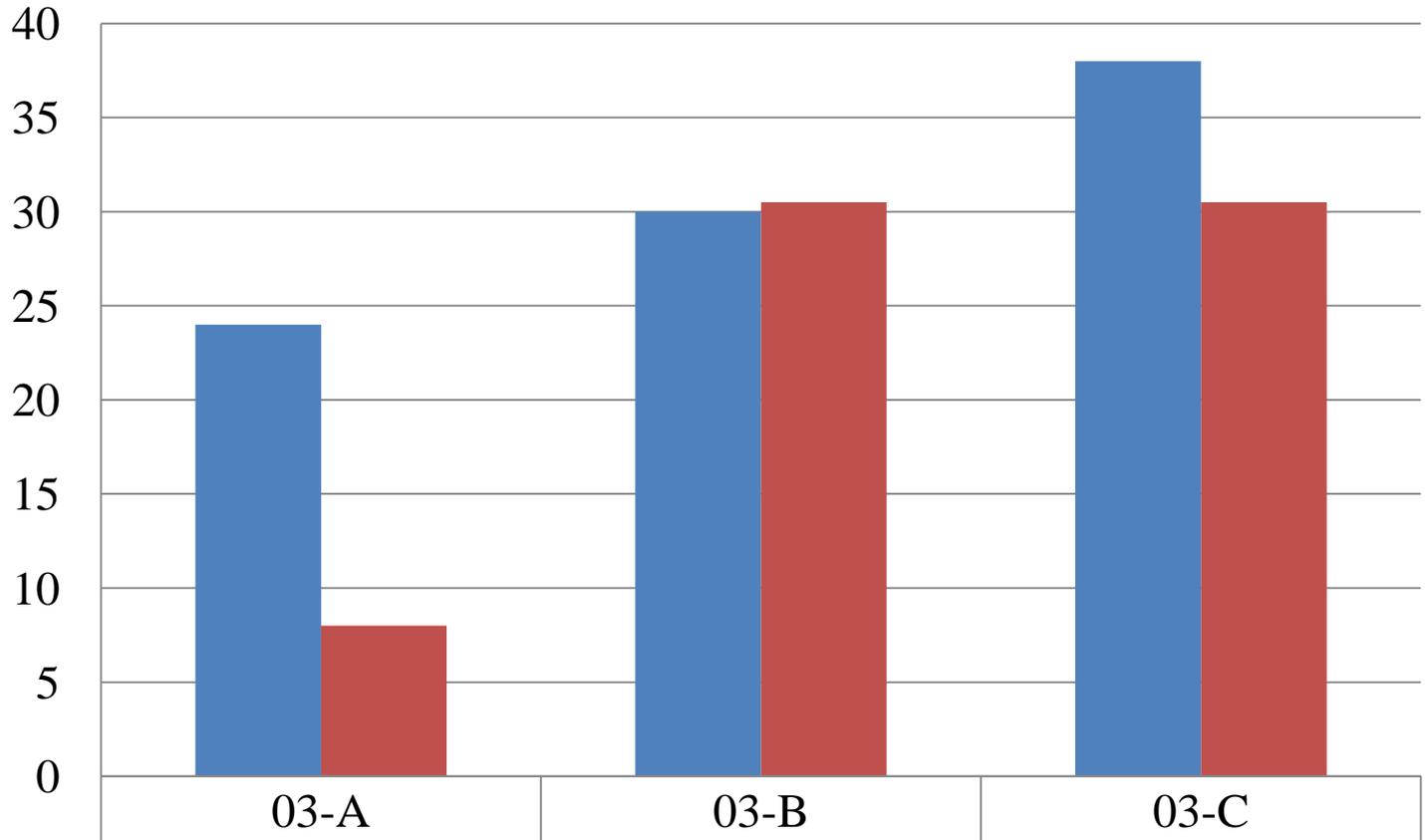


there is lot's of
art like pottery
drawing painting
clay and
chalk.

there is art from all over
the world. Sometimes
you can have one shape
and make a hole
picture. you can make a
hole poster if you want.

Grade 3

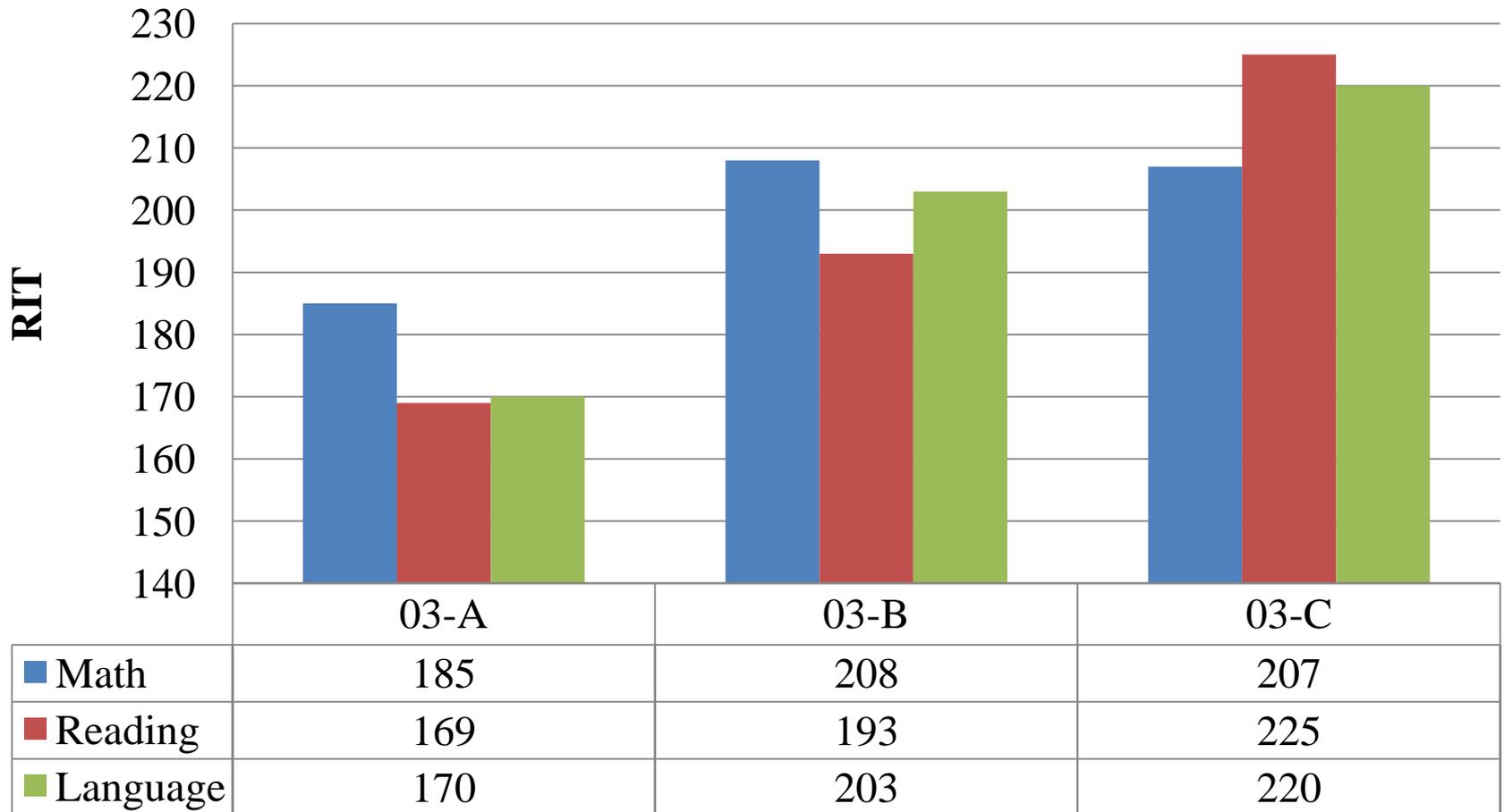
DRA2 and Writing - Fall 2013



■ Reading Level	24	30	38
■ Writing Score	8	30.5	30.5

Grade 3

NWEA - Math, Reading, and Language Usage Fall 2013



Interventions:

03-A

- Reading support
- Fluency group
- Small-group instruction (math and ELA)
- Reading comprehension (small group)

Area of Relative Strength:

CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Area of Greatest Growth Potential:

CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

Writing Sample:

03-A

This summer vacation I
went to Lake Michigan with my
sister. We went up
my dad's boat and in my
boat. We pass my town
in a few hours. Then we went
around my house. Then
we went up and ate
my food.

Interventions:

03-B

- Speech and language specialist

Area of Relative Strength:

CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

Area of Greatest Growth Potential:

CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

Writing Sample:

03-B

One day my Naning came over for a sleep over we were playing a game hold garbage. When my dog tackled me and then dropped his ball on my face. I could tell he wanted to play fetch. So I through the ball but he hid it under the dresser "Roff Roff Roff" he said. So I got the ball and through it again. I kept on throwing it but he hid it under my bed then my Mom and Dad's bed then the chair finally the couch. I was really tired so I decided to

Strong Verbs!

You used Story Teller's Voice!

Interventions:

03-C

- Creative thinkers
- Enrichment book club
- Writing enrichment

Area of Relative Strength:

CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

Area of Greatest Growth Potential:

CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

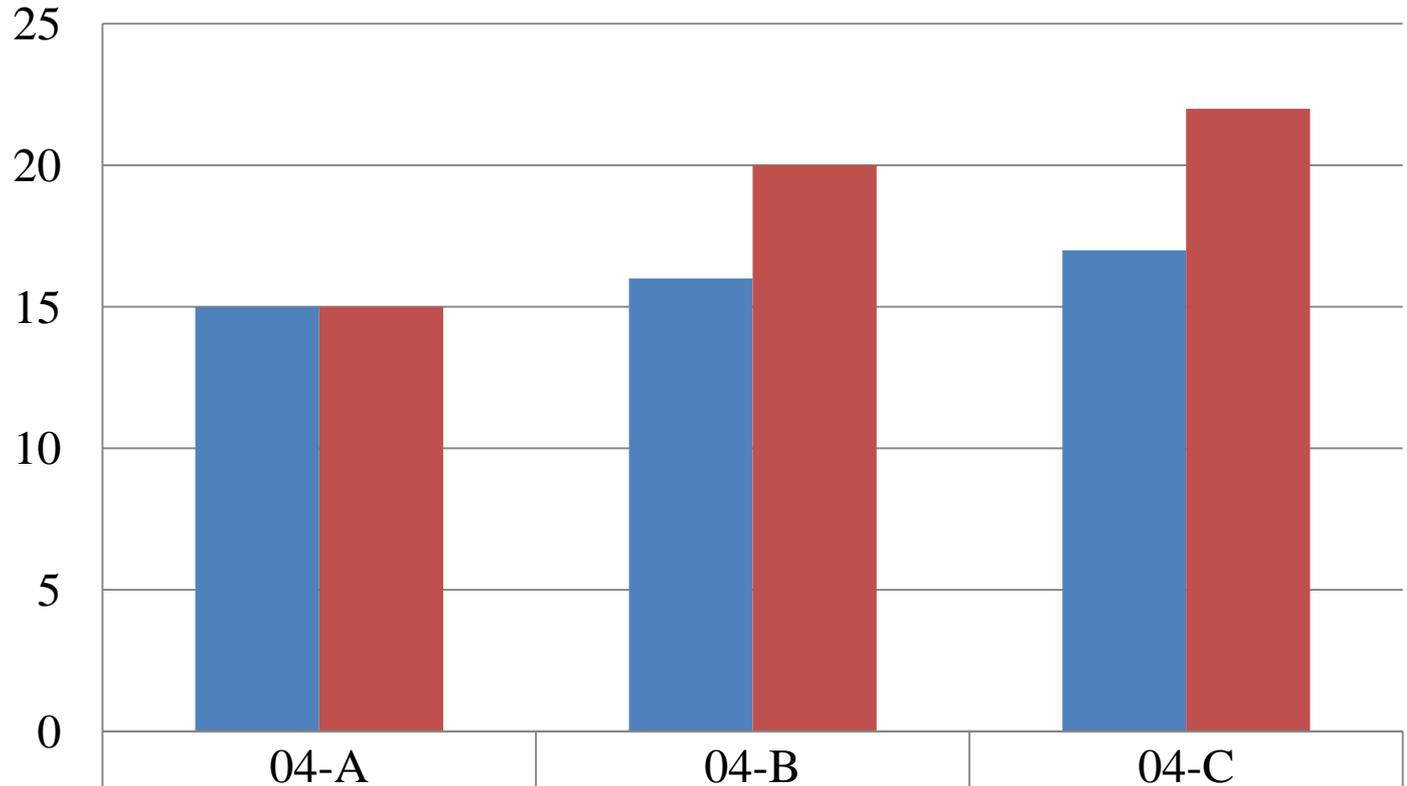
Writing Sample:

03-C

We were walking ~~to~~ to get on our plane, ~~to~~ Italy. I'm so excited. I explained. RUMBLE! RUMBLE! RUMBLE! Our suitcases went as we sped on the so-called ^{sneak} moving sidewalk. In no time, we had made it to the gate. What seemed to be forever, the flight attendant finally called on the loud-speaker, "Passengers On flight C28, please start boarding. Finally!" I said, tiredly. But that wasn't a good time to celebrate. The line seemed longer than a meter! "How long will this line take?" I whined. I kept whining.

Grade 4

Fountas & Pinnell and Writing - Fall 2013

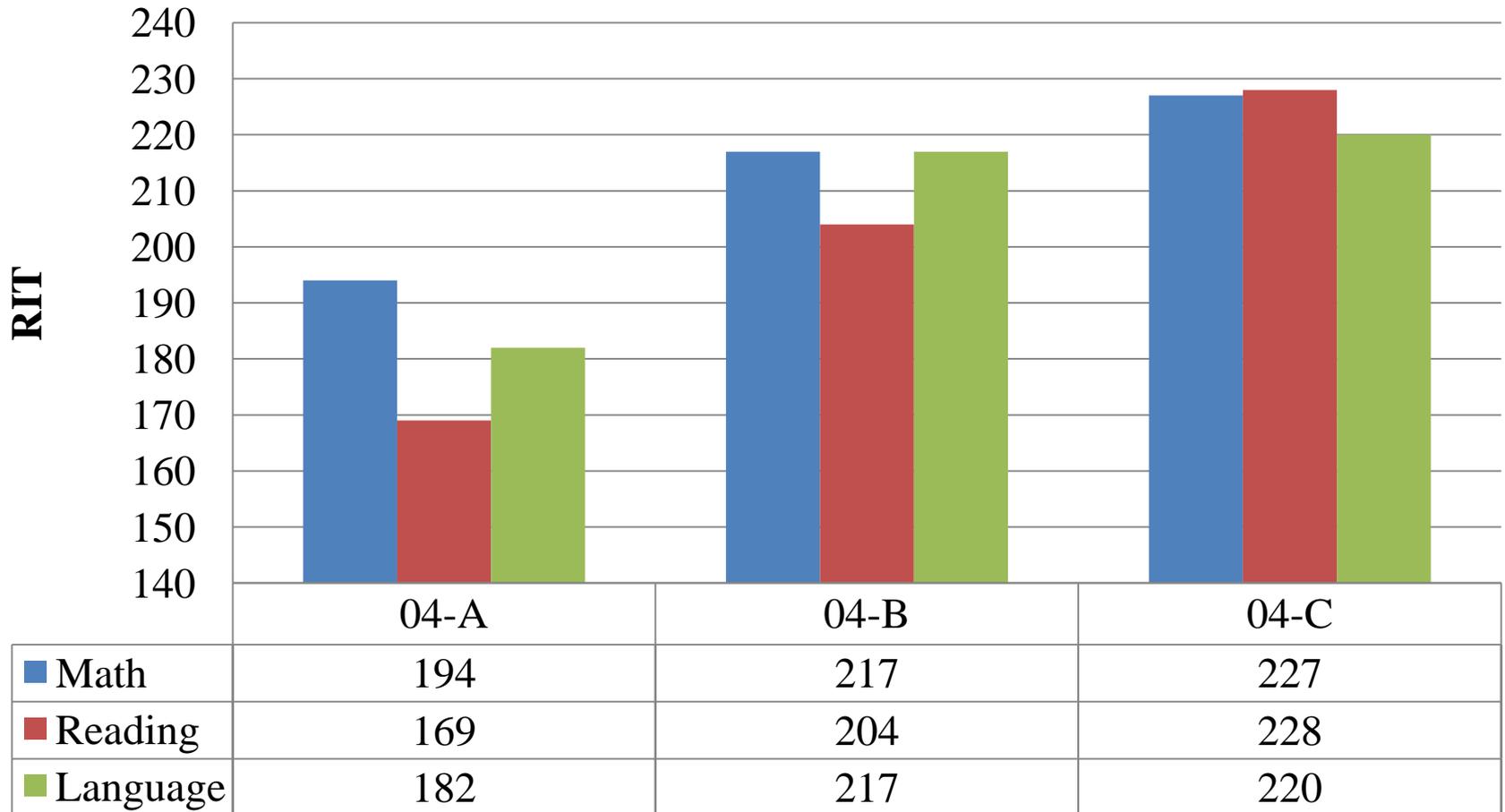


■ Reading Level*	15	16	17
■ Writing Score	15	20	22

*Converted from letter-based levels

Grade 4

NWEA - Math, Reading and Language Usage Fall 2013



Interventions:

04-A

- Reading support group
- Small-group instruction (math and ELA)
- Fluency group

Area of Relative Strength:

CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Area of Greatest Growth Potential:

CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Writing Sample:

04-A

Beginning	My story is about when I went to Laser tag at first it was just me and my brother vs each other. I was green he was red I won the first round but there was all kind of games.
middle	A pter a while peopl started to play me and my brother played on the same team and other people but after there that I played other games like a game were there was candy but I'm really bad a those type of games.
Then	

Interventions:

04-B

- Reading enrichment
- Writing enrichment

Area of Relative Strength:

CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Area of Greatest Growth Potential:

CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Writing Sample:

04-B

"Splash!" I was walking up the pathway to get to the Bolander Dash, which was very crowded so I was thinking it was good. "When will it be our turn?" "In a little while!" To me that meant 20 minutes. 5 minutes passed and we were up 10 steps. 10 minutes. 15 minutes. . . 20 minutes and finally we were 2 steps away! I looked over the edge. I was about 150 feet up in the air. It was so far up that even people looked like figures. It was

Interventions:

04-C

- Writing enrichment

Area of Relative Strength:

CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Area of Greatest Growth Potential:

CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Writing Sample:

04-C

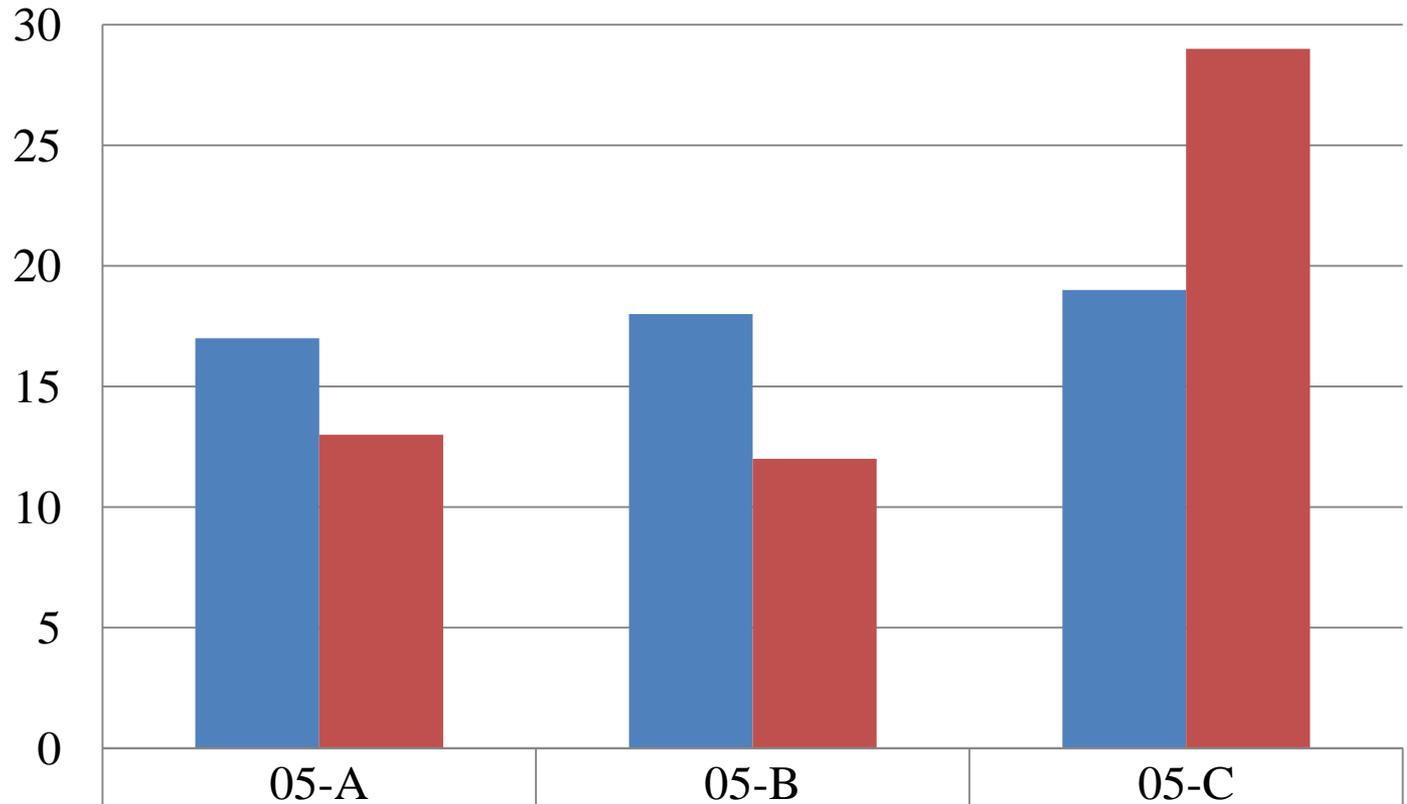
"We are finally here!", my sister, called out. The plane had landed. As we got off, I could feel the hot breeze of the Windy City.

"Hurry! We'll miss the bus to our hotel!", my dad said, while moving us toward the doors. The bus doors were just opening. I thought we were really going to miss the bus. We got on, but all of the seats were taken. Then thankfully, four people got off.

"We can sit down now!", my mom said.

Grade 5

Fountas & Pinnell and Writing - Fall 2013

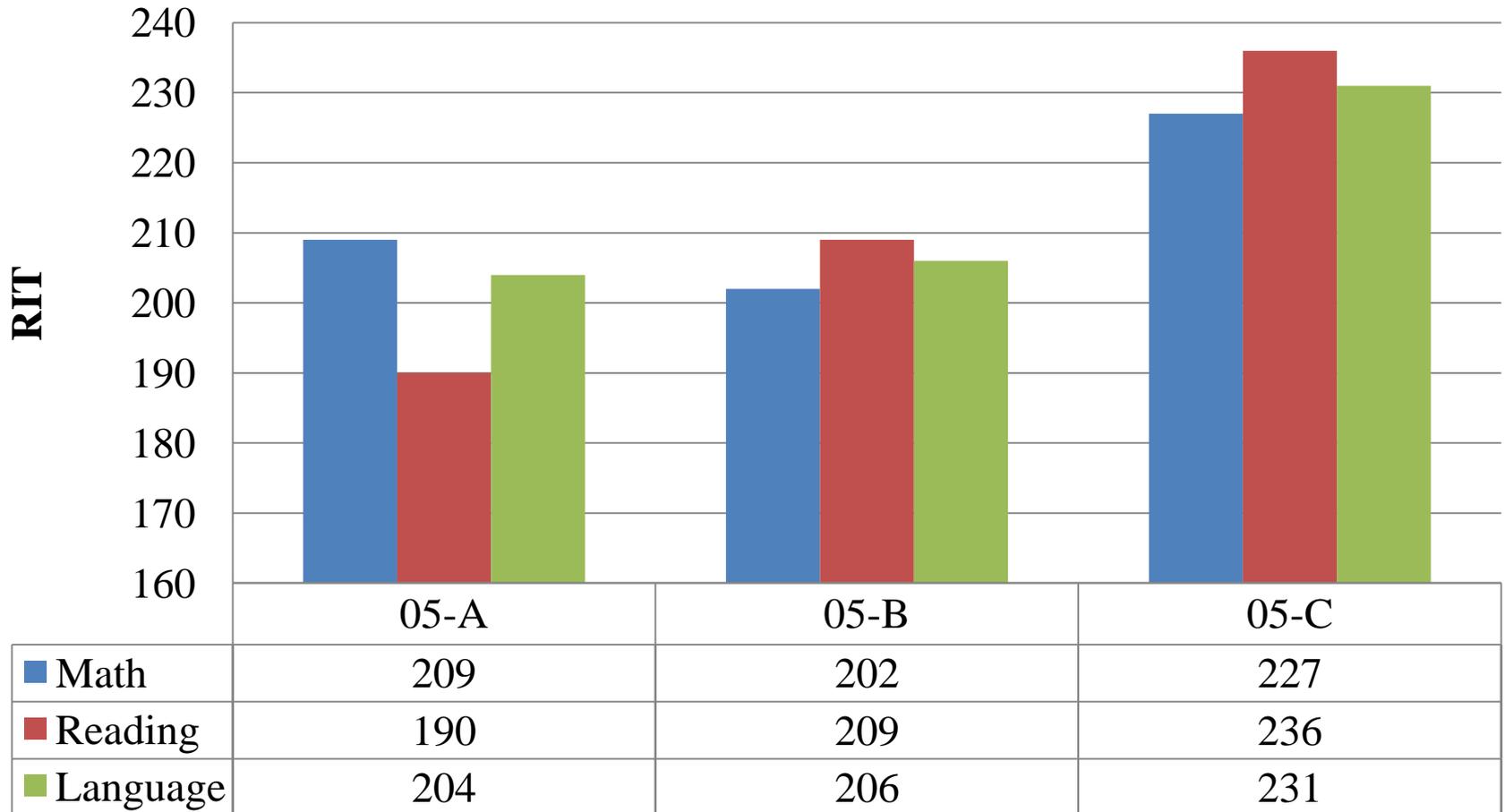


■ Reading Level*	17	18	19
■ Writing Score	13	12	29

*Converted from letter-based levels

Grade 5

NWEA - Math, Reading and Language Usage Fall 2013



Interventions:

05-A

- Small reading group

Area of Relative Strength:

CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Area of Greatest Growth Potential:

CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Writing Sample:

05-A

Wee! I shouted as my Dad pushed me on our swings. Wee! A right, a right, I've got to open the pool for you. Explained my Dad. My sister started her diving down and jumped on. (I did the same too) ~~and~~ We ran to our Dad as he walked to the pool. We both ran ahead of him, but before I could go past him he grabbed me and tossed me gently to the ground. I gave him a kiss and ran to the house. Me and my sister went in to get our bathing suits on and sun lotion. We both grabbed our towels and

Interventions:

05-B

- Small reading group

Area of Relative Strength:

CCSS.ELA-Literacy.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Area of Greatest Growth Potential:

CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Writing Sample:

05-B

This summer I moved from the Bronx, we had lots of packing and unpacking to do. First, it took us a few days to pack every thing in my house. Next, we were all settled in the new house I was very excited till my dad wanted me to mow the lawn, water the plants, and take out the garbage. Then we had our grandparents in florida stay with us for four weeks. Finally, my whole family

Interventions:

05-C

- Creative thinkers

Area of Relative Strength:

CCSS.ELA-Literacy.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Area of Greatest Growth Potential:

CCSS.ELA-Literacy.L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

Writing Sample:

05-C

When I stepped inside, I saw rows of old, rusty jail cells. There was a man waiting for us with headphones and something that looked like a stop watch. He told us there were guided tours. We would listen and the tape would tell what everything was and where to go. We turned on our tapes and let our journey through Alcatraz begin.

"First, if you look to your left you will see some ordinary jail cells, the ones for the better behaved prisoners," said the audio tape. "You will see an oversized shelf hanging from the wall. That is one of the most comfortable prison beds in the whole building." The tape led me through the building. I learned about the →

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.

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 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