

# Board of Education Regular Meeting 2021

Thursday, November 18, 2021 7:00 PM

New Fairfield Community Room, 33 Route 37, New Fairfield, CT., 33 Route 37,  
New Fairfield, Connecticut 06812

## I. CALL TO ORDER

## II. PLEDGE OF ALLEGIANCE

## III. ELECTION OF NEW BOARD OF EDUCATION OFFICERS

## IV. APPROVAL OF THE MINUTES

### A. November 4, 2021 - Regular

## V. APPROVAL OF THE AGENDA

VI. 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 any and all related subcommittee meetings where most of the board's groundwork is done. We value your input, but due to these time limitations, we ask you to be concise and to observe the rules of common courtesy. [9320(a) of Board Bylaws]

## VII. BOARD AND ADMINISTRATIVE COMMUNICATIONS

A. Chairman's Report - BOE Subcommittee Assignments  
(Special Education Ad Hoc, Communications/Community Outreach, Business Operations/Resource Management, Curriculum, Policy)

B. Superintendent's Report

C. Student Representatives' Report

D. Committee Reports

1. Business Operations/Resource Management (Ed Sbordone)

2. Policy (Samantha Mannion)

E. Liaison Reports

1. Board of Finance (Ed Sbordone)

2. Safety Committee (Ed Sbordone)

## VIII. INFORMATION ITEMS

A. Interventionists and Coaches

B. COVID Update

C. New Course Proposals (*Second Review*)

1. Culinary Practicum

2. Music Tech I

D. Board of Education Policies (*Second Reading*)

1. Policy 1110.1 - Parent Involvement

2. Policy 1110 - Communications with the Public

3. Policy 4131 - Staff Development

4. Policy 5112 - Ages of Attendance

5. Policy 5141 - Student Health Services

E. NESDEC 2021-22 Enrollment Projections

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

**IX. ACTION ITEMS**

A. Personnel Report

B. Board of Education 2022 Regular Meeting Dates

**X. 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 any and all related subcommittee meetings where most of the board's groundwork is done. We value your input, but due to these time limitations, we ask you to be concise and to observe the rules of common courtesy. [9320(a) of Board Bylaws]**

**XI. FUTURE AGENDA ITEMS**

**XII. BOARD MEMBER COMMENTS**

**XIII. ADJOURNMENT**

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

The New Fairfield Board of Education held a regular meeting on Thursday, November 4, 2021, at 7:00 p.m. via Zoom.

**MINUTES – November 4, 2021**

**PRESENT:** Peggy Katkocin (Chairman), Kathy Baker, Dominic Cipollone, Greg Flanagan, Kimberly LaTourette, Samantha Mannion, Rick Regan, Ed Sbordone and Stephanie Strazza

**ABSENT:** None

**ALSO PRESENT:** Superintendent of Schools Dr. Pat Cosentino, Assistant Superintendent of Schools Julie Luby, Director of Business and Operations Dr. Richard Sanzo, Director of Instructional Technology and Communications Dr. Karen Fildes, Pupil Personnel Director Katherine Matz, High School Assistant Principal Scott Rohwedder, Middle School Principal Christine Baldelli, Middle School Assistant Principal Cheryl Milo, Meeting House Hill School Principal James Mandracchia, Meeting House Hill School Assistant Principal Alyson Story, Consolidated School Assistant Principal Karen Gruetzner, Director of Curriculum Alyce Misuraca, Special Education Supervisor Melissa Busnel and Selectman Khris Hall

Network Administrator Paul Gouveia explained the procedure for the virtual meeting and noted that this virtual meeting is available to everyone including members of the public.

**I. CALL TO ORDER:** Chairman Peggy Katkocin called the meeting to order at 7:01 p.m.

**II. PLEDGE OF ALLEGIANCE**

**III. APPROVAL OF MINUTES**

A. October 21, 2021 - approve by consensus

**IV. APPROVAL OF AGENDA - approved by consensus**

**V. PUBLIC PARTICIPATION**

Residents Michelle O’Gara, Olivia Micca and Stefanie Marlow thanked outgoing BOE members Peggy Katkocin and Rick Regan for their service to the Town.

**VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS**

A. Chairman’s Report - Peggy Katkocin deferred her comments until the second Public Comment.

B. Superintendent’s Report - Superintendent of Schools Dr. Pat Cosentino spoke of the following:

- Governor Lamont has approved a “Screen and Stay” option for COVID exposure that will allow students that are exposed to COVID either in school or on the bus to stay in school as long as they are asymptomatic and have a form signed by a parent. This does not apply to exposure for anywhere other than schools or buses.
- Welcomed new BOE members Amy Johnson and Tim Blair.

- Thanked outgoing Board members Rick Regan and Chairman Peggy Katkocin for all their hard work and dedication to the Board and the Community as a whole.

C. Student Representative Report

Senior Representative Cayden Walker reported on the following:

- There has been a smooth transition for the new parking procedures and traffic patterns.
- The in-person Homecoming Dance and Football game were very successful.
- Fall sports are almost done and Winter starts are beginning.
- Remarked on the positive vibes among high school students this year.

D. Committee Reports

1. Curriculum - Dominic Cipollone noted that this subcommittee met on October 25<sup>th</sup> and had the following presentations:

- Andrea Barkley gave a presentation about a new Culinary Practicum. She spoke of the many advantages of having this type of course and pathway in the high school.
- Band Director Casey Hounsell gave a presentation about Music Tech I. Mr. Cipollone spoke of the possible career paths for this course.
- The committee discussed the visits from John Antonetti about Professional Development and the work that he has done for the district.
- Spoke of equity in the schools.

2. Policy - Samantha Mannion noted that this subcommittee met on October 27<sup>th</sup>. There are five policies for a first reading and nine policies for a vote on tonight's agenda.

3. Communications/Community Outreach Subcommittee - Kathy Baker noted this subcommittee met on November 4<sup>th</sup> and discussed the following:

- Equity update with students sharing personal stories.
- Discussed the new traffic patterns at the high school and the need for more signage.
- Spoke of the need to get more information about the cost of Open Choice to the district.

4. Field Fees - Ed Sbordone noted that this subcommittee met on October 27<sup>th</sup> and reviewed:

- Turf Field and Track Reserve Balances. Both are scheduled to be resurfaced in the Summer of 2022. There is enough in both reserve funds for this. RFPs will need to go out on these projects.
- Discussed COVID protocol for the various fields.
- Discussed BOE Policy 1330 regarding Fees for Fields. This will be discussed further at the next Field Fees meeting.

E. Liaison Reports - None

## VII. INFORMATION ITEMS

### A. MHHS PTO Read-a-Thon

Stefanie Marlow from the MHHS PTO gave a brief description of the 1<sup>st</sup> Annual Read-a-Thon. The theme this year was Pourquoi Tales. She noted that 283 students participated in this fundraiser. She thanked O&G, JCJ and Colliers for their generous donation of \$3,000 to this fundraiser.

### B. Superintendent Goals with Strategy Map and Action Plans

Dr. Cosentino gave an update of the Superintendent Action Steps and Smart Goals. An overview of the progress will be given to the Board in either December or January.

### C. Test Data

Julie Luby gave a data presentation about test scores and focused on context, data and action plans for the future. She spoke of how the closures due to COVID affected test scores. It was noted that the main takeaway from this data is that students continued to work and grow even during the pandemic. Ms. Luby thanked all the teachers and administrators for all their hard work especially during the testing.

### D. Board of Education 2022 Regular Meeting Dates

The Board reviewed the dates for meetings in 2022. It was noted that one meeting of the month will be in person and the other will be a Zoom meeting. There was a brief discussion of the dates for subcommittee meetings.

### E. COVID Update

Julie Luby spoke of Screen and Stay option and is optimistic that this will increase the number of students required to quarantine. Dr. Cosentino noted that children ages 5-11 are now eligible to be vaccinated. She encouraged all parents to get their children vaccinated and spoke of her concerns that New Fairfield has a lower vaccination rate than surrounding towns.

### F. New Course Proposals (*First Reading*)

1. Culinary Practicum
2. Music Tech I

Julie Luby gave a brief description of these classes and noted that they both lead to career paths and give real world experiences. Both of these classes are electives.

### G. BOE Policies (*First Reading*) - Samantha Mannion reviewed the following policies.

1. Policy 1110.1- Parent Involvement
2. Policy 1110- Communications with the Public
3. Policy 4131- Staff Development
4. Policy 5112- Ages of Attendance
5. Policy 5141-Student Health Services

### H. New Fairfield High School/Consolidated School Building Project Update

Dr. Rich Sanzo noted that the Consolidated project is progressing at the MHHS campus. The steel will be erected in the near future. The traffic pattern has shifted at the high school. O&G has ordered additional signage to direct traffic. Excavation for the high school will begin soon.

Dr. Sanzo further noted that he along with Dr. Cosentino, James D'Amico and Rob Spino met with JCJ to meet with vendors to look at furniture, fixtures and equipment for the new schools.

## VIII. ACTION ITEMS

### A. Personnel Report

**MOTION:** Kimberly LaTourette made a motion to recommend to the full Board the approval of the Personnel Report for October 28, 2021, as recommended by the administration. Kathy Baker seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Rick Regan, Ed Sbordone and Stephanie Strazza

### B. Board of Education Policies

Samantha Mannion made a motion to recommend to the full Board the approval of the Board of the Education Policies listed below as presented. Rick Regan seconded the motion. **IN FAVOR:** Kathy

Baker, Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Rick Regan, Ed Sbordone and Stephanie Strazza

1. Policy 1120 - Public Participation at Board of Education Meetings
2. Policy 0200 - Goals for the Public Schools
3. Policy 3542.43 - Charging Policy
4. Policy 4118.11/4218.11- Nondiscrimination
5. Policy 5113 - Attendance/Excuses/Dismissal
6. Policy 5113.2 - Truancy
7. Policy 5131.911- Hazing-Bullying
8. Policy 5141.3 - Health Assessments and Immunizations
9. Policy 6159 - Individualized Education Program/Special Education Program

C. Board of Education Policies

Suspension of the Rules (referring to Policy C-19-1250)

1. Policy C-19-1250- Visitors, Volunteers and Access to campus

**MOTION:** Samantha Mannion made a motion to suspend the rules referring to Policy C-19-1250. Kathy Baker seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Rick Regan, Ed Sbordone and Stephanie Strazza

**MOTION:** Samantha Mannion made a motion to recommend to the full board the approval of the following temporary policy, in effect until December 15, 2021: 1. Policy C-19-1250-Visitors, Volunteers and Access to Campus. Kathy Baker seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Rick Regan, Ed Sbordone and Stephanie Strazza

**IX. PUBLIC PARTICIPATION - None**

**X. FUTURE AGENDA ITEMS** -The next regular BOE meeting will be held on November 18<sup>th</sup> at 7:00 p.m. and will be in-person. Officers will be elected at this meeting.

**XI. BOARD MEMBER COMMENTS**

Members of the Board thanked outgoing members Peggy Katkocin and Rick Regan for all their work on the Board and wished them well in the future. They welcomed incoming members Amy Johnson and Tim Blair to the Board.

Chairman Peggy Katkocin thanked everyone for the opportunity to serve on the Board and spoke of the many accomplishments of the Board in recent years and especially during the pandemic. She encouraged everyone to be kind to one another.

**XII. ADJOURNMENT**

**MOTION:** Peggy Katkocin made a motion to adjourn the meeting at 9:05 p.m. Kathy Baker seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Greg Flanagan, Peggy Katkocin, Kimberly LaTourette, Samantha Mannion, Rick Regan, Ed Sbordone and Stephanie Strazza

Respectfully submitted,  
Suzanne Kloos

# Coaching and Intervention

November 2021

New Fairfield Public  
Schools



# Coaching and Intervention

As we heal from the impact of COVID-19, our response to meeting the needs of all students is a priority. Focused coaching cycles within the classroom and timely targeted small group instruction are proven strategies to support efforts to close the achievement gap.

# District Moves in Support of Closing the Achievement Gap

Instructional coaches placed in each building to support Tier 1 planning and instruction

Embedded professional learning to support shifting instructional practices

Collaboration around task design to support cognitive engagement

Built-in time to look at data from assessments and inform instruction

Six to eight week intervention cycles

End of cycle review days scheduled at approximately every 7-9 weeks to share growth and response to instruction.

Team collaboration time for discussion of instructional strategies to support student access to grade-level curriculum.

# Roles and Responsibilities to Support Students and Staff

Role	Responsibility
Literacy / Numeracy Coaches	<b>support teachers</b> with core instruction and content delivery to meet the needs of <b>all</b> students in the classroom.
Interventionists	<b>support students</b> through a targeted instructional cycle focused on an identified weakness to help close learning gaps that exist between the student and their grade level content.

# Professional Learning Plan to Support Instruction

## Key Actions

- Every teacher **knows and understands the grade level curriculum** and **uses it to design learning tasks** and plan instruction.
- Every teacher **plans instruction for active learning** aligned with the HQI model (environment, task, learners, and teacher)
- Every teacher **implements instruction for active learning** leading students to construct meaning, apply new learning and deepen understanding.
- Every teacher **uses success criteria to provide feedback**, measure student understanding and **inform instruction** (assessment).

# The Key Actions

- are aligned with district goals
- support the focus of coaching cycles for individual teachers, or grade level teams
- help cultivate a collective purpose for teachers, coaches, and administration to provide relevance to the work of the district around student achievement.

# Vertical Collaboration



# High School Coach Perspective

“One of the first things we did as a team of district coaches was conduct learning walks at each of the buildings using John Antonetti's Task Matrix. This really helped me to calibrate the use of the matrix and to see that good teaching has commonalities K-12, and to realize that each student has a unique journey which so many people are a part of. **My job involves working with teachers** at the high school to facilitate them through the planning, instructional and assessment processes in order **to move towards our goals of high student engagement and rigorous task design**. In a single day I might observe, co-teach, analyze data, model and run a small group PD. Each day is unique and exciting and I look forward to continuing the work of the district throughout the year!”

# Meet the Consolidated Coaching Team!



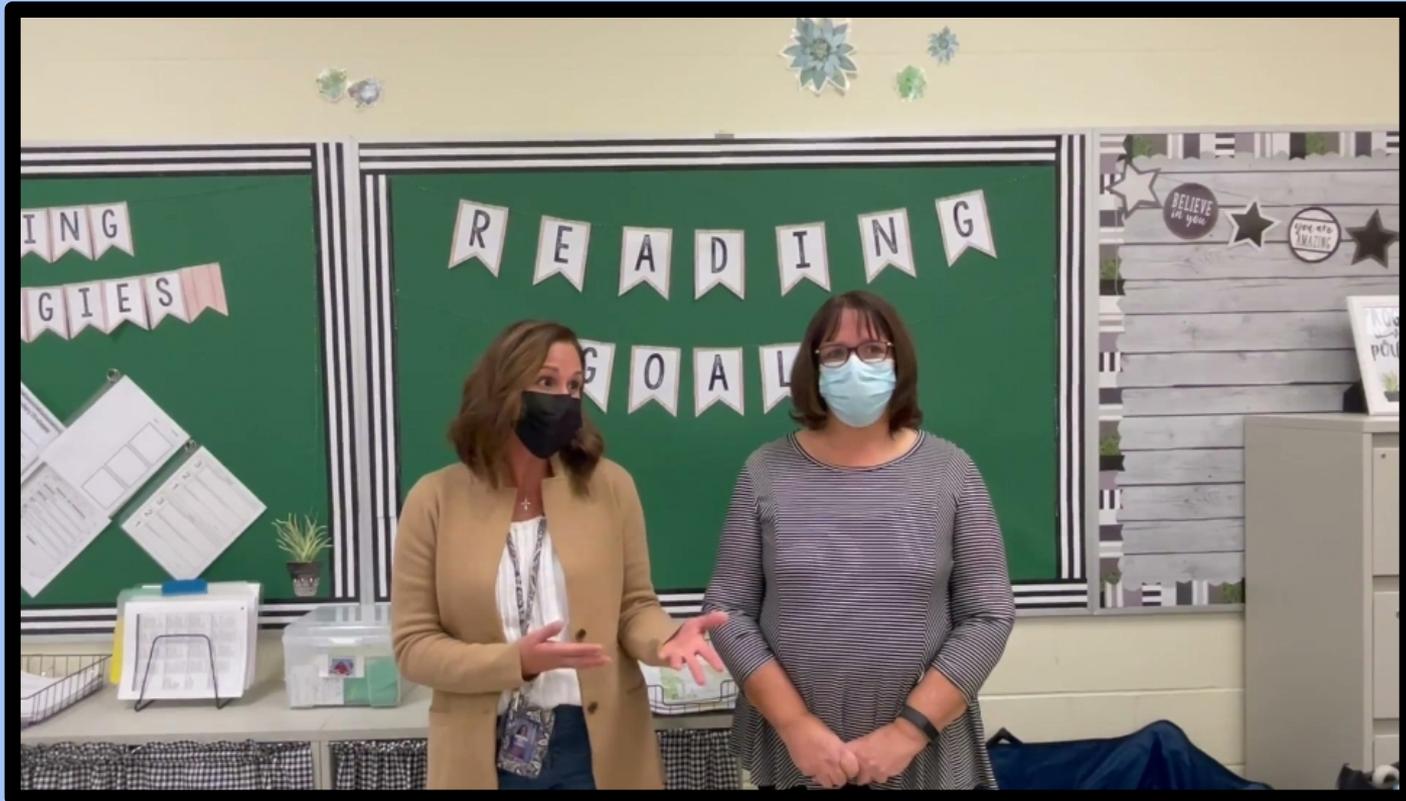
Nicole Briggs and  
Deborah Fields

# Meet the MHHS Coaching Team!

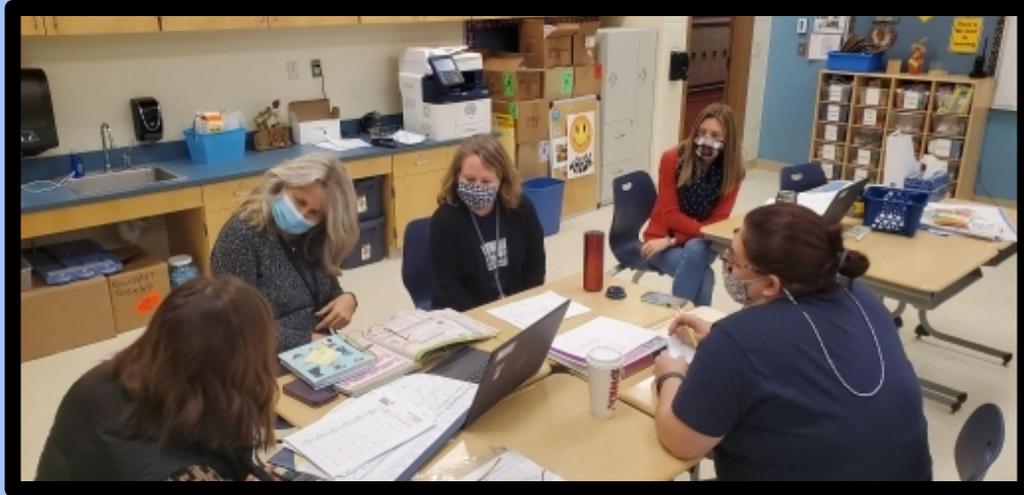


Kristy Labet and Pam Lionetti

# Coaching Video Spotlight - MHHS



# Professional Learning at MHHS



# Literacy and Numeracy Interventionists

Interventionists use data to plan targeted and timely small group instruction.

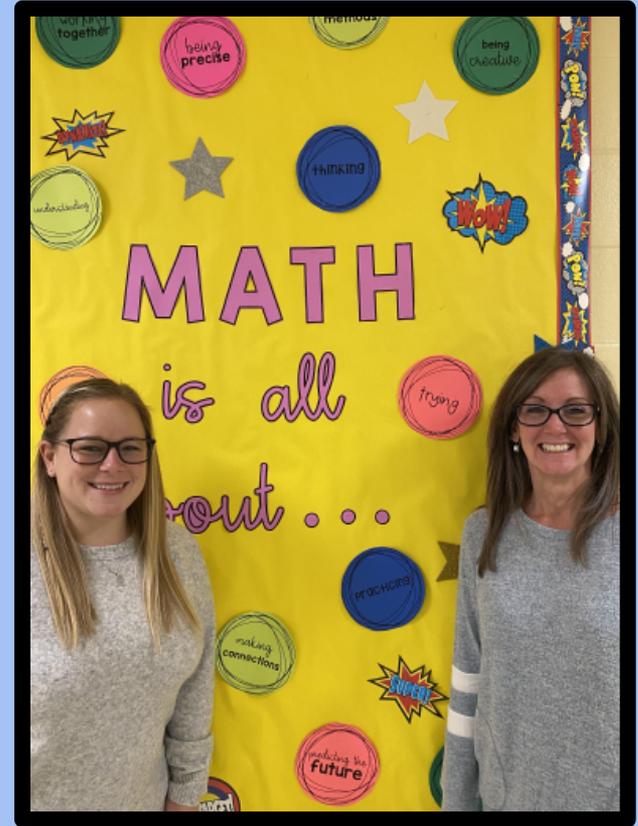
Design individual plans to build skills to help support student access to grade level curriculum.

# Meet the MHHS Math Intervention Team!



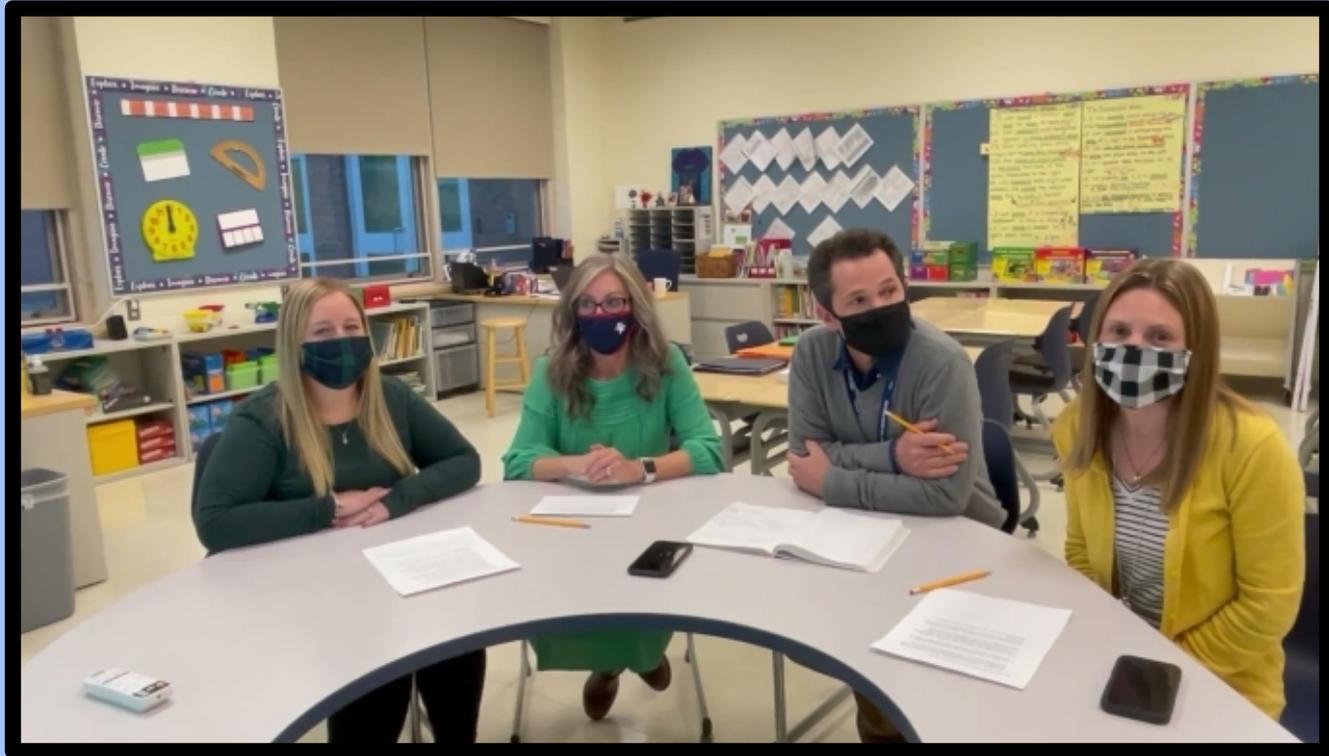
Ryan Ragan and  
Liz Antonelli

# Meet the CONS Math Intervention Team!



Stephanie Taylor and Robyn Biasetti

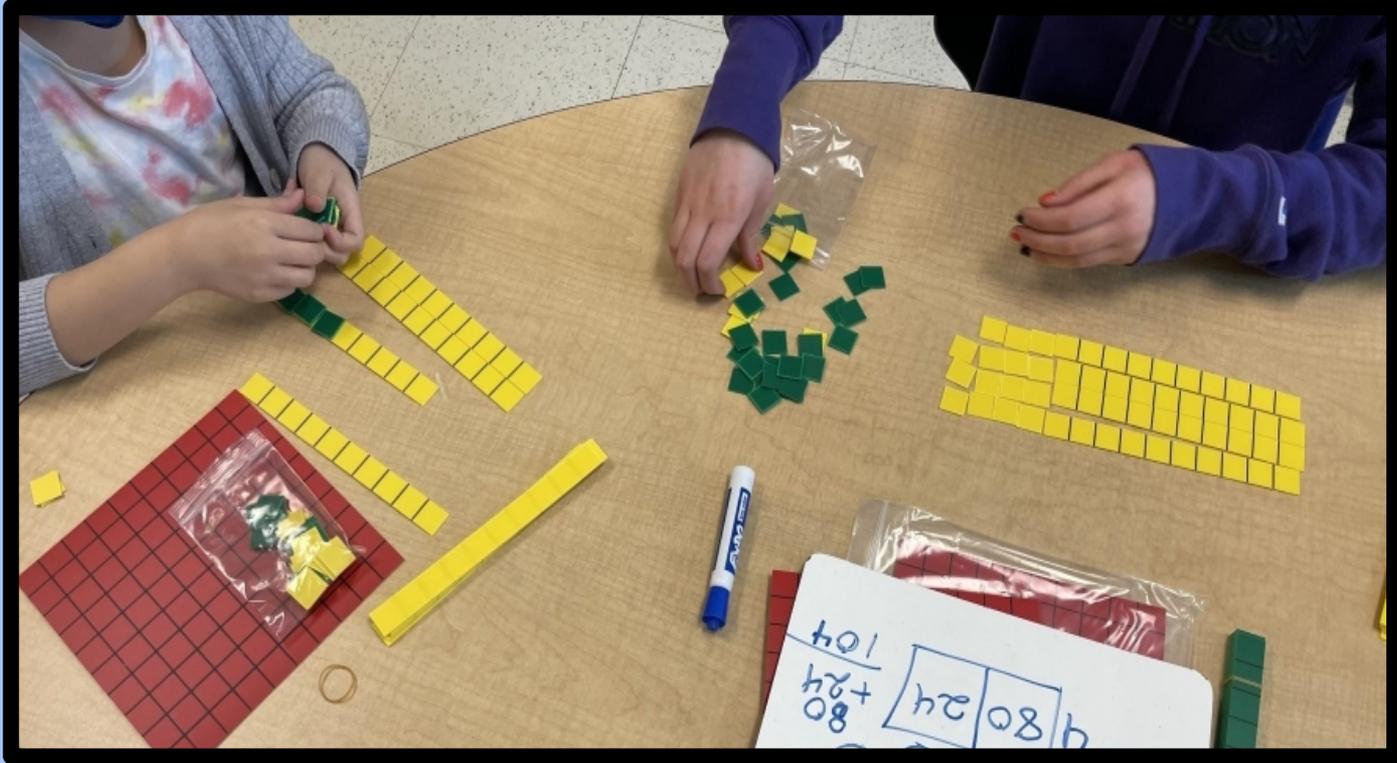
# Intervention Video



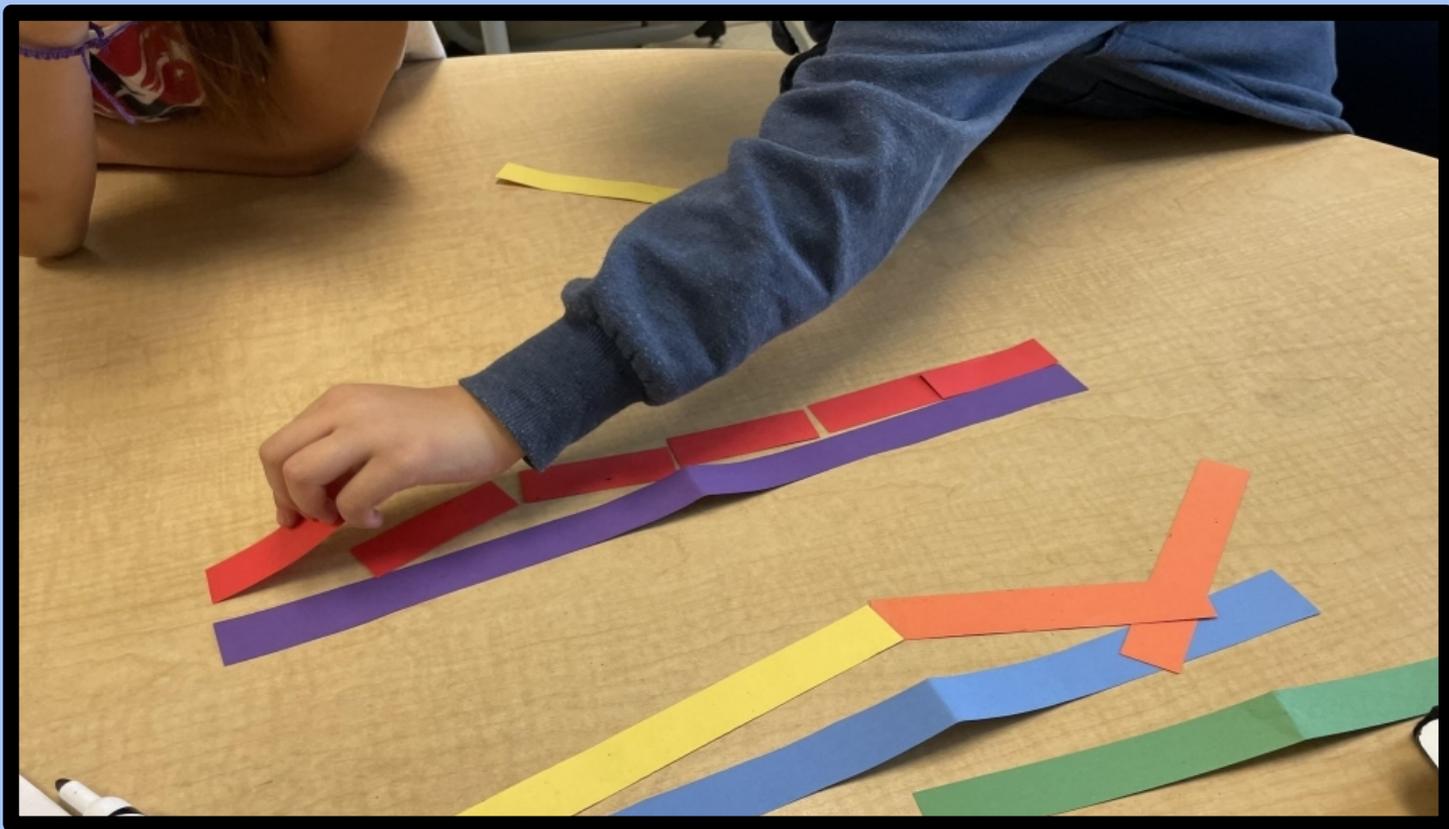
# Math Intervention



# Math Intervention



# Math Intervention



# Meet the MHHS Reading Intervention Team!



April Lalonde and  
Deanna Crum

(Absent from photo Audry Hill and Roberta Linkletter)

# Meet the Consolidated Reading Intervention Team!



Stacey Bianco, Amy Cabral and  
Allannah Greco

Intervention is an **inclusive** practice.  
(coaches + classroom teachers + interventionists)

# New Fairfield Public Schools

## New Course Proposal

**Directions:**

Before completing this form, please discuss this proposal with the appropriate administrator(s) in your school. Complete this proposal form thoroughly, and attach any supporting documentation that would help the Board of Education's Curriculum Sub-Committee understand this proposal better. Be sure that you adhere to all deadlines, and be certain to acquire all required signatures. To ensure that a course can be properly planned for, if it is intended for a coming school year, please complete it by October 31. All other proposals can be forwarded at any time of the year.

**Course Being Proposed** Culinary Practicum

**Proposal submitted by** Andrea Barkley

**School** High School

1. Indicate the department/grade level in which this course/program will run.

**This course will run in the Family and Consumer Sciences Department for 11th and 12th grade students.**

2. Please indicate if the new course or instructional program is a semester long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

**This course is a year long course with the option to take it as a semester course. This is for 11th and 12th grade students.**

3. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.

**This course will provide in-depth knowledge and workplace skills for students looking for career opportunities. This is an advanced course focusing on catering and event planning. Students will become SERVSAFE manager certified which is a requirement in any food establishment. This course is meant to be structured in a way that students can explore their likes and take ownership in their work. This course has been offered as an independent study option for the past three years. Student demand has grown over time to make this viable for a class. The previous students have learned about advanced food safety, menu creation, food marketing, ordering guidelines and catering. This new course**

will also include national competitions through Family, Career and Community Leaders of America (FCCLA).

4. Please indicate the target population for this proposal.

**The target population is all students who are interested in Culinary Arts, Catering and Event Planning as a career. Careers in culinary arts, catering and event planning include: Restaurant Executive Chef, Sous Chef, Line cook, Banquet Manager, Banquet Chef, Banquet Server, Catering Management, Event planner, Wedding planning, Hotel Food and Beverage Manager, Pastry Chef, Front of house management and many other options.**

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

**This instructional program is an addition to current options offered by the FACS Department. The intent is to develop a college and career mindset where students need to be self motivated, and prepared to be challenged by the foundation of large scale catering and client relations. This course has been run as an independent study option for the last three years.**

6. List any prerequisites for this course or instructional program.

**There are prerequisites of Culinary Arts 1 and 2. There will be approval by the Culinary Arts teacher and Guidance counselor needed. Students must have passed their prerequisites. The level of work is more challenging in this practicum.**

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

**This applied education course offers students multiple options available in the Culinary Arts field. This course is designed to expand on skills learned in Culinary Arts 1 and 2. Students will create menus, order guides and manage the Rebel Cafe. Students will also meet with clients, create menus and promote catering events. This course is**

**recommended for students interested in a career in culinary arts, event planning or food service management.**

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

**In the long-term, this course will help students find their passion in the food industry. The goals of this program are to promote the industry in a way that can connect to the community and future career goals. This program will have a partnership with Naugatuck Valley Community college for students to earn credits from course experiences.**

9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

**Topics and Units being covered in this course will include: menu writing, food marketing, customer service, hospitality in a cafe setting, catering sales vs. cafe sales, and sanitation.**

10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment and space needs.

**If the program is popular, it may require additional personnel in the future. The food budget for the program will come from the current culinary budget and funds raised by the Rebel Cafe.**

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

**The text, *The Culinary Professional* is already in the classroom. This is an online textbook with a companion website for resources.**

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

**This class may have an impact on the number of sections of the Culinary 1 and 2 classes being offered depending on staff in the future.**

**Signatures of those making this proposal:**

Andrea Barkley  
Teacher

10/18/21  
Date

M. C. L. H.  
Department Chair (if applicable)

10/18/21  
Date

J. J. M.  
Principal

10/17/21  
Date

Julie Luby  
Assistant Superintendent

10/20/21  
Date

**New Fairfield Public Schools  
New Course Proposal**

**Directions:**

Before completing this form, please discuss this proposal with the appropriate administrator(s) in your school. Complete this proposal form thoroughly, and attach any supporting documentation that would help the Board of Education's Curriculum Sub-Committee understand this proposal better. Be sure that you adhere to all deadlines, and be certain to acquire all required signatures. To ensure that a course can be properly planned for, if it is intended for a coming school year, please complete it by October 31. All other proposals can be forwarded at any time of the year.

**Course Being Proposed:** Music Tech I

**Proposal submitted by:** Casey Hounsell

**School:** New Fairfield High School

1. Indicate the department/grade level in which this course/program will run.

Music Department/ Grades 9-12

2. Please indicate if the new course or instructional program is a semester-long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

Music Tech I will be a semester-long course open to all high school students (Grades 9-12) beginning spring semester 2022

3. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.

In today's 21st century, music education is a performing art as well as a technical career. As technology advances, music education expands. Music educators across the country are adapting by integrating music technology curricula into their music classes, or introducing separate classes focused on music technology entirely. Music technology is the application of technology, such as computers and software, to the creation and performance of music. Whether it is the use of sequencer and editing software, or electronic musical devices, musical technology and its definition expands as technology expands.

Music Tech I, and eventually Music Tech II, seeks to expand our student's musical taste and exposure while honoring their own musical interests. Students will be provided hands-on experience in order to gain a first-hand understanding of the cutting edge innovations that exist in music technology. They will be able to demonstrate how technology can be used to aid in the

recording and presentation of acoustic instruments as well as how electronic music can be produced or recorded.

4. Please indicate the target population for this proposal.

Music Tech I aims to introduce and foster the study and practice of where technology and music intersect. Music Tech I will be an additional opportunity to introduce students to music and performing arts beyond the traditional band and choir setting. This program can serve all of the following: the student with no prior musical experience, for students who already study an instrument in the school system, for students who take private lessons, or for students who have learned about music or an instrument in a less formal fashion.

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

Music Tech I will be an additional course offered within the music department. Music Tech I will reinforce topics covered in other music classes while also covering new topics and ideas. Topics covered include digital audio and MIDI theory, DAW signal flow and system requirements, MIDI sequencing, stereo mixing techniques, and the use of software-based virtual instruments and effects processors such as equalizers, compressors, and reverbs. Students will receive hands-on practice in digital music production through projects and class assignments.

6. List any prerequisites for this course or instructional program.

No prerequisites for this course. All students interested in this program are able to take this class.

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

This introductory course is open to any student with the desire to learn about the ever-changing world of Music Technology. Students will explore the latest computer software and hardware along with analog and digital recording. Students will leave this course with a basic understanding of sound systems, recording techniques, and computer music.

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

### OBJECTIVES

- a. Discover how technology is used in the production of music. Discover how technology fits into the recording and production of non-electronic and electronic music.
  - b. Develop a conceptual and deep framework of knowledge and understanding surrounding the legal and ethical issues of digital music creation, sharing, distribution, and consumption.
  - c. Begin to understand the science of sound and sound transmission. Identify and explain the nature and behavior of sound as a mechanical wave and describe how sound may be transmitted via mechanical and electronic means.
  - d. Identify and explain the mechanics of sound reproduction and explore the history of recorded sound.
  - e. Acquire a foundation in electronic composition. Learn common methods of digital music composition.
  - f. Begin working with a professional-grade Digital Audio Workstation (DAW). Provide students with an overview of Garageband design, function, and features.
  - g. Understand and succeed in the process of matching sight to sound: pairing sound or music to video and film.
9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

### Topics/Unit Sequence

- a. Garageband Basics (editing, recording)
- b. Science of Sound and Sound Transmission
- c. Sampling
- d. Sound Reproduction (Foley)
- e. Electronic Compositions
- f. Mashup and Podcasts
- g. Sight and Sound: Video and Film

### Assessments

- a. Students will create and submit multiple projects demonstrating their ability to effectively record, edit, and mix audio. Projects will include recorded and imported audio as well as MIDI sequences.
- b. Students will demonstrate their knowledge of audio theory on mid-term and final exams as well as by the outcome of their projects.

- c. Students will be required to critique the work of other students to help develop critical listening skills and the ability to communicate music production concepts.
- d. Students will evaluate a live concert to demonstrate their understanding of how music production concepts translate to live sound reinforcement

10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment, and space needs.

Computers for this class are currently in the iMac lab (103) at the high school. All applications for the class are currently installed on the computers (Garageband) or can be accessed through the internet. All additional equipment has already been purchased. Music Tech I will take place during 2A. All interested students will be compiled and in conjunction with the guidance counselors, they will adjust their schedules accordingly to fit them in. Any student who would like to take the class but can not fit it into their schedule can use the equipment during Rebel Block or independent study.

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

No textbook is needed for this course.

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

This course will work closely with other classes in the district. Many of the skills learned in this course can be applied to other classes as a way to enhance projects and assignments with the help of technology. Projects and assignments they complete in other classes can also be used in Music Tech I (podcast, sound effects, mixing). The possibilities are endless when there is communication and collaboration between teachers. We will continue to create those opportunities for collaboration as the class progresses.

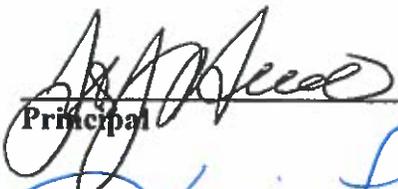
**Signatures of those making this proposal:**

  
 \_\_\_\_\_  
 Teacher

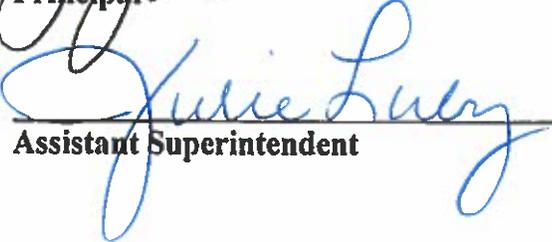
10/18/21  
 \_\_\_\_\_  
 Date

\_\_\_\_\_  
 Department Chair (if applicable)

\_\_\_\_\_  
 Date

  
Principal

10/18/21  
Date

  
Assistant Superintendent

10/20/21  
Date

**Sample Final Projects**  
*By the end of the class, students will be able to...*

**Final Project Option 1 - Podcast**

Students will be able to create an 8-10 minute podcast on any topic of their choice.

Criteria for Success

- Original Script Introduction and Ending created by you
- Imported clips can only be 10 -15 seconds in length for each clip.
- Create a musical bed using loops and/or loops you record
- Narration must be recorded clearly.

**Final Project Option 2- Music and Art**

Students will be able to choose a piece of artwork and compose a piece of music that enhances the artwork

Criteria for Success

- 20 Loops or more, 5 of the 20 Loops must be originally recorded loops using the keyboard.
- Volume Changes Pan Changes
- Must be at least 3:00 (3 minutes) in length.
- Paper
  - Write a 1-2 page paper that includes the following: Information about the Painting, sculpture, etc. Why did you select this specific piece of Art? How does the music you created reflect your Art?

**Final Project Option 3- Film and Sound Effects**

Students will be able to create music and sound effects for a 5-minute movie clip.

Criteria for Success

- 20 Sound Effect or more, 5 of the 20 loops must be original recorded using the keyboard/recorded
- Additional 5 loops must be used to create environmental sound effects
- Volume Changes Pan Changes Audio Effects

*Sample to consider. (State statute requires boards of education to adopt and implement policies and procedures to encourage parent-teacher communication.)*

## **Community Relations**

### **Communications with the Public**

#### **Parent Involvement**

Considerable experience and related evidence indicates that meaningful involvement of parents, guardians, and other care-givers in the schooling of children improves the quality of education significantly. The Board of Education believes that closer connections of parents and others responsible for the home care of the children with our schools can result in enhanced academic performance, improved behavior, and reduced absenteeism.

Therefore, all parents, guardians, and caregivers of students enrolled in our school district are encouraged to take an active role in the education of their children.

Further, the Board of Education believes that the professional staff must take whatever steps are necessary to facilitate a broad variety of opportunities for parents to connect frequently with the schools in which their children are enrolled, and with the overall system. These steps should include the following:

- Parenting skills should be promoted and supported.
- Communication between home and school should be regular, two-way and meaningful. (Such communication may include monthly newsletters, electronic communications, required regular contact with all parents, two required flexible parent-teacher conferences for each school year and drop-in hours for parents, home visits and use of technology, including but not limited to, homework hotlines.
- Parents should play an integral role in assisting student learning.
- Parents should be welcome in every school and their support and assistance sought.
- Parent input should be sought regarding decisions that affect children and families.
- Community resources should be made available to strengthen school programs, family practices and student learning.
- The two required parent-teacher conferences per year, beginning July 1, 2021, and each school year thereafter, can be fulfilled by the District offering parents the option of attending any parent-teacher conference by the use of telephonic, video, or other conferencing platforms.
- An additional parent-teacher conference, in addition to the two required conferences shall be conducted during periods when the District provides remote learning for more than three consecutive weeks and one additional parent-teacher conference every six months thereafter for the duration of such period of remote learning.

## **Community Relations**

### **Communications with the Public**

#### **Parent Involvement** (continued)

The District will request from the parent/guardian of each student the name and contact information of an emergency contact person who may be contacted if the student's parent/guardian cannot be reached to schedule a parent-teacher conference required when the District is providing remote learning for a period of three consecutive weeks or more.

In situations in which the teacher is unable to contact a student's parent/guardian after three attempts to schedule the required parent-teacher conference during a period of remote learning provided by the District for three consecutive weeks or more, such teacher is directed to report such inability to the principal, school counselor, or other school administrator designated by the Board of Education. Such principal, counselor, or administrator is to contact the student's emergency contact to determine the student and family's health and safety.

The Board shall utilize the document developed by the State Department of Education (by 12/1/21) that provides information concerning educational, safety, mental health and food insecurity resources and programs available to students and their families.

The Superintendent will report annually to the Board of Education on parent involvement activities.

Legal Reference:            Connecticut General Statutes

10-221(f) Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-290, P.A. 10-111, and P.A. 21-46, An Act Concerning Social Equity and the Health, Safety, and Education of Children.

Policy adopted:

rev 7/10

rev 7/21

## **Community Relations**

### **Communications with the Public**

#### **General**

The Board of Education believes it is important to inform the public about school curriculum, programs, and activities so citizens can participate in these programs. Concurrently, the school staff, administration, and Board of Education should be aware of the community's goals and concerns for its children so they may be given consideration in curriculum, program, and activity revisions.

To this end, the Board supports and encourages various means such as publications, press releases, open houses, and other public events to disseminate school district information and to hear from the community.

#### **Administration of the Community Relations Program**

The School and Community Relations Program shall be a concurrent responsibility of the Board of Education and the Superintendent of Schools. The Superintendent of Schools shall work with members of the Board of Education, school staff, parents, and community volunteers to conduct an active and comprehensive informational program throughout the school district.

Staff members shall be kept informed of community relations efforts, and their support and participation in such efforts shall be sought.

#### **News of Board of Education Meetings and Activities**

The Board of Education believes in the widest possible dissemination of news concerning the school and shall cooperate fully with the press, radio, and television to assure that news coverage is complete, balanced, and accurate.

Board minutes shall be available in unapproved form, within seven days of a Board meeting, excluding Saturdays, Sundays, and legal holidays; a written record of Board votes shall be available for public inspection in the Superintendent's office within 48 hours of a Board meeting excluding Saturdays, Sundays, and legal holidays. (In determining the time herein, any day on which the Board office is closed shall also be excluded.)

It should be made clear to anyone wishing to review the minutes that they are unofficial until approved by the Board of Education.

## Community Relations

### Communications with the Public (continued)

#### Parent Involvement

~~The Board of Education believes that the education of children is a cooperative effort among the parents, school and community.~~

~~The Board believes as research demonstrates, that increased parent involvement improves student achievement. Parent involvement initiatives in the school system will accommodate diversity, be flexible and creative, promote effective two way communication, and offer opportunities for all parents to participate. The implementation of this policy is the responsibility of all district staff.~~

~~Each school will develop an annual plan for parent involvement activities. The plan of each school shall contain, but not be limited to, the fulfillment of the statutory requirement, of two flexible parent teacher conferences for each school year. It is expected that this will create opportunities for collaboration between and among schools. The Superintendent will report annually to the Board of Education on district and school parent involvement activities.~~

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education.

10-221(f) Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-290 and by P.A. 10-111, An Act Concerning Education Reform in Connecticut.

Policy adopted: May 2, 2002  
 Policy readopted: June 21, 2007  
 Policy revised: November 4, 2010

NEW FAIRFIELD PUBLIC SCHOOLS  
 New Fairfield, Connecticut

*Existing policy with modification based on P.A. 21-46.*

## **Personnel -- Certified**

### **Staff Development**

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

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

1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
2. focus on refining and improving various effective teaching methods that are shared between and among educators;
3. foster collective responsibility for improved student performance;
4. be comprised of professional learning that is aligned with rigorous state student academic achievement standards, conducted at the school among educators and facilitated by principals, coaches, mentors and distinguished educators or other appropriate teachers, occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement, and includes a repository or best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating; and
5. include training in culturally responsive pedagogy and practice.

**The principles and practices of social-emotional learning shall be integrated throughout the components of such program of professional development described in items 1 through 5 above.**

Staff development experiences, made available by the Board directly, through a RESC, with another Board of Education or through a provider approved by the Commissioner, shall be consistent with any goals identified by the certified employees and the Board.

The Board believes that staff development experience should be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance, and foster collective responsibility for improved student performance.

## Personnel -- Certified

### Staff Development (continued)

In order to ensure the continued development and improvement of staff performance and attitudes, the Board of Education requires that there shall be an organized staff development program for all certified personnel. The Board shall establish a Professional Development and Evaluation Committee, consisting of certified employees and including their union representatives, and other school personnel the Board deems appropriate. The duties of the committee shall include, but not be limited to, the development, evaluation and annual updating of a comprehensive local professional development plan for certified employees of the District. Such plan shall (1) be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), (2) be developed with full consideration of the priorities and needs related to **student social-emotional learning pursuant to C.G.S. 10-148a, as amended, and** student outcomes as determined by the State Board of Education, and (3) provide for the ongoing and systematic assessment and improvement of both teacher evaluation and professional development of the professional staff members of the Board, including personnel management and evaluation training or experience for administrators, **and (4) be related to regular and special student needs and may include provisions concerning career incentives and parent involvement.**

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

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

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

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

Such in-service training program for certified staff shall provide information on (1) the nature and the relationship of drugs and alcohol to health and personality development and procedures for discouraging their abuse, (2) health and mental health risk reduction education that includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating violence, domestic violence and child abuse, (3) school violence prevention, conflict resolution, the prevention of a response to youth suicide and the identification, prevention of and response to bullying, (4) cardiopulmonary resuscitation and other emergency life-saving procedures, (5) the requirements and obligations of a mandated reporter, and (6) the detection and recognition of evidence-based structured literacy interventions for students with dyslexia, as defined in CGS 10-3d.

## **Personnel -- Certified**

### **Staff Development (continued)**

#### **Professional Development Pertaining to Human Trafficking**

The Board, in compliance with PA 17-32, shall provide training pertaining to human trafficking to those staff members who have contact with students. These individuals must complete the initial educational training by July 1, 2018 and refresher training annually thereafter. New hires must complete the initial training within six months after their start date, or by July 1, 2018, whichever is later. This training shall use the training program, which includes a video presentation developed by the Department of Children and Families (DCF) pertaining to the awareness of human trafficking issues and how to accurately and promptly identify and report suspected human trafficking.

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

1. The Board will establish an object of expenditure in the budget entitled Staff Development and will annually request justification for proposed expenditures in this account and will also, once a year, cause to have such staff development activities evaluated.
2. The Superintendent may provide the staff with opportunities in areas such as the following:
  - a. Released time and leaves of absence for travel and study
  - b. Visits to other classrooms and other schools
  - c. Conferences involving other personnel from the district, county, state, region or nation
  - d. Membership in committees
  - e. Training classes and workshops offered within the district
  - f. Further training in, or in cooperation with, institutions of higher learning, as provided by law
  - g. Professional library resources
  - h. Professional educational conferences
3. The Board encourages all certified personnel to participate in these activities.
4. The Board will allow any paraprofessional or noncertified employee of the District to participate, on a voluntary basis, in any in-service training program provided to certified staff on those topics mandated per C.G.S. 10-220a, subsection (a).

(cf. 4115 - Evaluation)

## **Personnel -- Certified**

### **Staff Development** (continued)

Legal Reference: Connecticut General Statutes

10-27 Exchange of professional personnel and students.

10-220a In-service training. (amended by PA 04-227, PA 08-160, June 19 Special Session, Public Act 09-1 and PA 10-91 and PA 12-116, An Act Concerning Educational Reform and PA 13-145, An Act Concerning Revision to the Education Reform Act of 2012, PA 17-37, PA 19-100 and PA 21-46).

10-153b Selection of teachers' representatives.

10-226f Coordinator of intergroup relations.

10-145b Teaching certificates.

10-148a Professional development (as amended by PA 17-37).

PA 17-32 An Act Concerning Human Trafficking.

PA 17-37 An Act Implementing the Recommendations of the Task Force on Professional Development and Inservice Training Requirements for Educators.

Policy adopted: June 1, 2006  
Policy revised: September 16, 2010  
Policy revised: November 17, 2011  
Policy revised: November 21, 2013  
Policy revised: March 1, 2018  
Policy revised: December 5, 2019  
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS  
New Fairfield, Connecticut

*No change necessary.*

## **Personnel -- Certified**

### **Staff Development**

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

- a. Establish a professional development committee, consisting of certified employees, including their union representatives, and other school personnel deemed appropriate. The required union representation on the committee must include at least one representative from the teachers' and administrators' unions. The committee will be responsible for, the development, evaluation and annual updating of a comprehensive local professional development plan, for certified staff.
- b. Professional development shall be consistent with any goals identified by the certified employees and the Board of Education. The plan will be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), and be developed in full consideration of the priorities and needs related to student outcomes.
- c. The members chosen by the Board to be on the Professional Development Committee shall serve at the pleasure of the Board.
- d. The preponderance of the planned professional development activities will be in a small group setting which must:
  1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
  2. focus on refining and improving various effective teaching methods that are shared between and among educators;
  3. foster collective responsibility for improved student performance, and
  4. be comprised of professional learning that meets the following criteria:
    - is aligned with rigorous state student academic achievement standards;
    - conducted among educators and facilitated by principals, coaches, mentors, distinguished educators or other appropriate teachers;
    - occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement;
    - includes a repository or best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating; and
    - includes training in culturally responsive pedagogy and practice.

## **Personnel -- Certified**

### **Staff Development** (continued)

- e. The staff development experiences may be made available by the Board directly, or through a RESC, a cooperative arrangement with another Board of Education, or through a provider approved by the Commissioner.
- f. It is the responsibility of each teacher, in collaboration with his/her administrator, to identify and participate in appropriate professional development activities to address the needs identified in his/her annual evaluation. A log or other tracking method shall be created for the professional development that has been completed, subject to review and audit by the Connecticut State Department of Education.
- g. The time and location of professional development activities will be in accordance with an agreement between the Board of Education and the exclusive bargaining unit, or in the absence of such agreement or language pertaining to time and location, by a determination of the Board of Education.
- h. The professional development activities must be designed to:
  - 1. be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance, and
  - 2. foster collective responsibility for improved student performance.
- i. The capabilities of certified staff to improve student learning will involve teacher review of curricular content, teaching methods and materials, educational philosophy and goals, social change and related topics.
- j. Professional development activities will include preparation to meet the needs of students of diverse cultural and ethnic backgrounds.
- k. Professional development activities should respond directly to the educational needs of the student body.
- l. The administration will prepare an annual professional development program budget for Board approval.
- m. The effectiveness of the professional development program will be assessed on an annual basis. Such assessment must indicate that the professional development activities:
  - 1. Were planned in response to identified needs;
  - 2. Were provided by qualified instructional personnel, as appropriate;
  - 3. Met the requirements for participation in the activity shared with participants before the commencement of the activity;
  - 4. Are evaluated in terms of effectiveness and contribution to the attainment of school and/or District goals.

## Personnel -- Certified

### Staff Development (continued)

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

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

Regulation approved:  
Regulation revised:  
Regulation revised:  
**Regulation reviewed**

May 2, 2013  
March 1, 2018  
December 5, 2019

NEW FAIRFIELD PUBLIC SCHOOLS  
New Fairfield, Connecticut

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

### A. Required In-service Topics for Certified Personnel

1. Nature and the relationships of drugs and alcohol to health and personality development and procedures for discouraging their abuse.
2. Health and mental health risk reduction education including, but not limited to the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating violence, domestic violence and child abuse.
3. School violence prevention and conflict resolution and the prevention of and response to youth suicide and the identification and prevention of bullying and response to bullying, as defined in 10-222d, subsection (a) as amended. (Boards that implement an evidence-based model approach approved by the SDE are not required to provide in-service training on the identification and prevention of and response to prevention of bullying.)
4. Cardiopulmonary resuscitation and other emergency life-saving procedures.
5. Requirements and obligations of a mandated reporter regarding reporting of child abuse and neglect.
6. Training in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia.
7. Training in the awareness of human trafficking issues.
8. Culturally responsive pedagogy and practice.

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

The State Department of Education, within available appropriates and utilizing available materials, shall make the following subject matter available to boards of education:

- Holocaust and genocide education and awareness
- African-American and black studies (required commencing July 1, 2021)
- Puerto-Rican and Latino studies (required commencing July 1, 2021)
- Native American History
- Personal Financial Management
- The historical events surrounding the Great Famine in Ireland
- Domestic violence and teen dating violence (optional materials for required training)
- Mental health first aid training (optional materials for required training)
- Trauma-informed practices for the school setting to enable teachers, administrators and pupil personnel to more adequately respond to students with mental, emotional or behavioral health needs
- Second language acquisition, including, but not limited to, language development and cultural responsive pedagogy
- Topics approved by the State Board of Education upon the request of local or regional boards of education as part of in-service training programs pursuant to CGS 10-220a, section 3.

**NOTE:** The Board may include any of the items listed above (Section B) in its in-service training program, pursuant to CGS 10-220a.

*Existing policy with modification base on P.A. 21-86.*

## **Students**

### **Ages of Attendance**

In accordance with Connecticut General Statute 10-186, the Board of Education shall provide education for all persons, residing in the District, five years of age and older, having attained age five on or before the first day of January of any school year, and under twenty-one years of age who is not a graduate of a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-233d. **For purposes of establishing the residency of a child of a member of the armed forces, as defined in C.G.S. 27-103, and who is seeking enrollment in a district school, in which such child is not yet a resident, the Board shall accept the military orders directing such member to Connecticut or any other documents from the armed forces indicating the transfer of such member to Connecticut as proof of residency in the District.**

Additionally, according to Connecticut General Statute 10-76d (b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education.

Parents and those who have the control of children five years of age and over and under eighteen years of age, are obligated by Connecticut law to require their children to attend public day school or its equivalent in the district in which such child resides, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. The parent or person having control of a child seventeen years of age must consent to such child's withdrawal from school. The parent or person shall exercise this option by personally appearing at the school district office to sign a withdrawal form. Such form shall include an attestation from a guidance counselor, school counselor or school administrator that this district has provided the parent or person with information on the educational opportunities available in the school system and in the community.

The enrollment process shall be focused on obtaining only the information deemed necessary to establish residency and age. The District shall not request other information as a condition of enrollment or state in its policies or on its websites or otherwise, that other information is required to enroll children. The District shall immediately enroll a homeless child and allow such student to attend school even if the student is unable to produce records normally required for enrollment. Additional data collection may occur, but it must be completed in such a manner that does not interfere with the enrollment of a child in school.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age.

## **Students**

### **Ages of Attendance** (continued)

The parent or person having control shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.

The District, when determining residency, shall not request documentation of citizenship or immigration status of a child or the child's parents/guardians. The Board believes such documentation is not relevant to establishing residency.

In the establishment of residency, the Board will accept such documentation as, but not limited to, a lease agreement, mortgage document, property tax record, rent receipt, home owners insurance, current utility bill, current proof of government benefits, CT driver's license, automobile registration or insurance. An Affidavit of Residence, properly executed, shall also be acceptable.

The above requirements are not to serve as barriers to immediate enrollment of students, designated as homeless or foster children as required by the Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by the ESSA. The District shall work with the local child welfare agency, the school last attended, or other relevant agencies to obtain necessary enrollment documentation. The District shall immediately enroll a homeless student and allow such student to attend school even if the student is unable to produce records normally required for enrollment.

The parent/guardian of any child who is denied admission to school, or an emancipated minor, a student eighteen years of age or older, a homeless child or youth, or an unaccompanied youth who is denied schooling, or an agent or officer charged with the enforcement of attendance laws may request, in writing, a hearing by the Board of Education. Such hearing may be conducted by the entire Board of Education, or by a subcommittee of three Board members, or by a local impartial hearing Board of one or more persons not members of the Board of Education.

A child who has attained the age of seventeen and who has voluntarily terminated enrollment with parental consent in the district's schools and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination unless such child seeks readmission to the District not later than ten (10) school days after such termination in which case the Board shall provide school accommodations to such child not later than three school days after such child seeks readmission.

A child who has attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if he/she cannot acquire a sufficient number of credits for graduation by age twenty-one.

(cf. 5111 - Admission/Placement)

(cf. 5112 - Ages of Attendance)

(cf. 6146 - Graduation Requirements)

## Students

### Ages of Attendance (continued)

Legal Reference: Connecticut General Statutes  
4-176e to 4-180a Agency hearings.  
4-181a Contested cases. Reconsideration. Modifications.  
10-15 Towns to maintain schools  
10-15c Discrimination in public schools prohibited. School attendance by five-year-olds  
10-76a - 10-76g re special education  
10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) as amended by PA-98-243, and PA 00-157  
10-186 Duties of local and regional boards of education re school attendance. Hearings. (as amended by P.A. 19-179)  
P.A. 19-179 An Act Concerning Homeless Students' Access to Education.  
**P.A. 21-86 An Act Concerning the Enrollment of Children of Members of the Armed Forces in Public Schools and the Establishment of a Purple Star School Program.**  
Appeals to State Board. Establishment of hearing board.  
“Guidance for Connecticut School Districts: Enrollment Process and Practice,” State Department of Education, December 2019.  
10-233a - 10-233f Inclusive; re: suspend, expel, removal of pupils  
10-233c Suspension of pupils  
10-233d Expulsion of pupils  
State Board of Education Regulations  
10-76a-1 General definitions (c) (d) (q) (t)

Policy adopted: March 21, 2002  
Policy readopted: June 16, 2005  
Policy revised: March 5, 2020  
Policy revised: November 4, 2020  
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS  
New Fairfield, Connecticut

*Existing policy with modification based on P.A. 21-6.*

## **Students**

### **Student Health Services**

#### **School District Medical Advisor**

The Board of Education shall appoint a school district medical advisor and appropriate medical support service personnel including nurses.

School health efforts shall be directed toward detection and prevention of health problems and to emergency treatment, including the following student health services:

1. Appraising the health status of student and school personnel;
2. Counseling students, parents, and others concerning the findings of health examination;
3. Encouraging correction of defects;
4. Helping prevent and control disease;
5. Providing emergency care for student injury and sudden illness;
6. Maintaining school health records.

#### **Health Records**

There shall be a health record for each student enrolled in the school district which will be maintained in the school nurse's room. For the purposes of confidentiality, records will be treated in the same manner as the student's cumulative academic record.

Student health records are covered by the Family Educational Rights and Privacy Act (FERPA) and are exempt from the Health Insurance Portability Accountability Act (HIPAA) privacy rule. However, it is recognized that obtaining medical information from health care providers will require schools to have proper authorization and to inform parents that such information once released by health care providers is no longer protected under HIPAA but is covered under FERPA.

#### **Regular Health Assessments**

Prior to enrollment in kindergarten, each child shall have a health assessment by one of the following medical personnel of the parents or guardians choosing to ascertain whether the student has any physical disability or other health problem tending to prevent him or her from receiving the full benefit of school work and to ascertain whether such school work should be modified in order to prevent injury to the student or to secure for the student a suitable program of education:

1. a legally qualified physician;
2. a physician's assistant licensed in Connecticut;
3. a school medical advisor;
4. a legally qualified practitioner of medicine, an advanced practice registered nurse or a physician assistant stationed at any military base.

## **Students**

### **Student Health Services** (continued)

#### **Regular Health Assessments** (continued)

Such health assessment shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure, and a chronic disease assessment which shall include, but not be limited to, asthma;
2. Updating of immunizations required under C.G.S. 10-204a as periodically amended;
3. Vision, hearing, postural, and gross dental screening;
4. Testing for tuberculosis and sickle cell anemia or Cooley's Anemia, (if required by the school district medical advisor);
5. Any other information including a health history as the physician believes to be necessary and appropriate.

Health assessments shall also be required in grades 6 and in grade 10 by a legally qualified physician of each student's parents or guardians own choosing, or by the school medical advisor, or the advisor's designee, to ascertain whether a student has any physical disability or other health problem. Such health assessments shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure, and a chronic disease assessment which shall include, but not be limited to, asthma;
2. Updating of immunizations required under C.G.S. 10-204a and the Department of Public Health, Public Health Code, 10-204a-2a, 10-204-3a and 10-204a-4;
3. Vision, hearing, postural, and gross dental screening;
4. Testing for tuberculosis and sickle cell anemia or Cooley's Anemia, (if required by the school district medical advisor);
5. Any other information including a health history as the physician believes to be necessary and appropriate.

## **Students**

### **Student Health Services** (continued)

#### **Regular Health Assessments** (continued)

A child will not be allowed, as the case may be, to begin or continue in district schools unless health assessments are performed as required. Students transferring into the district must provide evidence of required Connecticut vaccinations, immunizations, and health assessments at enrollment and prior to school attendance.

Health assessments will be provided by the school medical advisor or the advisor's designee without charge to all students whose parents or guardians meet the eligibility requirement of free and reduced priced meals under the National School Lunch Program or for free milk under the special milk program.

Health assessment results and recommendations signed by the examining physician or authorized medical personnel shall be recorded on forms provided by the Connecticut State Board of Education and kept on file in the school the student attends. Upon written authorization from the student's parent or guardian, original cumulative health records shall be sent to the chief administrative officer of the school district to which such student moves and a true copy of the student's cumulative health records maintained with the student's academic records. If the student moves outside of Connecticut, a true copy will be sent to that school, and the original will be kept in our district. The Superintendent of Schools, or designee, shall notify parents of any health-related problems detected in health assessments and shall make reasonable efforts to assure that further testing and treatment is provided, including advice on obtaining such required testing or treatment.

Students who are in violation of Board requirements for health assessments and immunizations will be excluded from school after appropriate parental notice and warning.

#### **Vision Screening**

All students in grades K, 1, 3, 4 and 5 will be screened using a Snellen chart, or equivalent screening, by the school nurse or school health aide. **An equivalent screening device or an automated vision screening device may be used for such vision screening.** Additional vision screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student in question. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of vision or disease of the eyes, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with disabling conditions.

## **Students**

### **Student Health Services (continued)**

#### **Hearing Screening**

All students will be screened for possible hearing impairments in grades K, 1, 3, 4, 5 and grade 8. Additional audiometric screening will be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of vision or disease of the eyes, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with disabling conditions.

#### **Postural Screening**

School nurses will screen all female students in grades 5 and 7 and male students in grades 8 or 9 for scoliosis or other postural problems. Additional postural screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any postural defect of problem, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with disabling conditions.

#### **Student Medical Care at School**

Student medical problems and emergencies are outlined in Categories I through IV in administrative regulation #5143. Schools **School** personnel are responsible for the immediate care necessary for a student whose sickness or injury occurs on the school premises during school hours or in school-sponsored and supervised activities. Depending upon specific circumstances, Category V issues may also be considered emergencies by attending school personnel.

Schools shall maintain files of emergency information cards for each student. If a child's injury requires immediate care, the parent or guardian will be called by telephone by the nurse, the building principal, or other personnel designated by the principal, and will be advised of the student's condition. When immediate medical or dental attention is indicated, and when parents or guardians cannot be reached, the student will be transported to the nearest hospital unless otherwise indicated on the student's Emergency Information card. In this event, the family physician/dentist and school district medical advisor will be notified of school district actions.

## **Students**

### **Student Health Services** (continued)

#### **Oral Health Assessments**

Parents are encouraged to have oral health assessments for their child(ren) prior to public school enrollment, in grade 6 or 7, and in grade 9 or 10. Such assessment may be conducted by a dentist, dental hygienist, physician, physician assistant (PA), or an advanced practice registered nurse (APRN), if he or she is trained in conducting such assessments as part of a DPH-approved training program. When conducted by a dentist the oral assessment must include a dental examination. If another such provider conducts the assessment, it must include a visual screening and risk assessment.

Parent/guardian consent is required prior to the oral health assessment. The assessment is to be made in the presence of the parent/guardian or another school employee. The parent/guardian must receive prior written notice and have a reasonable opportunity to opt his/her child out of the assessment, be present at the assessment, or provide for the assessment himself or herself.

A child's public school enrollment continued attendance shall not be denied for his/her failure to receive the oral health assessment.

The District may host a free oral health assessment event at which a qualified provider performs such oral health assessments. Parents/guardians will be given prior notice of such a free screening event providing the parents/guardians the opportunity to opt their children out of the assessment event. If the parent/guardian does not do so, the child must receive an assessment free of charge. The child is prohibited by the legislation from receiving any dental treatment as part of the assessment event without the parent's/guardian's informed consent.

The results of an oral health assessment shall be recorded on forms supplied by the State Board of Education. The provider performing the assessment must completely fill out and sign the form. Recommendations by the provider shall be in writing. For any child who receives an oral health assessment, the results must be included in the child's cumulative health record.

Appropriate school health personnel shall review the assessment results. If it is determined that a child needs further testing or treatment, the Superintendent shall give written notice to the child's parent/guardian and make reasonable efforts to ensure that further testing or treatment is provided. Such efforts include determining whether the parent/guardian obtained the necessary testing or treatment for the child and, if not, advising the parent or guardian on how to do so. The results of the further testing or treatment must be recorded on the assessment forms and reviewed by school health personnel.

As with other school health assessments no records of oral health assessments may be open to public inspection; and each provider who conducts an assessment for a child seeking to enroll in a public school must provide the assessment results to the school district's designated representative and a representative of the child.

## **Students**

### **Student Health Services**

(cf. 5142 - Student Safety)  
(cf. 5141.4 - Child Abuse and Neglect)  
(cf. 5141.5 - Suicide Prevention)  
(cf. 6142.1 - Family Life and Sex Education)  
(cf. 6145.2 - Interscholastic/Intramural Athletics)  
(cf. 6171 - Special Education)

Legal Reference: Connecticut General Statutes

10-203 Sanitation.

10-204a Required immunizations, as amended by PA 15-174, PA 15-242 and PA 21-6.

10-204c Immunity from liability.

10-205 Appointment of school medical advisors.

10-206 Health assessments, as amended by PA 07-58, PA 11-179 and PA 18-168.

10-206a Free health assessments.

10-207 Duties of medical advisers.

10-208 Exemption from examination or treatment.

10-208a Physical activity of student restricted; boards to honor notice.

10-209 Records not to be public.

10-210 Notice of disease to be given parent or guardian.

10-212 School nurses and nurse practitioners.

10-212a Administration of medicines by school personnel.

10-213 Dental hygienists.

10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of results. (As amended by PA 96-229 An Act Concerning Scoliosis Screening)

## **Students**

### **Student Health Services**

Legal Reference: Connecticut General Statutes (continued)

10-214a Eye protective devices.

10-214b Compliance report by local or regional board of education.

10-217a Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools.

Department of Public Health, Public Health Code – 10-204a-2a, 10-204a-3a and 10-204a-4.

PA 18-168 An Act Concerning the Department of Public Health's Recommendations Regarding Various Revisions to the Public Health Statutes, Sections 7-9, 539 & 540.

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g).

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy adopted: August 7, 2003  
Policy readopted: June 16, 2005  
Policy revised: March 15, 2012  
Policy revised: December 17, 2015  
Policy revised: December 6, 2018  
Policy revised:

**NEW FAIRFIELD PUBLIC SCHOOLS**  
New Fairfield, Connecticut

## 2021-22 Enrollment Projections

TO: Dr. Patricia Cosentino, Superintendent, New Fairfield Public Schools, New Fairfield, CT  
FROM: Karen L. LeDuc, Ph.D.  
DATE: November 4, 2021  
RE: Enrollment Projections

The global pandemic continues to influence our nation's public health and economic stability in unpredictable ways. As such, it is still too early to identify many of the factors that could impact school enrollments. Over the past school year, we have seen fluctuations in the real estate market and job trends, which have impacted student attendance patterns. Moreover, during the past school year, we have seen how school enrollment patterns can differ substantially from one district to another, with some districts losing students while others experience an influx of students.

We are pleased to send you the enclosed documents displaying the past, present, and projected enrollments for the New Fairfield School District. These ten-year projections are designed to provide New Fairfield with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. Included in this report are graphs representing historical and projected grade-by-grade enrollments for the district. New this year, we have added graphs that highlight historical and projected enrollments in grade combinations. We have received the figures given to us by the district and we assume that the method of collecting the enrollment data has been consistent from year to year. NESDEC's enrollment projection from fall of 2020 fell within +50 students of the actual K-12 enrollment total for fall 2021 (2,015 students projected vs. 2,065 enrolled). In grades K-2, 399 students were projected vs. 419 enrolled. In grades 3-5, 429 students were projected vs. 444 enrolled; in grades 6-8, 506 students were projected vs. 519 enrolled, and in grades 9-12, 681 students were projected vs. 683 enrolled.

**Enrollment Projection Analysis:** Over the next three years, K-2 enrollments are forecast to increase by a total of +22 students; Grades 3-5 enrollments are projected to increase by +24 students; Grades 6-8 enrollments are projected to decrease by -21 students, and Grades 9-12 are projected to decrease by about -4 pupils, all within the next three years, as the classes move up the grades. Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the "out-years," as many factors may change. The longer-term future is better viewed as a prediction that may change due to fluctuating real estate conditions. That longer-term future also will be affected by the number of babies yet

to be born. It is quite likely that the birth numbers will increase slightly as new families move in. As the pandemic economy shifts, additional migration of families may occur into New Fairfield. Building permits have begun to stabilize, see the “Additional Data” table. See the “reliability of projections” section for more details. The birth numbers used in the projections, through 2018, are from the CT Department of Public Health. Any “provisional” numbers reflect a total that is preliminary. Any “estimated” numbers are created using a rolling five-year average, which NESDEC has found to be the most accurate method of estimation. Local clerks have up-to-date information on local births, but do not have access to the number of New Fairfield residents born out-of-state, information which will eventually become known to the CT DPH Vital Statistics Department. Regardless, it is quite possible that real estate turnover will have increased further, bringing in additional new families: see the “Projections” page.

NESDEC has found that the following factors are relevant to the analysis of your Enrollment Projections.

### **Hidden Trends Within the District**

The two factors now at work that will have the greatest effect upon future enrollments are: (1) a decreasing number of births to New Fairfield residents and (2) an expected continuation of the out-migration of families.

**Births:** The analysis of births as they relate to kindergarten is important to consider as it constitutes the potential enrollment pool for kindergarten. The students currently in Grades 1-10 were born during a period when New Fairfield was averaging 105 births per year. More recently, and expected over the next 6-7 years, New Fairfield now is averaging about 97 births per year, about -8 fewer births per year than previously. The relationship between New Fairfield births and Kindergarten enrollments is displayed on the B-K graph. Kindergarten enrollments over the last five years has experienced a range of 112-150 students. Kindergarten is one of the more difficult grades to project, as the projection is based upon birth data recorded five years earlier and is influenced by new families moving to New Fairfield.

**In- or Out-Migration of Students:** Like many nearby communities, New Fairfield continues to experience fluctuations in enrollment and in-migration in Grades 1-8. There are additional trends and countertrends to consider. More so than other grade levels, **Grades 1-8 in most districts, taken as a group, tend to be relatively stable in numbers.** Grades 9-12 are excluded from the calculation, as in many communities there tends to be additional fluctuation for reasons having little to do with students moving in/out of the community. Regarding the Grade 1-8 enrollment stability, if last year the Grade 1-7 total was 1,000 children, if no one moved in or out, this fall’s Grades 2-8 would equal about 1,000 – the same cohort of children. Because Grades 1-8 tend to be the most stable in total K-12 enrollment, these Grades 1-8 are potential places to discover “hidden trends” that otherwise might go unnoticed and provide a useful yardstick by which to measure a district’s tendency toward in-/out-migration. In the case of New Fairfield, we know that the district had been experiencing an in-migration of school-age children (with increases in 7 out of 8 years, leading to a net increase averaging +18 students). The presence of in-migration in Grades 1-8 would be evidence of the complexity of enrollments in these unsettled economic times. Analysis of these hidden trends can provide an additional benchmark by which

to assess enrollment trends.

**Forecasting Kindergarten and Grade 9:** The two most difficult grades to forecast in all districts are Kindergarten and Grade 9. The latter is difficult to anticipate, as there are so many options for Grade 9: vocational or agricultural schools, private or parochial non-public schools, etc. Kindergarten can be difficult to project based upon births alone, especially in a changing real estate market like New Fairfield at the present time, as many districts have large numbers of “net move-ins/move-outs” who are ages 1-4. Some districts take extra steps to track 3- and 4-year-olds with a local census, or report to NESDEC the known number of 4-year-olds in local pre-schools/nursery schools that typically enroll Kindergarteners in the district. Knowing this information helps NESDEC to project Kindergarteners more reliably, as does data from the Kindergarten Screening in districts, which also tracks 3- and 4-year-old siblings (or neighbors) at that time. New Fairfield’s in-migration of residents remains an important variable in the new class of Kindergarteners each year and is well worth tracking in order to periodically update the estimated number of newly arrived children. The more data that is sent to NESDEC regarding the incoming Kindergarten class, the greater the chance that enrollment surprises will be minimized.

**Trends in Real Estate Sales:** Every day across America, 10,000 “Baby Boomers” celebrate their 65<sup>th</sup> birthdays, a phenomenon which will continue for the next 8 years. New England has a disproportionately large share of these senior citizens, many of whom had planned to “downsize” their living arrangements, yet postponed putting homes on the market due to the Great Recession. Millennials, many of whom postponed home buying, are now purchasing homes in record numbers. School enrollments are influenced strongly by the number of real estate sales, as these contribute to new families moving into many districts. In over 80% of districts, the number of real estate sales is 4-5 times larger than the number of building permits for new residential construction. **Thus, the number of real estate sales often is a more important factor than the number of building permits.** The global economy continues to be somewhat unsettled, yet NESDEC has assumed that there will be increasing economic stability on the national and regional levels. In the case of New Fairfield, an average of 236 single-family homes were being sold annually in 2001-2007 “on the bubble” prior to the 2008 Recession, a pace which slowed to only an average of 121 sales for 2008-12. An average of 129 single-family homes were sold annually in 2013-2020. The number of homes sold through August of 2021 (165 single-family homes) is on a pace that could reach 200 by year’s end. The median sales price for single-family homes has ranged from \$300,000 - \$400,000 for the past 10 years and is currently \$457,500 through August 2021. (Data source: The Warren Group)

## Analyzing Your Enrollment

1. After the "YEAR" column can be found the "BIRTHS" column. The number of births to residents for each of eleven years is displayed. Note any trends, e.g., have births been decreasing? increasing? leveling off? Kindergarten and Grade 1 enrollments normally are quite responsive to these fluctuations.
2. Look **down** the K and 1 columns, noting the direction of the trend. This affords a comparison of these classes over a ten-year period. Add the K and Grade 1 enrollments of the first school year recorded and compare them with the sum of the current K and Grade 1 enrollments.
3. Take the first K class and follow it diagonally to trace its movement to Grade 1, 2, etc. up to its current 10th grade status. This comparison (which can be accomplished for other classes also) gives some measure of the effects of migration in your school district. If a sixth grade class today is larger than it was as a K class six years ago, then net in-migration probably has occurred; if it is smaller, then net out-migration probably has occurred.
4. Compare each K class with the previous year's graduating class. Note which is larger and by what amount one surpasses the other. Larger graduating classes generally reflect declining enrollments; larger K classes generally indicate increasing enrollments.
5. In the "Grade Combinations" section, note the trends of elementary, middle school and high school enrollments. A significant and consistent trend in these summaries usually results in the corresponding trend for projected enrollments. If enrollments are leveling off in the elementary grades after a period of decline, then the secondary enrollments might be expected to continue to decline for several years until the leveling off experience has had time to take hold at the secondary grades.

## Using This Information Electronically

If you would like to extract the information contained in this report for your own documents or presentations, you can use screenshots, which can be inserted into PowerPoint slides, Word documents, etc. Because screenshots create graphics, the image is not editable. Please feel free to contact us if you need assistance in this matter, by phone (508-481-9444) or by email ([ep@nesdec.org](mailto:ep@nesdec.org)).



**New Fairfield Public Schools  
New Fairfield, CT**

**2021-22 Enrollment Projection Report**

# Enrollment Summary

The global pandemic continues to influence our nation's public health and economic stability in unpredictable ways. As such, it is still too early to identify many of the factors that could impact school enrollments. Over the past school year, we have seen fluctuations in the real estate market and job trends, which have impacted student attendance patterns. Moreover, during the past school year, we have seen how school enrollment patterns can differ substantially from one district to another, with some districts losing students while others experience an influx of students.

We are pleased to send you the past, present, and projected enrollments for your District. New this year, we have added graphs that highlight Historical and Projected Enrollments in Grade Combinations. We have received the figures given to us by the District and we assume that the method of collecting the enrollment data has been consistent from year to year. Of note, projections are generally more reliable when they are closest in time to the current year. Projections four to ten years out may serve as a guide to future enrollments.

In light of this, NESDEC has added a "Second Semester refresher" enrollment projection at no cost to affiliates.

The NESDEC enrollment projection fell within +50 students of the K-12 total, 2,015 students projected vs. 2,065 enrolled. One variance of +20 students occurred at K-2, where 399 students were projected vs. 419 enrolled, and at grades 3-5, where 429 students were projected vs. 444 enrolled. Ratios have been adjusted.

Births have decreased by -8 from a ten-year average of 105 to an average of 97 annually. Enrollment in Grades 1-8 is usually pretty stable and a good predictor. For the past eight years, grades 1-8 were adding an average of +8 net "move-ins" of students in the following year.

Over the next three years, K-2 enrollments are projected to increase by +22 students, Grades 3-5 enrollments are projected to increase by +24 students, Grades 6-8 enrollments are projected to decline by -21 students, and 9-12 enrollments are projected to decline by -4 students, as students move through the grades.

# Historical Enrollment

School District: **New Fairfield, CT**

11/1/2021

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2006	128	2011-12	73	172	146	197	191	194	209	203	234	248	287	234	255	231	0	2801	2874
2007	125	2012-13	67	154	163	151	204	196	201	216	206	232	256	280	232	248	0	2739	2806
2008	125	2013-14	66	162	151	170	157	201	203	204	216	206	247	246	261	241	0	2665	2731
2009	85	2014-15	85	139	158	162	174	154	199	209	204	216	213	240	240	268	0	2576	2661
2010	117	2015-16	67	153	130	151	165	173	152	193	198	199	230	213	228	245	0	2430	2497
2011	102	2016-17	77	136	153	138	152	164	172	152	190	201	188	226	211	235	0	2318	2395
2012	100	2017-18	74	150	139	153	137	153	170	180	154	190	190	186	225	206	0	2233	2307
2013	85	2018-19	77	112	157	139	156	141	161	174	184	158	183	189	194	223	0	2171	2248
2014	95	2019-20	89	143	115	152	144	161	139	174	175	189	152	179	185	187	0	2095	2184
2015	95	2020-21	71	119	149	116	153	149	169	144	179	174	181	151	182	194	0	2060	2131
2016	93	2021-22	68	129	137	153	132	159	153	176	160	183	169	178	147	189	0	2065	2133

\*Birth data provided by Public Health Vital Records Departments in each state.

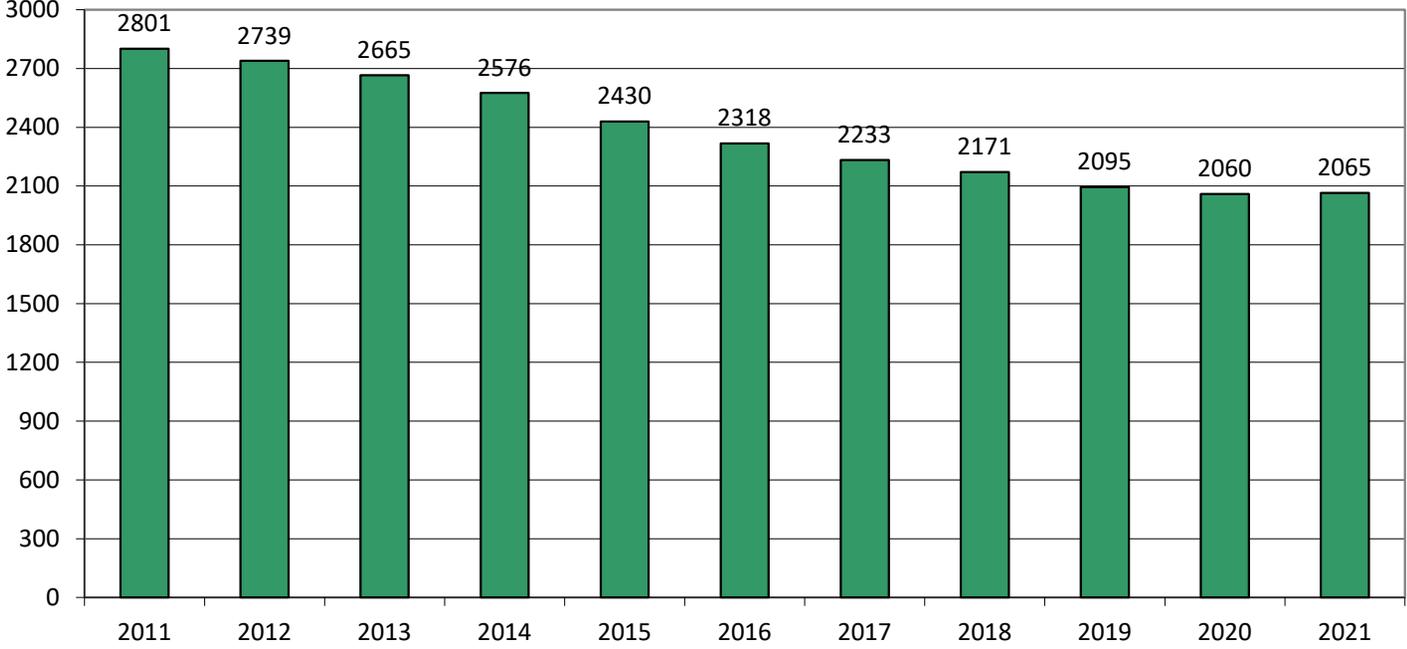
Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	PK-2	K-2	3-5	6-8	PK-8	K-8	9-12
2011-12	1182	1109	588	515	594	685	1867	1794	1007
2012-13	1136	1069	535	468	601	654	1790	1723	1016
2013-14	1110	1044	549	483	561	626	1736	1670	995
2014-15	1071	986	544	459	527	629	1700	1615	961
2015-16	991	924	501	434	490	590	1581	1514	916
2016-17	992	915	504	427	488	543	1535	1458	860
2017-18	976	902	516	442	460	524	1500	1426	807
2018-19	943	866	485	408	458	516	1459	1382	789
2019-20	943	854	499	410	444	538	1481	1392	703
2020-21	926	855	455	384	471	497	1423	1352	708
2021-22	931	863	487	419	444	519	1450	1382	683

Historical Percentage Changes			
Year	K-12	Diff.	%
2011-12	2801	0	0.0%
2012-13	2739	-62	-2.2%
2013-14	2665	-74	-2.7%
2014-15	2576	-89	-3.3%
2015-16	2430	-146	-5.7%
2016-17	2318	-112	-4.6%
2017-18	2233	-85	-3.7%
2018-19	2171	-62	-2.8%
2019-20	2095	-76	-3.5%
2020-21	2060	-35	-1.7%
2021-22	2065	5	0.2%
<b>Change</b>		<b>-736</b>	<b>-26.3%</b>



# Historical Enrollment

K-12, 2011-2021



# Projected Enrollment

School District: **New Fairfield, CT**

11/1/2021

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2016	93		2021-22	68	129	137	153	132	159	153	176	160	183	169	178	147	189	0	2065	2133
2017	98		2022-23	69	135	138	137	162	137	163	161	185	163	176	166	178	150	0	2051	2120
2018	109		2023-24	70	151	145	138	145	168	140	171	169	189	157	173	166	181	0	2093	2163
2019	97		2024-25	71	134	162	145	146	150	172	147	179	172	182	155	173	169	0	2086	2157
2020	89	(prov.)	2025-26	72	123	144	162	154	151	154	181	154	183	166	179	155	176	0	2082	2154
2021	97	(est.)	2026-27	73	134	132	144	172	159	155	162	190	157	176	164	179	158	0	2082	2155
2022	98	(est.)	2027-28	74	135	144	132	153	178	163	163	170	194	151	173	164	182	0	2102	2176
2023	98	(est.)	2028-29	75	135	145	144	140	158	182	171	171	173	187	149	173	167	0	2095	2170
2024	96	(est.)	2029-30	76	132	145	145	153	145	162	191	179	174	167	184	149	176	0	2102	2178
2025	96	(est.)	2030-31	77	132	142	145	154	158	149	170	200	183	168	164	184	152	0	2101	2178
2026	97	(est.)	2031-32	78	134	142	142	154	159	162	156	178	204	176	165	164	187	0	2123	2201

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

\*Birth data provided by Public Health Vital Records Departments in each state.

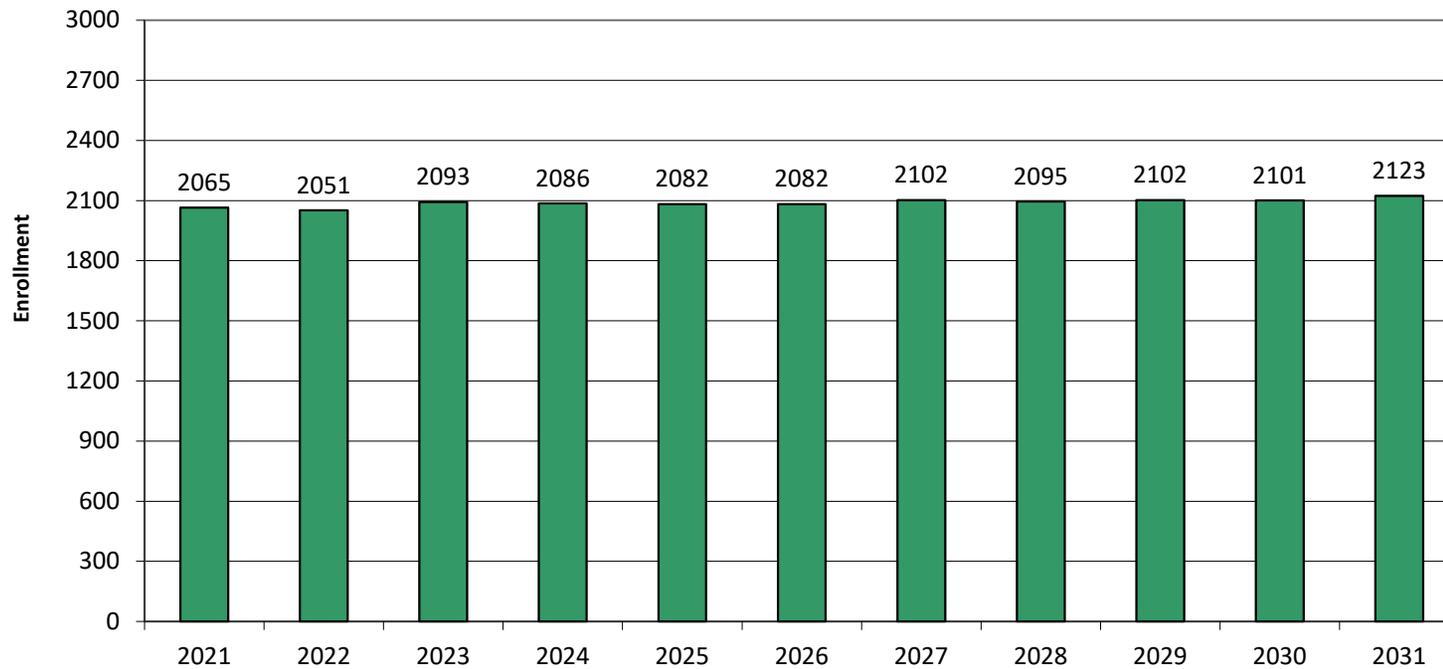
Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	PK-2	K-2	3-5	6-8	PK-8	K-8	9-12
2021-22	931	863	487	419	444	519	1450	1382	683
2022-23	941	872	479	410	462	509	1450	1381	670
2023-24	957	887	504	434	453	529	1486	1416	677
2024-25	980	909	512	441	468	498	1478	1407	679
2025-26	960	888	501	429	459	518	1478	1406	676
2026-27	969	896	483	410	486	509	1478	1405	677
2027-28	979	905	485	411	494	527	1506	1432	670
2028-29	979	904	499	424	480	515	1494	1419	676
2029-30	958	882	498	422	460	544	1502	1426	676
2030-31	957	880	496	419	461	553	1510	1433	668
2031-32	971	893	496	418	475	538	1509	1431	692

Projected Percentage Changes			
Year	K-12	Diff.	%
2021-22	2065	0	0.0%
2022-23	2051	-14	-0.7%
2023-24	2093	42	2.0%
2024-25	2086	-7	-0.3%
2025-26	2082	-4	-0.2%
2026-27	2082	0	0.0%
2027-28	2102	20	1.0%
2028-29	2095	-7	-0.3%
2029-30	2102	7	0.3%
2030-31	2101	-1	0.0%
2031-32	2123	22	1.0%
Change	58	2.8%	

\*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

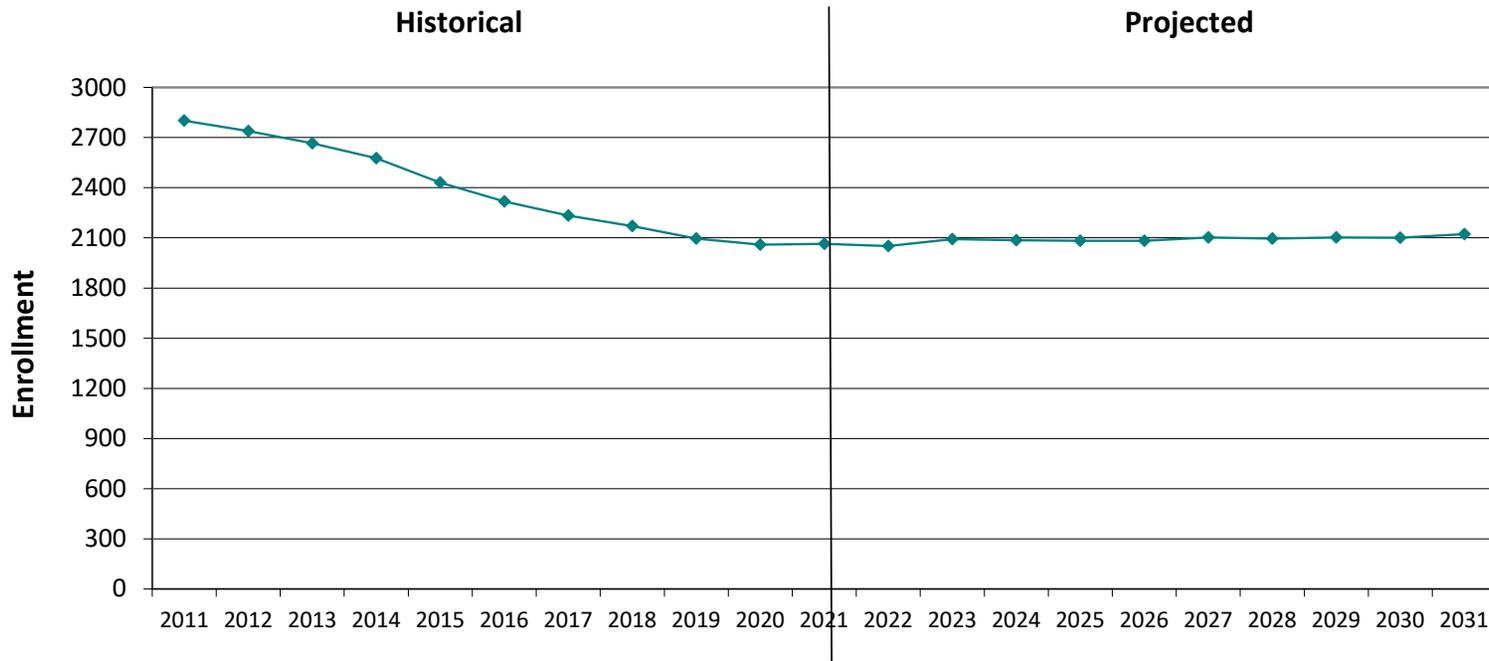
# Projected Enrollment

K-12 To 2031 Based On Data Through School Year 2021-22

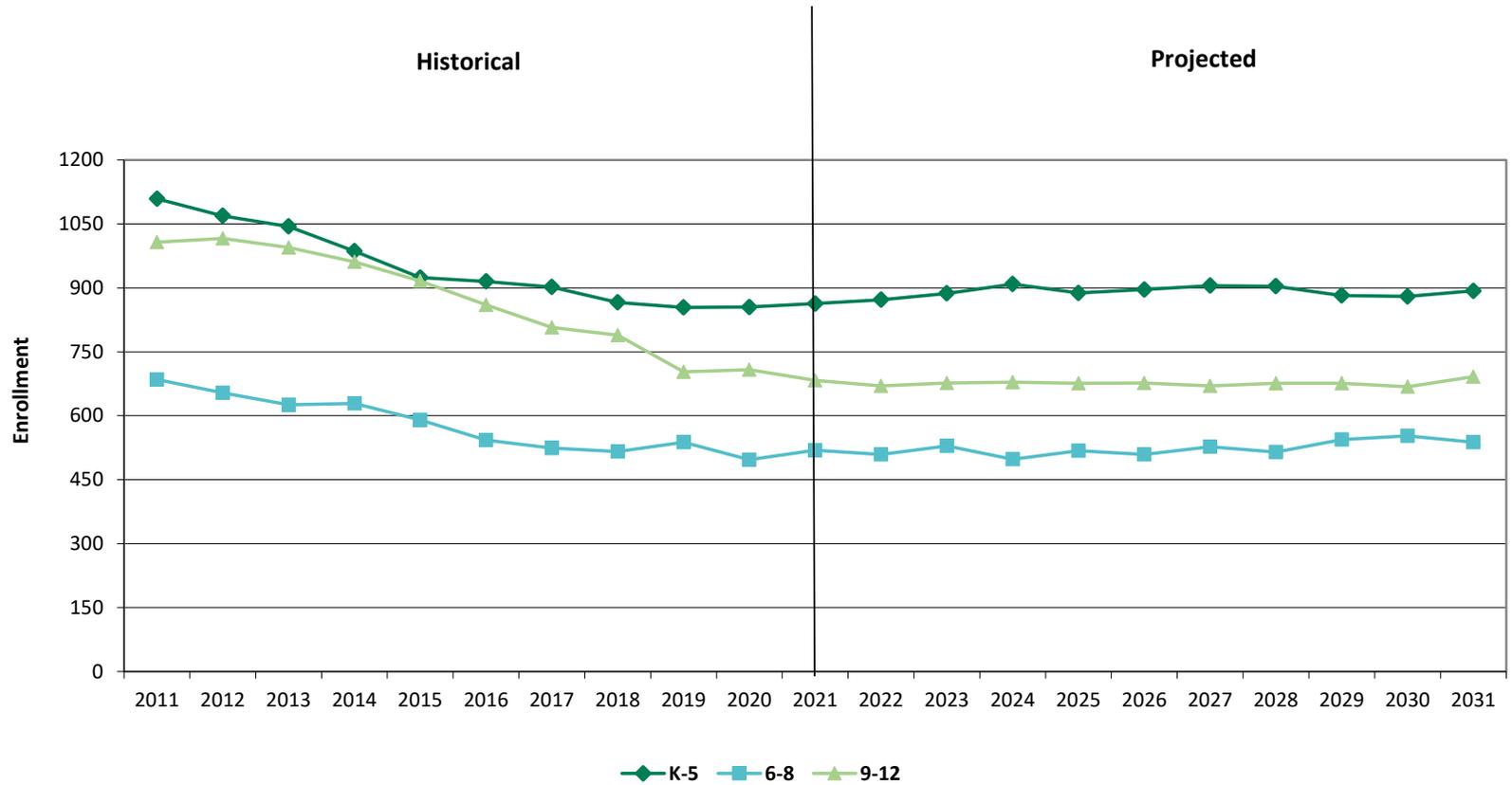


# Historical & Projected Enrollment

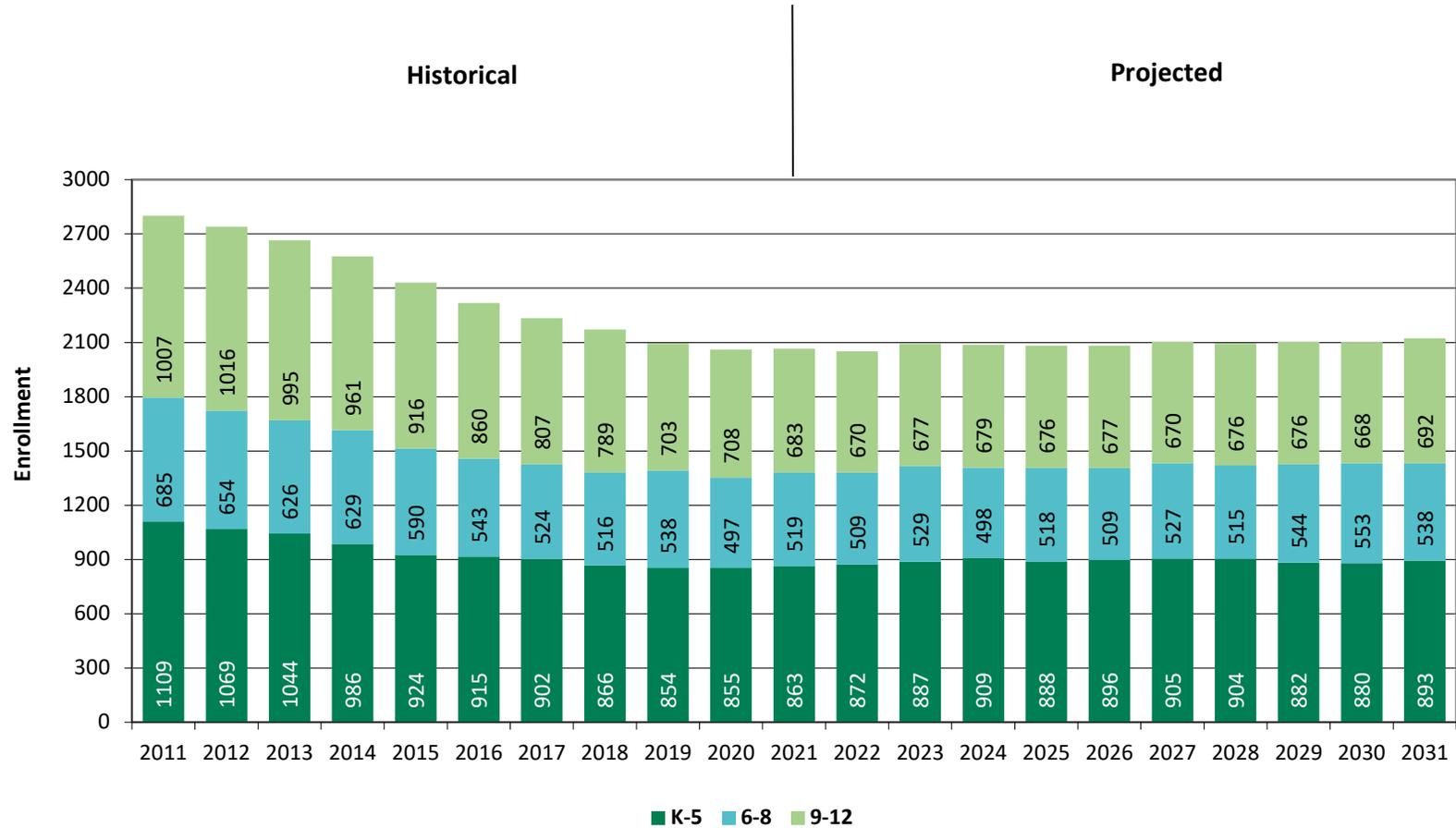
**K-12, 2011-2031**



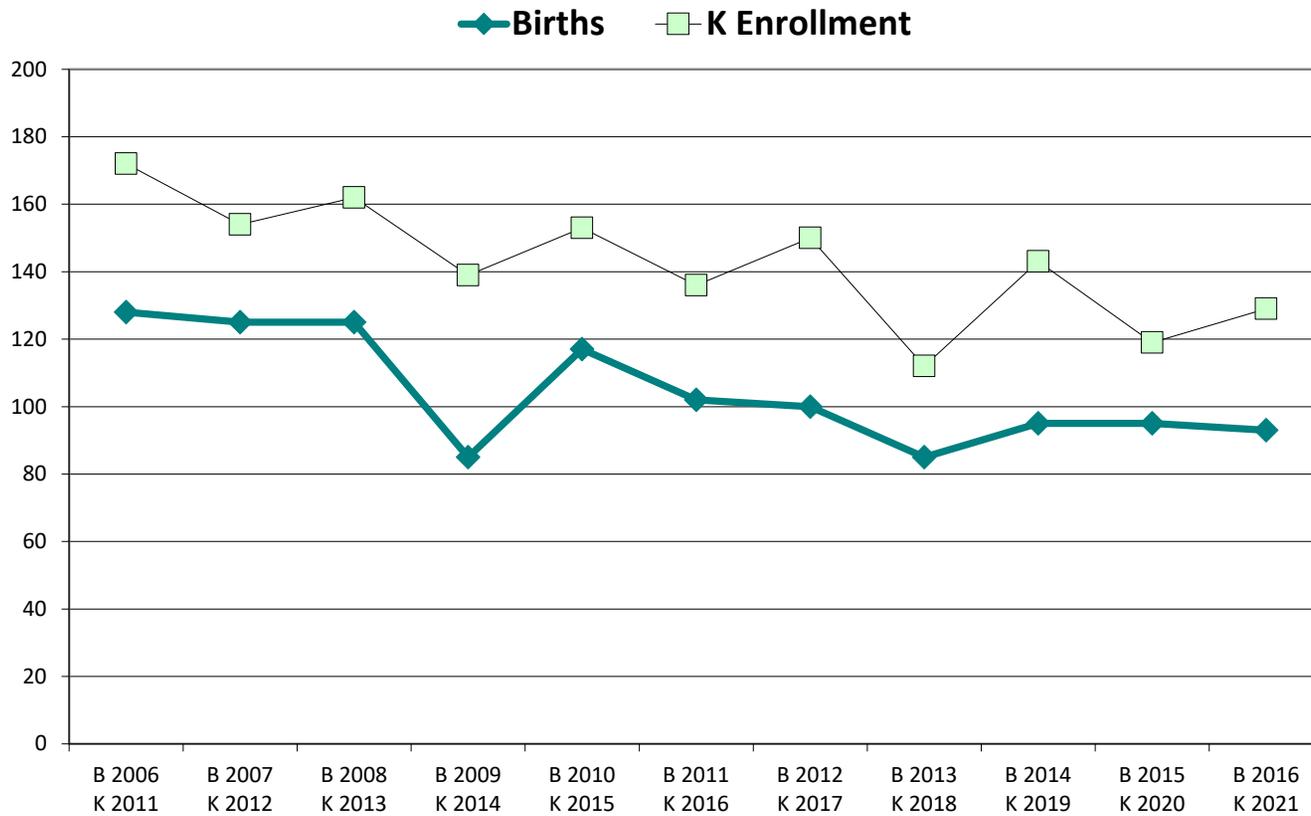
# Historical & Projected Enrollments in Grade Combinations



# Historical & Projected Enrollments in Grade Combinations



# Birth-to-Kindergarten Relationship



# Additional Data

Building Permits Issued (Source: HUD)		
Year	Single-Family	Multi-Units
2011	6	0
2017	6	0
2018	8	0
2019	6	0
2020	9	0
2021	4 to date	0 to date

Enrollment History*		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2011-12	38	n/a
2017-18	29	n/a
2018-19	38	n/a
2019-20	39	n/a
2020-21	48	n/a
2021-22	57	n/a

Residents in Non-Public Independent and Parochial Schools (General Education)*														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	n/a													

K-12 Home-Schooled Students*	
2021	25

K-12 Residents in Charter or Magnet Schools, or Choiced-out*	
2021	25

K-12 Special Education Outplaced Students*	
2021	5

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents*	
2021	0

\*The above data were provided by the district, with the exception of building permit data (provided by HUD).

"n/a" signifies that information was not provided by District.

## New England's PK-12 Enrollments The "Big Picture"

From 2018 to 2029, the U.S. Department of Education anticipates changes in PK-12 enrollment of +3.3% in the South; +0.9% in the West, -1.8% in the Midwest; and -2.6% in the Northeast.

State	Fall 2018 PK - 12	Fall 2029 Projected	PK-12 Decline	% Change, 2018-2029
CT	526,634	478,000	-48,634	-9.2%
ME	180,461	174,500	-5,961	-3.3%
MA	962,297	945,400	-16,897	-1.8%
NH	178,515	166,100	-12,415	-6.9%
RI	143,436	139,900	-3,536	-2.5%
VT	87,074	82,000	-5,074	-5.8%

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, Table 203.20, August 2020

Note: Data collected prior to 2020 Coronavirus pandemic.

Although most New England districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from one district to the next. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other districts remaining stable.

# Reliability and Use of this Document

## PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment forecasts. NESDEC uses this method, but modifies it in order to move away from forecasts that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific information into the generation of enrollment forecasts (such as in/out-migration of students, resident births, HUD-reported building permits, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2018-19 increased to 104 students in Grade 2 in 2019-20, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

## RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Projections are generally most reliable when they are closest in time to the current year, and the more stable the variables noted above, the easier and more reliable the projections. Projections six to ten years out may serve as a guide to future enrollments and are useful for facility planning purposes, but they should be viewed as subject to change, given the likelihood of changes in the underlying assumptions/trends.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable; the second level of reliability will be for those children already **born into the community but not yet old enough to be in school**. The least reliable category is the group for which an estimate must be made to **predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the "Projected Enrollment" slide/page.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October.** This service is available at no cost to affiliated school districts.

## USING THIS INFORMATION ELECTRONICALLY

If you would like to extract the information contained in this report for your own documents or presentations, you can use screenshots, which can be inserted into PowerPoint slides, Word documents, etc. Because screenshots create graphics, the image is not editable. Please feel free to contact us if you need assistance in this matter, by phone (508-481-9444) or by email ([ep@nesdec.org](mailto:ep@nesdec.org)).

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

**NEW FAIRFIELD BOARD OF EDUCATION  
SCHEDULE OF REGULAR MEETINGS  
2022**

January 6	June 16
January 20	August 4
February 3	August 18
February 15* <i>(*This meeting occurs on the third Tuesday of February.)</i>	September 1
March 3	September 15
March 17	October 6
April 7	October 20
April 27* <i>(*This meeting occurs on the fourth Wednesday of April.)</i>	November 3
May 5	November 17
May 19	December 1
June 2	December 15

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

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

**COMMUNICATIONS/COMMUNITY OUTREACH  
SUBCOMMITTEE  
SCHEDULE OF REGULAR MEETINGS  
2022**

January 6

March 3

May 5

September 1

November 3

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

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

**SPECIAL EDUCATION AD HOC SUBCOMMITTEE  
SCHEDULE OF REGULAR MEETINGS  
2022**

February 3

April 7

August 4

October 6

December 1

The Special Education Ad Hoc Subcommittee is scheduled to meet at 6:00 p.m. prior to the first regular Board of Education meeting of the month. There are no meetings scheduled for January, March, May, June, July, September, and November. Unless otherwise posted, all meetings will be held in the New Fairfield Community Room, 33 Route 37, New Fairfield, CT.

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

**BUSINESS OPERATIONS/RESOURCE MANAGEMENT  
SUBCOMMITTEE  
SCHEDULE OF REGULAR MEETINGS  
2022**

January 20

February 15\*

*(\*This meeting occurs on the  
third Tuesday of February.)*

March 17

April 27\*

*(\*This meeting occurs on the  
fourth Wednesday of April.)*

May 19

June 16

August 18

September 15

October 20

November 17

December 15

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

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

**CURRICULUM/INSTRUCTION SUBCOMMITTEE  
SCHEDULE OF REGULAR MEETINGS  
2022**

January 24

February 28

March 28

April 25

May 23

August 22

September 26

October 24

November 28

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

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

**POLICY SUBCOMMITTEE  
SCHEDULE OF REGULAR MEETINGS  
2022**

January 26

February 23

March 23

April 13\*

*(\*This meeting occurs on the  
second Wednesday of April.)*

May 25

August 24

September 28

October 26

November 16\*

*(\*This meeting occurs on the  
third Wednesday of November.)*

December 14\*

*(\*This meeting occurs on the  
second Wednesday of December.)*

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