

Board of Education Regular Meeting 2022

Thursday, January 6, 2022 7:00 PM

BOE Meeting Access: BOE (1/6/22 at 7 p.m.) Web: <https://zoom.us/j/92425382926>

Dial In: (929) 205-6099 Meeting ID: 942 2538 2926 , 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF THE MINUTES

III.A. December 13, 2021 - Special

III.B. December 16, 2021 - Regular

IV. APPROVAL OF THE AGENDA

V. 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]

VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS

VI.A. Chairman's Report

VI.B. Superintendent's Report

VI.C. Student Representatives' Report

VI.D. Committee Reports

VI.D.1. Communications/Community Outreach Subcommittee (Kathy Baker)

VI.E. Liaison Reports - none

VII. INFORMATION ITEMS

VII.A. COVID Update

VII.B. New Fairfield High School/Consolidated School Building Project Update

VIII. ACTION ITEMS

VIII.A. Personnel Report

VIII.B. New Course Proposals

VIII.B.1. Advanced Music Technology

VIII.B.2. Black and Latino Studies

VIII.B.3. ECE Popular Music and Diversity in American Society

VIII.C. Board of Education Policies

VIII.C.1. Policy 6146 - Graduation Requirements

VIII.C.2. Bylaw 9320 - Board of Education Meetings

VIII.D. Paraprofessional Leave of Absence Request *(To be voted on after Executive Session)*

IX. **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]

X. **FUTURE AGENDA ITEMS**

XI. **BOARD MEMBER COMMENTS**

XII. **EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING PARAPROFESSIONAL LEAVE OF ABSENCE REQUEST**

XIII. **ADJOURNMENT**

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

The New Fairfield Board of Education held a special workshop meeting on Monday, December 13, 2021, at 6:00 p.m. in the New Fairfield High School Library/Media Center, 54 Gillotti Road, New Fairfield, CT.

MINUTES – December 13, 2021

PRESENT: Kathy Baker, Dominic Cipollone (Chairman), Kimberly LaTourette (arrived at 7:20 p.m.), Samantha Mannion, Ed Sbordone and Stephanie Strazza

ABSENT: Tim Blair, Greg Flanagan, Amy Johnson

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 Principal James D’Amico, Middle School Principal Christine Baldelli, Meeting House Hill School Assistant Principal Allyson Story, Consolidated School Principal Rob Spino

I. CALL TO ORDER: Chairman Dominic Cipollone called the meeting to order at 6:19 p.m.

II. PLEDGE OF ALLEGIANCE

III. DINNER

IV. 2022-23 BUDGET PRIORITIES - Discussion centered around the current budget and the 2022-23 budget. Possible reductions were also discussed.

V. ADJOURNMENT

MOTION: Dom Cipollone made a motion to adjourn the meeting at 8:06 p.m. Ed Sbordone seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

Respectfully submitted,
Dr. Pat Cosentino

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

The New Fairfield Board of Education held a regular meeting on Thursday, December 16, 2021, at 7:00 p.m. via Zoom.

MINUTES – December 16, 2021

PRESENT: Dominic Cipollone (Chairman), Kathy Baker, Tim Blair, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, 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, High School Principal James D’Amico, Middle School Principal Christine Baldelli, Middle School Assistant Principal Cheryl Milo, Meeting House Hill School Principal James Mandracchia, Meeting House Hill School Assistant Principal Allyson Story, 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 Dominic Cipollone called the meeting to order at 7:01 p.m.

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF MINUTES

A. December 2, 2021- approve by consensus

IV. APPROVAL OF AGENDA

MOTION: Kathy Baker made a motion to approve the agenda for tonight’s meeting with the addition to Executive Session for the purpose of discussing Safety and Security in the Schools. Stephanie Strazza seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

V. MEETING HOUSE HILL SCHOOL CHORUS PRESENTATION - Students of Meeting House Hill School presented the Board with virtual songs from their Concert. Members of the Board thanked the students and their teacher, Kelly Burger, for the wonderful performance.

VI. PUBLIC PARTICIPATION - None

VII. BOARD AND ADMINISTRATIVE COMMUNICATIONS

A. Chairman’s Report - Dominic Cipollone spoke of a social media post about a threat directed at the Middle School. He commended the student that brought this to the administration. Another social media post directed at the high school was received today. He encouraged parents to talk to their children, to monitor their social media use and to take devices away if necessary.

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

- Noted that she was upset about the social media post and understood parents' fears. She reiterated that there is no credible threat to the schools and these threats have been investigated by the local police, State Police and Commissioner of Education. There will be extra police presence at the schools tomorrow. She commended all students that alerted authorities and encouraged anyone that is uncomfortable with any situation, to alert a trusted adult.
- Dr. Cosentino encouraged parents to talk to their children about social media and remind them that anything on social media is permanent.
- Noted that she attended the wonderful Holiday Fair at the library where the STRIDES students sold handmade artwork.
- She met with the STRIDES students on their shopping trip to Five Below and it was very successful.
- Congratulated Sarah Braun for winning first place in the National Poster Contest for anti-vaping.
- There will be an upcoming meeting for BOE members with the attorney about Freedom of Information rules.
- The Wind Ensemble and Chamber Singers will be held on Wednesday, December 22nd at the high school.
- Spoke of the budget for fiscal year 2022-2023 and reminded everyone that the bonding for the two new schools will significantly affect the Mil Rate for this year. At the BOF meeting on December 15th, it was noted that they are requesting that both the BOE and BOS come back with a 0% budget. She encouraged everyone to get involved in the process and learn how budget cuts could affect education.
- Dr. Cosentino will present the budget on January 20th at 6:30 p.m.
- Wished everyone Happy Holidays!!

C. Student Representative Report

Senior Representative Cayden Walker reported on the following:

- Spoke of concerns from fellow students regarding misconduct and vandalism from other students causing many students feel anxious and unsafe in the school.
- Winter Sports have begun at the high school.

Members of the Board of Education thanked Cayden for his honest and upfront report regarding the thoughts of high school students.

D. Committee Reports

1. Business Operations/Resource Management - Greg Flanagan noted that this subcommittee met on December 16th and discussed the following:

- Budget vs. actual and noted that there is a slight deficit in the Special Education budget, but it is hopeful that this will be offset by grants.
- There was a discussion of a recruitment drive for EdAdvance to hopefully recruit drivers.
- The STRIDES program will be getting a new facility in Danbury. A long-term lease is being negotiated.
- There was a discussion of the Capital improvement plan including the removal of the oil tank at the Middle School and improvements to HVAC at the Middle School.

2. Policy - Samantha Mannion noted that this subcommittee met on December 15th. The temporary policy restricting visitors in the building was extended until January, 2022. Two additional policies were on this agenda but were tabled for a future meeting.

E. Liaison Reports

1. Board of Finance - Ed Sbordone encouraged BOE members to watch the BOF meeting of December 15th and noted that the following was discussed:

- The BOF discussed the 2022-2023 budget and noted that they will be requesting a zero percent budget increase for both the Town and the BOE.
- Town Treasurer Terry Friedman discussed the \$35 million bonding for the school projects and how this will affect the 2022-2023 budget.
- Mark Bennison volunteered to be the liaison for the School Safety and Security Committee. Chris D'Esposito and Dave Coleman volunteered to serve in the event of Mark's absence.

2. Parks and Recreation - Kimberly LaTourette noted that the Parks and Rec Committee met on December 13th and discussed:

- The Holiday Light display has begun.
- Camp counselors are needed for Summer Camp. Information is available on the Town's website.

3. Calendar Committee - Ed Sbordone noted that this subcommittee met on December 9th. All groups were represented and were in agreement with the calendar as presented. It was noted that this calendar is not finalized yet and will be discussed in the near future.

VIII. INFORMATION ITEMS

A. COVID Update

Julie Luby reviewed the COVID numbers and quarantine numbers as of today. COVID cases are on the rise but it was noted that these cases are not the students that are on Screen and Stay. She noted that more students are quarantined in the lower grades since they are not fully vaccinated.

B. New Course Proposals (*Second Reading*)

1. Advanced Music Technology
2. Black and Latino Studies
3. ECE Popular Music and Diversity in American Society

C. BOE Policies (*Second Reading*)

1. Policy 6146 - Graduation Requirements
2. Bylaw 9320 - Board of Education Meetings

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

Dr. Rich Sanzo spoke primarily of the CELA project and noted that the steel topping will be going up tomorrow at 10 a.m. BOE members are invited to sign the beam. He spoke of the schedule for the CELA project and noted that roofing materials were secured sooner than anticipated thus projecting that the project will open on time for next year.

Dr. Sanzo thanked the PBC for all their hard work and noted that both projects are on time and on budget.

IX. ACTION ITEMS

A. Personnel Report

MOTION: Kathy Baker made a motion to recommend to the full Board the approval of the Personnel Report for December 9, 2021, as recommended by the administration. Ed Sbordone seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

B. 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

Samantha Mannion spoke of the need to extend temporary policy C-19-1250 regarding visitors, volunteers and access to campus.

MOTION: Samantha Mannion made a motion to suspend the rules referring to Policy C-19-1250. Kimberly LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, 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 February 3, 2022: 1. Policy C-19-1250, Visitors, Volunteers and Access to Campus. Kimberly LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

C. Acceptance of Donation

1. All-Sports Booster Club

MOTION: Kathy Baker made a motion to recommend to the full Board to accept with gratitude the donation of \$2,500 towards the purchase of a BP Turtle Pro Express. Kimberly LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

2. Diamond Club

MOTION: Kathy Baker made a motion to recommend to the full Board to accept with gratitude the donation of \$4,680.60 towards the purchase of a BP Turtle Pro Express. Samantha Mannion seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

X. PUBLIC PARTICIPATION - Resident Kristin Alit spoke of her concerns about security in the schools.

XI. FUTURE AGENDA ITEMS

Kimberly LaTourette asked for an update on the Speak Up program. Samantha Mannion noted that this can be done after January 10th but should be in Executive Session.

XII. BOARD MEMBER COMMENTS

Kathy Baker and Greg Flanagan thanked Student Representative Cayden Walker for his honest report and doing a great job in representing the student body.

Members of the BOE wished everyone Happy Holidays!!

Dominic Cipollone expressed sympathy to former BOE Chairman Peggy Katkocin on the loss of her son.

XIII. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING SCHOOL SECURITY

MOTION: Dominic Cipollone made a motion to go into Executive Session at 8:04 p.m. for the purpose of discussing School Security and to invite Superintendent of Schools Dr. Pat Cosentino, Assistant Superintendent of Schools Julie Luby, Director of Business and Operations Dr. Rich Sanzo,

Director of Technology and Communications Dr. Karen Fildes and High School Principal James D'Amico into the Executive Session. Ed Sbordone seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

MOTION: Kathy Baker made a motion to come out of Executive Session at 9:01 p.m. Greg Flanagan seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

XIV. ADJOURNMENT

MOTION: Dominic Cipollone made a motion to adjourn the meeting at 9:02 p.m. Greg Flanagan seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

Respectfully submitted,
Suzanne Kloos

**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: Advanced Music Technology

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.

Advanced Music Technology will be a semester-long course open to all high school students who have completed Music Tech I (Grades 9-12) beginning with the 2022-2023 school year.

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 explore advanced topics in Music Technology and concentrate on "Real World" applications. Topics include but not limited to: Music Business, Music Production and Audio Engineering. Students will have the opportunity to reinforce and further develop their comprehensive musicianship skills. They will use their individual creativity and working knowledge of music and technology to create projects that build upon topics learned in Music Tech I. Students will learn and demonstrate composition techniques geared towards their individual interests and use production skills to perform their created works and audio recording techniques. Skills in keyboard, guitar, vocals, and any other necessary instruments will be acquired. Collaboration with community artists, organizations, and universities will be pursued to provide students real-world experiences with musical artists and production engineers.

4. Please indicate the target population for this proposal.

Advanced Music Technology aims to build upon the skills learned in Music Tech I. This class will attract students who have an interest in music technology and pursuing a career in production beyond the traditional band and choir setting. This program will continue to 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.

Advanced Music Technology will be an additional course offered within the music department. Advanced Music Technology explores the development and production of sound in a progressively rigorous curriculum to gain the skills to work in the music industry. Students will not only explore, but experience an engaging class that focuses on the creation, recording, mixing, performing, and production of music.

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

All students interested in this class must take Music Tech I

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.

Prerequisite: Music Tech I with a grade of 80 or better. This semester-long course will build upon a student's understanding of music theory and fundamentals of using software and hardware tools for producing music. The class will stress application and creative content, using a series of project-based learning activities which includes student exposure to performing with electronic instruments and vocal recording, multi-track recording (both MIDI sequencing and live instruments), music arranging, and music history. This course is a hands-on, applied class delivering to students an experience with digital music and video editing/recording software applications: GarageBand (Digital Audio Editing Workstation) and iMovie (Video Editing).

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. Apply concepts from physics and acoustics in practical situations to solve sound problems and/or achieve desired outcomes in both sound reinforcement and sound recording.
- b. Develop an understanding of the history and aesthetics of electronic music and demonstrate the effective use of both MIDI-based and non-MIDI hardware and software in the creation and production of electronic music.
- c. Evaluate merits of recording outcomes with an understanding of the technical goals and aesthetic considerations appropriate for a given genre. Distinguish specific audio career paths and the steps needed to become a successful profession in the audio industry.
- d. Develop advanced music production skills involving sequencing, editing, signal processing, mixing and sampling. Instruction is combined with practical application on a digital audio workstation.

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. Sound Reproduction
- b. Electronic Compositions
- c. Mashup and Podcasts
- d. Sight and Sound: Video and Film
- e. Personal Project

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.

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 Advanced Music Technology (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

Date

Department Chair (if applicable)

Date



Principal

11/17/21

Date



Assistant Superintendent

11/17/21

Date

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

Final Project Option #1

Students are going to submit a film scoring portfolio that contains 15 minutes of film scoring. This could be any combination of movie, TV, sports or video games.

15 minutes can be any number of individual videos. At least 3 videos must be submitted.

Criteria for Success

1. Original music composed by the student.
2. Loops and/or Keyboards. NO pre-recorded music.
3. ALL sound effects must be created. NO pre-recorded sound effects.
4. Show volume and pan changes - when and where is up to the student
5. Mix the final score of each video submitted. Mix = EQ, Effects, Volume, etc

Final Project Option #2

Create a 15 minute DJ Mashup. Mashup must include Loops & Samples of MP3's

Criteria for Success

1. MP3 Samples - NO LONGER THAN 15 seconds each
2. Loops- at least 15, as many after that as you want
3. EQ - You must show usage of EQ parameters
4. Volume - You must show usage of volume automation
5. Pan - You must show usage of Pan automation
6. Fades - You must show fade ins and fade outs
7. Audio Effects - You must use at least 3 audio effects
8. Sound Effects - are not included in the Loops count. Use as many as you want.

Final Project Option #3

Using the Careers in Music Business/Management website from the Berklee College of Music you are to select one career from the list to focus on. After selecting that career you are to create a Podcast - 10-15 minutes.

Criteria for Success

1. Overview of the career
2. History of the career
3. How has the career changed over the year
4. How has technology influenced the career
5. Salary
6. Famous people in the field
7. Interview - can you find someone to interview about the career?

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 Black and Latino Studies

Proposal submitted by NFPS & NFHS Administration

School New Fairfield High School

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

This course will be open to grades 11 & 12 students at New Fairfield High School.

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 is a new course that will be a full-year elective course for 11th and 12th grade students. This course will be offered at the College Preparatory level.

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 addition to being required by Connecticut Public Act No. 19-12, this course supports our ongoing efforts to offer a wide range of engaging elective courses to our students, and fosters an appreciation of different perspectives on the world in which they live and their development as Engaged Global Citizens.

4. Please indicate the target population for this proposal.

The target population for this course is any student who wishes to explore American History through the stories of African American/Black and Puerto Rican/Latino people in the United States.

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

This is an additional program at NFHS.

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

This course will be open to juniors and seniors at New Fairfield High School who have earned credit in World History I and World History II. There are no other prerequisite courses.

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 course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

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.

The African American/Black and Puerto Rican/Latino Course of Studies is a one credit, year-long elective in which students will consider the scope of African American/Black and Puerto Rican/ Latino contributions to U.S. history, society, economy, and culture. It utilizes Connecticut's Social Studies Framework themes and inquiry-based approach already familiar to social studies teachers to deliver a content rich and personalized learning experience. The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S.

Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities. This course will contribute to the critical consciousness and civic-mindedness competencies of a twenty-first century graduate, and ultimately facilitate students' interest in pursuing further ethnic, anthropology, or human rights studies in the future.

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?

A detailed description of course topics, scope and sequence, and alignment with Connecticut Social Studies Frameworks can be found at <https://files.serc.co/pa1912/20210701-CIT%20Bl.%20Curriculum%20-%20screen%20-%20v1.pdf>

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.

This course will not require additional staffing and will be offered as an elective option within the Social Studies department at New Fairfield High School. Professional development and training is being supported by the CSDE and SERC for teachers and curriculum leaders in Connecticut.

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

This course does not require a textbook. A wide range of web-based and database resources are available through the SERC curriculum documentation. A budget for supplemental materials has been included in the NFHS administration budget requests to the Superintendent.

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

This course will be an elective within the Social Studies offerings, and assuming flat staffing for the coming school year, the only impact on other programs will be the viability of courses based on student requests, and teachers having an increased number of different preparations.

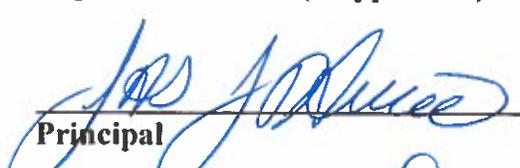
Signatures of those making this proposal:

Teacher

Date

Department Chair (if applicable)

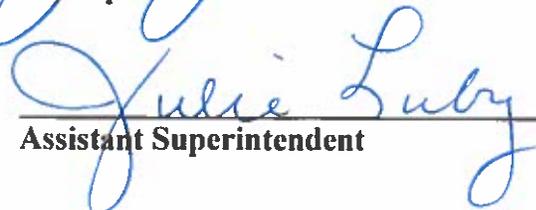
Date



Principal

11/17/21

Date



Assistant Superintendent

11/17/21

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 ECE Popular Music and Diversity in American Society

Proposal submitted by Andrew Gadwah and James D'Amico

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.

ECE Popular Music and Diversity in American Society will be a semester-long course open to all high school students in grades 10-12 beginning with the 2022-2023 school year.

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 fills multiple important needs at New Fairfield High School. It is important for the school to have expanded options for students in music, even if they do not play a musical instrument. This offering creates an additional opportunity for students to meet their arts requirement for graduation.

This course also represents the high school's goal to provide opportunities to earn college credit beyond AP courses. UConn ECE courses provide students with UConn credits and a UConn transcript, augmenting their college applications and offering a rigorous experience while in high school. This course is also an important piece of our school's college and career pathways programming. Students will earn credit for UConn's **MUSIC 1003: Popular Music and Diversity in American Society** course.

4. Please indicate the target population for this proposal.

This course is designed for students who have an interest in music and the essential role that music plays in American society. It is appropriate for both students who participate in musical ensembles and those who do not.

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

This course is an addition to the existing offerings within the music department.

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

Students must be in tenth grade or higher, as the level of coursework is commensurate with earning college credit, and the faculty feels that having at least one year of high school studies completed will provide the best preparation for students. There are no other course prerequisites.

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.

ECE Popular Music and Diversity in American Society is an introduction to popular music and diversity in America: jazz, blues, Top-40 pop, rock, hip-hop, and other genres. This course examines American popular music within the historical and social context of 20th Century and contemporary American society.

This course will encourage you to think critically and creatively about popular music in relation to topics of diversity. We will study significant styles of American popular music, with a focus on select songs that exemplify their respective genres, and explore several recurring themes throughout the course, including:

- the role of popular music as it relates to race, ethnicity, gender, social class, generation, etc.
- the interaction of European American, African American, and Latin American traditions
- the influence of mass media and technology

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.

The course is intended to enhance students' enjoyment and understanding of the music they already know, as well as to introduce them to less familiar styles and genres. Students will develop critical listening skills and become more informed consumers of popular music.

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?

Learning methods will include classroom lectures and discussion, critical reading of primary sources representing diverse experiences, critical listening to audio and video recordings and other projects designed to share learning, complement and enrich the in-class experiences.

Students must take the UConn exam to receive college credit for the course.

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.

This course will not require any special facilities or spaces, as it could be taught in a music room, or even a general use classroom if needed. Training and professional development are provided through the University of Connecticut, generally at no or low-cost to the school. As we re-imagine our music offerings to be accessible by a greater number of students, this course will complement our goals of offering semester-long classes with broad appeal and reduce the number of periods devoted to the concert choir and symphonic band, which are currently spread out over up to three periods. By using our human resources more effectively, we are able to expand our offerings with this course.

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

The anticipated texts for this course are:

American Popular Music: From Minstrelsy to MP3, 6th Edition, by Larry Starr; Christopher Waterman with Brad Osborn. Oxford University Press. The approximate cost of this book is \$115.

The Pop, Rock, and Soul Reader: Histories and Debates 4th Edition, by David Brackett. Oxford University Press. The approximate cost of this book is \$50.

These titles have been included in the NFHS 2022-23 budget request to the Superintendent for up to 20 students.

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

This course will augment the program of the entire school by offering students a course that examines the contributions of Americans from different backgrounds to popular music. This course lends itself to collaborative projects with courses in social studies, English, and theater. We anticipate that this course will also generate interest in music classes from students who may not have considered musical studies as a part of their high school program, and that will also potentially generate interest in music technology courses.

4. Please indicate the target population for this proposal.

This course is designed for students who have an interest in music and the essential role that music plays in American society. It is appropriate for both students who participate in musical ensembles and those who do not.

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

This course is an addition to the existing offerings within the music department.

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

Students must be in tenth grade or higher, as the level of coursework is commensurate with earning college credit, and the faculty feels that having at least one year of high school studies completed will provide the best preparation for students. There are no other course prerequisites.

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This course will encourage you to think critically and creatively about popular music in relation to topics of diversity. We will study significant styles of American popular music, with a focus on select songs that exemplify their respective genres, and explore several recurring themes throughout the course, including:

- the role of popular music as it relates to race, ethnicity, gender, social class, generation, etc.
- the interaction of European American, African American, and Latin American traditions
- the influence of mass media and technology

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.

The course is intended to enhance students' enjoyment and understanding of the music they already know, as well as to introduce them to less familiar styles and genres. Students will develop critical listening skills and become more informed consumers of popular music.

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?

Learning methods will include classroom lectures and discussion, critical reading of primary sources representing diverse experiences, critical listening to audio and video recordings and other projects designed to share learning, complement and enrich the in-class experiences.

Students must take the UConn exam to receive college credit for the course.

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.

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Signatures of those making this proposal:

Teacher

Date

Department Chair (if applicable)

Date



Principal

11/17/21

Date



Assistant Superintendent

11/17/21

Date

Existing policy with modification based on P.A. 21-199, Section 4.

Instruction

Graduation Requirements

Introduction

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

Credit Distribution Requirement for the Classes of 2019 - 2022:

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

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

Instruction

Graduation Requirements (continued)

Credit Distribution Requirement for the Class of 2023 and beyond:

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

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

Per statute (C.G.S. 221a(f)) the determination of eligible credits is at the discretion of the Board of Education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The Board may permit a student to graduate during a period of expulsion if the Board determines the student has satisfactorily completed the necessary credits. The graduation requirements shall apply to any student requiring special education except when the Planning and Placement Team (PPT) determines the requirement not to be appropriate.

A credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, (2) through online coursework or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

Instruction

Graduation Requirements (continued)

Academic Advancement Program

The Board of Education permits students in grades eleven and twelve to substitute (1) achievement of a passing score on an existing nationally recognized examination, approved by the State Department of Education, or series of examinations approved by the State Board of Education, (2) a cumulative grade point average determined by the State Board of Education and (3) at least three letters of recommendation from school professionals (defined in 10-66dd), for the required high school graduation requirement. The State Board of Education will issue an Academic Advancement Program Certificate to any student successfully completing such program. The Academic Advancement Program Certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a Connecticut public institution of higher education.

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

Diplomas of Distinction

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

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

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

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

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

Instruction

Graduation Requirements (continued)

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

- | | |
|---|---|
| • Humanities | 9 credits |
| <i>English</i> | <i>4 credits</i> |
| <i>Social Studies</i> | <i>3 credits</i> |
| <i>*including 1 credit of United States History</i> | |
| <i>American Government</i> | <i>0.5 credit</i> |
| <i>Fine & Performing Arts (FAPA)</i> | <i>1 credit</i> |
| <i>English, Social Studies, or FAPA*</i> | <i>.5 credit</i> |
| • STEM | 9 credits |
| <i>Mathematics</i> | <i>4 credits</i> |
| <i>Science</i> | <i>4 credits</i> |
| <i>Career & Technical Education (CTE)*</i> | <i>1 credit</i> |
| • Physical Education & Health | 2 credits |
| <i>Physical Education & Wellness</i> | <i>1 credit</i> |
| <i>Health & Safety Education</i> | <i>1 credit</i> |
| • World Language | 3 credits (in the same language) |
| • Personal Finance | .5 credit |
| • School & Community Service | .5 credit |
| • Senior Enrichment Experience / | 1 credit |
| <i>Attributes of the Graduate</i> | |
| • Open Credits | 1 credit |

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

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

For the Class of 2021 and 2022:

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

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

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

Instruction

Graduation Requirements (continued)

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

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

Diploma of Allied Health Distinction
Diploma of Arts & Design Distinction

The requirements of College and Career Pathways shall be:

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

District's Performance Standards

English Language Arts (ELA)

Definition:

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

Objectives: The student will be able to:

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

Assessment:

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

Instruction

Graduation Requirements

District's Performance Standards

English Language Arts (ELA) (continued)

Implementation:

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

Assistance:

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

Mathematics

Definition:

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

Objectives: The student will be able to:

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

Assessment:

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

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

Instruction

Graduation Requirements

District's Performance Standards

Mathematics (continued)

Implementation:

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

Assistance:

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

Science

Definition:

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

Objectives: The student will be able to:

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

For the Class of 2020 and beyond:

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

Assessment:

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

Instruction

Graduation Requirements

Science (continued)

Implementation:

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

Assistance:

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

Special Circumstances

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

Notification:

Of teachers:

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

Instruction

Graduation Requirements (continued)

Notification:

Of students:

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

Of parent/guardian(s):

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

Appeals

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

Connecticut Seal of Biliteracy

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

Instruction

Graduation Requirements (continued)

Student Success Plans

The Board shall create a student success plan for each enrolled student, beginning in grade six. Such plan shall include a ~~students'~~ student's career and academic choices in grades six to twelve, inclusive. Beginning in grade six, such student success plan shall provide evidence of career exploration in each grade including, but not limited to, careers in manufacturing. The Board shall utilize the Department of Education's issued and revised guidance regarding changes to such student's success ~~plans.~~ plan. In creating such student success ~~plans,~~ plan, consideration shall be given to career and academic choices in computer science, science, technology, engineering and mathematics.

On or after July 1, 2021, the student success ~~plans~~ plan shall be created, if possible, in collaboration with each student and the student's parent/guardian. On or after July 1, 2022, the student success ~~plans~~ plan shall, to the ~~extend~~ extent that it does not conflict with the career choices of the student or his/her parent/guardian, include an academic plan that is in compliance with the Board's challenging curriculum policy. (*Note: such policy is to be adopted by July 1, 2022*)

Legal Reference: Connecticut General Statutes

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

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

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

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

10-221a High school graduation requirements as amended by P.A. 08-138, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes and P.A. 13-247, Budget Implementer Bill, P.A. 15-237, An Act Concerning High School Graduation and P.A. 16-4(SS), section 310, P.A. 17-42, An Act Concerning Revisions to the High School Graduation Requirements, P.A. 17-29, An Act Concerning Connecticut's Seal of Biliteracy, P.A. 19-58 An Act Promoting Careers in Manufacturing to Public School Students and P.A. 21-199 Section 4, An Act Concerning Various Revisions to the Education Statutes.

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

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

Instruction

Graduation Requirements (continued)

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

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

MISSION STATEMENT

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

CORE VALUES & BELIEFS STATEMENT

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

ATTRIBUTES of the GRADUATE

(21st Century Learning Expectations)

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

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

Bylaws of the Board

Board of Education Meetings

The Board of Education recognizes the need to conduct its regular monthly meeting in an efficient and timely manner to accomplish the purpose of the meeting and yet avoid late night sessions. The Board appreciates that avoiding late sessions is necessary to allow the public and press good access to, and understanding of, the Board's activities.

For the above reasons, meetings of the Board of Education shall end 3½ hours after the start time. A meeting may be extended only under extreme circumstances by a two-thirds vote. A majority vote may postpone unfinished agenda items to be handled at an additional special meeting, or at the next regular meeting.

The Board encourages public participation during the public comment portions of the meeting. The Chairperson reserves the right to limit public comment. Furthermore, the public is encouraged to attend the Board of Education subcommittee meetings where public discussion of issues is welcomed.

It is important that Board members and the public cooperate with the following guidelines:

1. Board meetings will start promptly at the stated time, or as soon as a quorum is present.
2. School program presentations will be limited to 15 minutes.
3. Speakers, Board of Education members and the public should observe rules of common etiquette. There will be no personal attacks on Board members and employees.
4. Each speaker, Board of Education and public, should try to speak directly to the point in as concise a manner as possible and should not repeat a previous comment. 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)~~ **thirty (30)** minutes **total for the entire meeting**. Individuals who wish to speak longer are encouraged to attend any and all related subcommittee meetings where most of the board's groundwork is done. The board values public input, but due to these time limitations, asks individuals to be concise and to observe the rules of common courtesy. [9320(a) of Board By-laws]

Bylaws of the Board

Board of Education Meetings (continued)

5. Public comments are for the Board's information and do not necessarily require a reply at that time. If the Chairperson deems an immediate reply is in order, the Chairperson will select an appropriate Board person (i.e., Board member, school personnel) to reply.
6. When at all possible, public questions about personal school matters should be communicated directly to the involved teacher, principal, etc., before addressing them to the Board.

Bylaw adopted by the Board: June 23, 1999
Bylaw revised: May 3, 2007
Bylaw revised: April 1, 2021

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut