

# Board of Education Regular Meeting 2022

Thursday, August 18, 2022 7:00 PM

BOE Meeting Access: BOE (8/18/22 at 7 p.m.) Web:

<https://zoom.us/j/92380685158> Dial In: (929) 205-6099 Meeting ID: 923 8068 5158, 3 Brush Hill Road, New Fairfield, CT 06812

## I. CALL TO ORDER

## II. PLEDGE OF ALLEGIANCE

## III. APPROVAL OF THE MINUTES

## IV. APPROVAL OF THE AGENDA

### IV.A. August 4, 2022 - Regular

- 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 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. 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. Committee Reports

VI.C.1. Business Operations/Resource Management

VI.D. Liaison Reports - none

## VII. INFORMATION ITEMS

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

VII.B. Superintendent's Entry Plan

## VIII. INFORMATION/ACTION ITEMS

VIII.A. Enrollment Update

## IX. ACTION ITEMS

IX.A. Personnel Report

- 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 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. 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 meeting on Tuesday, August 4, 2022, at 7:00 p.m. in the New Fairfield Community Room, 33 Route 37, New Fairfield, CT.

**MINUTES – August 4, 2022**

**PRESENT:** Dominic Cipollone (Chairman), Kathy Baker, Tim Blair, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

**ABSENT:** Greg Flanagan

**ALSO PRESENT:** Superintendent of Schools Dr. Kenneth Craw, Director of Business and Operations Carrie DePuy, Director of Technology Dr. Karen Fildes, Pupil Personnel Director Katherine Matz, Consolidated School Principal Rob Spino, and Special Education Supervisor Melissa Busnel

**I. CALL TO ORDER:** Chairman Dominic Cipollone called the meeting to order at 7:02 p.m.

**II. PLEDGE OF ALLEGIANCE**

**III. APPROVAL OF MINUTES**

- A. June 15, 2022 - Special meeting - approved by consensus
- B. June 20, 2022 - Special meeting - approved by consensus

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

**V. PUBLIC PARTICIPATION**

Aline Fogle asked about furniture and equipment that may be left over from the old Consolidated School building and suggested holding a tag sale for community members and have the proceeds go towards the building project.

**VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS**

A. Chairman's Report - Dominic Cipollone spoke of the following:

- Welcomed Superintendent of Schools Dr. Kenneth Craw to his first official BOE meeting.
- Noted that he is looking forward to a successful 2022-2023 school year.

B. Superintendent's Report - Superintendent of Schools Dr. Kenneth Craw spoke of the following:

- Thanked everyone for the warm welcome to the district.
- Spoke of the successful leadership retreat held in the district recently and thanked Assistant Superintendent of Schools Julie Luby for putting together the agenda for the retreat.
- Thanked Alyce Misuraca for her presentation during the retreat.
- Spoke of an "Entry Plan" for the district. He will present the Board with a written draft at the next BOE meeting.

D. Committee Reports

1. Special Education Ad Hoc- Stephanie Strazza noted that this committee met on August 4<sup>th</sup> and discussed staffing for the district. They discussed the possibility of adding another section to the ELC program.

#### E. Liaison Reports

1. Board of Finance - Ed Sbordone noted that the BOF is met on June 15<sup>th</sup> and July 20<sup>th</sup> and discussed:

- An update on the school building projects and noted that everything is on time and on budget.
- The BOF voted to keep O'Connor Davies as the Town's audit firm.
- The BOF formed a subcommittee for long-term capital planning.
- They discussed the possibility of having in-person office hours for the BOF. Any decisions regarding this were tabled.
- The BOF voted in favor of an additional appropriation for an additional SRO officer at the new CELA building. There will be a Town Meeting on Tuesday, August 30<sup>th</sup> at 7:00 p.m. in the Senior Center to vote on this additional appropriation. Everyone is encouraged to attend.
- A presentation for from the PPS Director to the BOF was tabled.
- They discussed projects that may be funded with ARPA funds.
- They decided to have in-person BOF meetings at least once per quarter.
- There was a discussion of possible changes to the Public Comment policy which was met with a lot of controversy. No decisions have been made regarding this yet.

### **VII. INFORMATION ITEMS**

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

Dr. Craw spoke of the school building updates and noted that both projects are on time. Director of Business and Operations Carrie DePuy showed pictures of the progress of both schools. There was a brief discussion of when the school will be open for teachers to set up classrooms.

#### B. Enrollment

The Board reviewed enrollment for the 2022-2023 year and it was noted that there is a possibility that there may be an additional 25 students over what was anticipated.

Pupil Personnel Director Katherine Matz discussed enrollment for ELC. She spoke of the number of Special Education students and compared to the number of typical peers. Currently, the budget allows for six sections with three in the morning and three in the afternoon with 16 seats in each section. She spoke of the possibility of adding additional students or an additional section if parent referrals necessitate more Special Education eligible students. There was a brief discussion of the possibility of not having an integrated program. It was decided that no decision needs to be made at this point. Samantha Mannion asked for a list of implications for the program if it were to become a non-integrated program.

### **VIII. ACTION ITEMS**

#### A. Personnel Report

**MOTION:** Kathy Baker made a motion to recommend to the full Board the approval of the Personnel Report for July 28, 2022, as recommended by the administration. Ed Sbordone seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

B. Board of Education Policy

Suspension of the Rules (referring to Policy 6141.52)

1. Policy 6141.52 - Challenging Curriculum Policy

**MOTION:** Samantha Mannion made a motion to suspend the rules referring to Policy 6141.52. Kathy Baker seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

Samantha Mannion gave a brief explanation of the need for changes to this policy.

**MOTION:** Samantha Mannion made a motion to recommend to the full Board the approval of Board of Education Policy 6141.52 as presented. Kimberly LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

C. Acceptance of Donation

1. Anonymous Donation to NFHS Boys' Swim Team

**MOTION:** Kathy Baker made a motion to recommend to the full Board to accept with gratitude the donation of \$1,000 for the Boys' Swim Team for the 2022-23 school year. Stephanie Strazza seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

2. New Fairfield Youth Basketball Inc.

**MOTION:** Kathy Baker made a motion to recommend to the full Board to accept with gratitude the donation of \$10,000 to be used for the replacement of the High School and Middle School gym scoreboards. Stephanie Strazza seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

**IX. PUBLIC PARTICIPATION**

Aline Fogle encouraged the BOE and the classroom teachers to schedule a time for elementary students to meet with teachers and visit their schools before the first day of school. She spoke in favor of having an additional ELC section and spoke of her support of bringing back specials to the ELC program.

**X. FUTURE AGENDA ITEMS - None**

**XI. BOARD MEMBER COMMENTS**

Kimberly LaTourette encouraged everyone to rest and relax before the start of the school year.

**XII. ADJOURNMENT**

**MOTION:** Dominic Cipollone made a motion to adjourn the meeting at 7:58 p.m. Kathy Baker seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

Respectfully submitted,  
Suzanne Kloos

## Superintendent's Entry Plan (Draft) 2022-23

Priorities	Activities
<p>1. Establish a successful and productive superintendent/board relationship.</p>	<p><u>Entry Plan</u> Review entry plan with the board; share publicly.</p> <p><u>Interviews</u> Conduct 1:1 interviews with board members.</p> <p><u>Retreats</u> Superintendent meets with the board to provide legal updates, establish priorities, review superintendent goals and engage in professional learning opportunities for the board/superintendent team. Hold 1-2 retreats with the BOE for the 2022-23 school year.</p> <p><u>Norm Setting</u> Reaffirm/set norms for meeting and for working collaboratively. Meeting norms and protocols are refined and outlined in writing. Review protocols and expectations for responding to stakeholder concerns.</p> <p><u>Communication</u> With input from the BOE, discuss and agree upon strategies for effective communication. Establish modes of effective communication with the chair, board and school community.</p> <p><u>BOE committees</u> Discuss committee goals, structure and effectiveness of the current model with the board.</p>
<p>2. Establish relationships with stakeholders and gather feedback to inform goal setting and strategic planning.</p>	<p><u>Meetings &amp; Interviews</u> Meet with internal and external stakeholders individually or in groups through meet and greets, focus groups, and classroom visits. Using a set of semi-structured interview questions, gather information regarding strengths, areas of growth and opportunities for the district.</p> <p><u>Identify Themes and Patterns</u> Look for trends in the feedback received from administrators, staff, parents, students and community members. Questions used to elicit feedback are shared publicly along with key themes identified.</p> <p><u>Reflect on Feedback</u> Feedback from stakeholders will be used to inform strategic planning. Information gleaned will be incorporated into the district goals and the strategic planning process.</p>

<p>3. Successfully open and complete Cons/MHHS building project.</p>	<p><u>Open the Cons/MHHS Campus</u> Closely monitor the building project to receive clearance to open Cons/MHHS on time.</p> <p><u>Teacher Meet &amp; Greets</u> In collaboration with head campus principal, teachers will host informal meet and greets with students and their parents.</p> <p><u>Site Tours</u> Coordinate with Cons/MHHS administration community tours of the expanded facility.</p>
<p>4. Engage in understanding New Fairfield's tradition of academic excellence.</p>	<p><u>Review Academic Programs</u> Meet regularly with the assistant superintendent and the director curriculum to discuss academic programs.</p> <p><u>Review Documents</u> Review curriculum maps, professional learning plan, and program of studies.</p> <p><u>Classroom Visits</u> Visit classrooms in all schools and engage in ongoing conversations with students, teachers, paraprofessionals, administrators.</p> <p><u>Special Education</u> Meet regularly with special education administrators; engage in ongoing conversations with special education teachers and related providers. Review any recent evaluations conducted on our special education programs and services.</p> <p><u>Committee Meetings</u> Periodically attend BOE Curriculum and Special Education Committee meetings regarding instructional topics.</p>
<p>5. Actively gather information regarding school security, facilities and the budget.</p>	<p><u>School Security</u> Review school safety and crisis management plans. For the start of the year, coordinate with the Resident State Trooper regarding the expansion of the School Resource Officer program with the addition of an SRO at Cons/MHHS.</p> <p><u>Facilities</u> Conduct periodic walk throughs of school facilities, grounds and athletic complexes. Periodically attend building construction meetings for Cons/MHHS and the new high school.</p> <p><u>Budget Planning</u> Review FY23 budget and capital plan documents, as well as meeting videos. Become familiar with multi-year facilities, energy, transportation and technology contracts. Engage in periodic meetings with the Director of Business and Operations on the allocation and monitoring of resources for the FY23 budget.</p>

6. Effectively communicate with stakeholders.

Listening

“Hitting the ground listening.” Foster two-way communication through various strategies, such as informal chats, coffees, surveys, and forums. Feedback received informs the communication plan and strategic plan.

Introductory Communications

Reach out to stakeholders with introductory communications and e-newsletters.

Social Media

Identify which platforms to be employed and the frequency for each (i.e. Facebook, Twitter, Website), based on the needs of consumers. Social media data analytics will provide valuable information on the effectiveness of certain tools.

Videos/Podcasts

Employ methods, complementary to written communications, such as videos or podcasts.

**New Fairfield Public Schools K-12 Enrollment - Updated 8/16/22**

	Currently Enrolled	In Process	Exiting	*Anticipated sections at time of budget	*Anticipated Enrollment	*Anticipated class sizes at time of budget	Total as of 8/16/22	Current Section Count	Current Class Size
K	53	78	0	8	135	16.9	131	8	16.4
1	133	6	0	7	129	18.4	139	7	19.9
2	137	6	0	7	137	19.6	143	7	20.4
3	153	4	0	7	153	21.9	157	7	22.4
4	129	7	1	6	132	22.0	135	6	22.5
5	162	7	0	7	159	22.7	169	7	24.1
6	150	3	0	8	153	19.1	153	8	19.1
7	173	4	0	8	176	22.0	177	8	22.1
8	156	4	0	8	160	20.0	160	8	20.0
9*	172	12	2	*includes 2 current 8th graders in application stage for other high schools			182		
10	176	7	0				183		
11	177	5	0				182		
12	145	5	0				150		
	148								

\* Based on BoE presentation on 1/20/22 using 10/1/21 enrollment data

	Currently Enrolled	In Process	Exiting	TOTAL	Anticipated Enrollment
CONS	323	90	0	413	401
MHHS	444	17	1	460	444
NFMS	479	11	0	490	489
NFHS	670	29	2	697	677

Does not include ELC

<b>District</b>	<b>2060</b>
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Printed 8/16/22

## New Fairfield Public Schools - ELC Sections - 6 Sections

Document Last Revised 8/16/22

Class #1 AM	Student	Class #2 AM	Student	Class #3 AM	Student
1	Full Day Special Education Student	1	Full Day Special Education Student	1	Full Day Special Education Student
2	Full Day Special Education Student	2	Full Day Special Education Student	2	Full Day Special Education Student
3	Special Education Student	3	Special Education Student	3	Special Education Student
4	Special Education Student	4	Special Education Student	4	Special Education Student
5	Special Education Student	5	Special Education Student	5	Special Education Student
6	Special Education Student	6	Special Education Student	6	Special Education Student
7	Special Education Student	7	Special Education Student (not currently registered)	7	Special Education Student
8	Birth to Three Student (December)	8	Birth to Three Student (November)	8	Birth to Three Student (November)
9	Parent referral, anticipate eligibility by 11/10/22	9	Parent referral in process, anticipate eligibility by 9/28/22	9	Registered Typical Peer
10	Registered Typical Peer	10	Typical Peer (registration and referral in process)	10	Registered Typical Peer
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13	Registered Typical Peer	13	Registered Typical Peer	13	Typical Peer (registration in process)
14	Registered Typical Peer	14	Registered Typical Peer	14	Typical Peer (registration in process)
15	Typical Peer (registration in process)	15	Registered Typical Peer	15	Typical Peer (from waitlist)
16	Typical Peer (registration in process)	16	Typical Peer (registration in process)	16	HOLD for unanticipated referral
<b>Total 9/8/22</b>	<b>7 Sped, 7-Typical (50%)</b>	<b>Total 9/8/22</b>	<b>6- Sped, 7-Typical, 1 in referral (46%)</b>	<b>Total 9/8/22</b>	<b>7 - Sped, 7- Typical (50%)</b>
<b>Anticipated on 1/15/23</b>	<b>9 - Sped, 7- typical (56%)</b>	<b>Anticipated on 1/15/23</b>	<b>10- Sped, 6 Typical (63%)</b>	<b>Anticipated on 1/15/23</b>	<b>8 - Sped, 7- Typical (53%)</b>
<b>Class #1 PM</b>	<b>Student</b>	<b>Class #2 PM</b>	<b>Student</b>	<b>Class #3 PM</b>	<b>Student</b>
1	Full Day Special Education Student	1	Full Day Special Education Student	1	Full Day Special Education Student
2	Full Day Special Education Student	2	Full Day Special Education Student	2	Full Day Special Education Student
3	Special Education Student	3	Special Education Student	3	Special Education Student
4	Special Education Student	4	Special Education Student	4	Special Education Student
5	Special Education Student	5	Move in under referral (September)	5	Special Education Student
6	Special Education Student	6	Birth to Three Student (November)	6	Move in assuming eligibility (September)
7	Birth to Three Student (December)	7	Birth to Three Student (January)	7	Birth to Three Student (March)
8	Birth to Three Student (May)	8	Birth to Three Student (February)	8	Birth to Three Student (March)
9	Birth to Three Student (June)	9	Typical In referral	9	Birth to Three Student (June)
10	Typical Peer In referral	10	Registered Typical Peer	10	Typical Peer (registration & referral in process, anticipate eligibility by 11/10/22)
11	Registered Typical Peer	11	Registered Typical Peer	11	Registered Typical Peer
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14	Typical Peer (registration in process)	14	Registered Typical Peer	14	Typical Peer (registration in process)
15	Typical Peer (registration in process)	15	Typical Peer (registration in process)	15	Typical Peer (registration in process)
16	HOLD for unanticipated referral	16	HOLD for unanticipated referral	16	HOLD for unanticipated referral
<b>Total 9/8/22</b>	<b>6- Sped, 6-Typical (50%)</b>	<b>Total 9/8/22</b>	<b>4- Sped, 6 -Typical, 2- in referral (40%)</b>	<b>Total 9/8/22</b>	<b>5- Sped, 7-Typical 2 in referral (42%)</b>
<b>Anticipated on 1/15/23</b>	<b>8- Sped, 5 Typical (62%)</b>	<b>Anticipated on 1/15/23</b>	<b>8 - Sped, 6 Typical (57%)</b>	<b>Anticipated on 1/15/23</b>	<b>7 - Sped, 5 -Typical (58%)</b>

**Sherman Enrollment in New Fairfield High School**

**As of August 16, 2022**

<b>Grade</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
9			5	4
10			8	6
11			4	9
12			12	4
<b>Total</b>	<b>27</b>	<b>32</b>	<b>29</b>	<b>23</b>

**PreK Enrollment Analysis**  
**August 17, 2022**

**I. Purpose of the Early Learning Center (ELC) Program**

The district must ensure that a free appropriate public education (FAPE) is provided in the least restrictive environment (LRE) for every child with a disability in its jurisdiction ages 3 to 22. The district strives to provide a broad continuum of special education services in-district, rather than sending students to other locations, in order to satisfy the requirement to provide FAPE. The ELC is a special education preschool program designed to provide special education services to eligible preschool-age children in an integrated, inclusive setting.

The ELC program uses a play and language-based approach to learning, designed to provide developmentally appropriate experience for children ages three to four years old to support cognitive, communication, social/emotional, motor, and daily life skills development. The program uses the CT ELDS Framework, Preschool Curricular Goals, and Benchmarks. For students that receive special education services, program recommendations are made specific to the needs of each individual child and are determined by the Planning and Placement Team (PPT).

The ELC program also enrolls “typical”/role model students in order to maintain an “inclusive” setting. In order to be considered an “inclusive” setting, a student’s classroom must be comprised of no more than 50% students identified for special education.

**II. Philosophy**

All students benefit from being educated in an inclusive setting. Children with disabilities, including those with the most significant disabilities and the highest needs, can make significant developmental and learning progress in inclusive settings. Children with disabilities in inclusive settings experience greater cognitive, communication, and social/emotional skill development than children with disabilities who are in separate settings, with this being particularly apparent among children with more significant disabilities.

Typically developing children can show positive developmental and social outcomes from inclusive experiences. They are also capable of demonstrating greater compassion and empathy, and can have a more positive perception of peers with disabilities, as well as developing a better understanding of diversity and disability. Children without disabilities in high-quality inclusive early childhood settings also benefit from developmental specialists who can identify and address delays in development that might otherwise go unnoticed.

**III. Enrollment**

There are currently three morning and three afternoon sections of PreK scheduled for this year, with a cap of 16 students in each section. This number of sections (6) is the same as last year (2021-2022), but we have raised the cap from 14 students to 16 students in each section. This is still comfortably within the Office of Early Childhood recommendation for a maximum preschool class size of 18. The projected proportion of

students with disabilities in each section ranges from 42% to 66% depending on the section and the timing of Birth to Three students becoming eligible.

At this time, there are four seats available for unanticipated parent referrals that result in additional eligible students, which would further increase the proportion of students with disabilities. If additional seats above these four are required, then we could add additional students to each section by increasing class size to 18. This would allow for 16 unanticipated eligible students in total. However, the proportion of students with disabilities would increase to the range of 50% to 72%.

**IV. Trend Data 2019 - 2022**

The following information provides historical information about the number of students who enrolled in the ELC program once the school year began. The columns highlighted suggest that we could reasonably anticipate additional students to become eligible and enroll during the year.

School Year	# of seats held for parent referrals that become eligible during the year	# of parent referrals (not enrolled) made in this school year that became eligible	# of enrolled typical students referred that became eligible	Total ELC enrollment as of June 15	Total identified students w/ IEPs as of June 15	Percent (%) of students w/ IEPs as of June 15	Number of sections of ELC
2018-19	9 seats available	2	3	79	27	34%	8
2019-20	6 seats available	2	7	91	20	22%	Started with 7, added an 8th as enrollment increased
2020-21	9 seats available	4	7	75	29	39%	Started with 8, reduced to 6 based on enrollment
2021-22	6 seats held	7	7	73	35	48%	6

**V. Adding a 4th section - "What if scenario"**

Staffing

Each ELC classroom consists of one special education teacher certified to teach preschool, and two paraprofessionals. The paraprofessionals only work on days that ELC is in session and are therefore 0.8 FTE paraprofessionals.

Staffing	Salary	Fica/Medicare
Paraprofessional (0.8 FTE)	\$19,235.00	\$1,471.48
Paraprofessional (0.8 FTE)	\$19,235.00	\$1,471.48
SpEd Teacher (MA 7)	\$70,636.00	\$1,024.22
<b>Estimated Staff Cost</b>	<b>\$113,073.18</b>	

Opening a fourth ELC classroom will require hiring for a special education preschool teacher and two paraprofessionals. We currently have a posting for a special education preschool teacher to generate a pool of candidates. However, given that the ELC starts on September 8, this will likely require the use of substitutes to staff the fourth classroom to begin the school year.

#### Furniture

An additional set of preschool furniture will be needed for a fourth section of ELC. A new set of furniture would cost approximately \$30,000. It would likely take three months for the furniture to arrive. Existing PreK furniture from Consolidated would be brought over and used in the interim, or could be used in lieu of purchasing a new set of furniture.

#### Revenue

The tuition collected for a typical peer is \$3,500 for 2022-23. If we were to add a fourth section, we could theoretically add 16-20 typical peers, while maintaining slots for seven additional referrals during the school year. Potential revenue generated from additional typical peers is \$56,000 to \$70,000.

#### Rooms

Consolidated School is equipped with four ELC classrooms. Currently, a first-grade class has been assigned to one of the ELC rooms. This room is equipped with first grade furniture. If a fourth classroom of ELC is necessary, the reconfiguration of rooms will include the relocation of this classroom.

New Fairfield Public Schools - ELC Sections - 6 Sections

Document Last Revised 8/16/22

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13	Typical Peer (registration in process)	13	Registered Typical Peer	13	Registered Typical Peer
14	Typical Peer (registration in process)	14	Registered Typical Peer	14	Typical Peer (registration in process)
15	Typical Peer (registration in process)	15	Typical Peer (registration in process)	15	Typical Peer (registration in process)
16	HOLD for unanticipated referral	16	HOLD for unanticipated referral	16	HOLD for unanticipated referral
Total 9/8/22	6- Sped, 6-Typical (50%)	Total 9/8/22	4- Sped, 6 -Typical, 2- in referral (40%)	Total 9/8/22	5- Sped, 7-Typical 2 in referral (42%)
Anticipated on 1/15/23	8- Sped, 5 Typical (62%)	Anticipated on 1/15/23	8 - Sped, 6 Typical (57%)	Anticipated on 1/15/23	7 - Sped, 5 -Typical (58%)

**New Fairfield Public Schools - ELC Sections - 8 Sections**

Document Last Revised 8/16/22

Class #1 AM	Student	Class #2 AM	Student	Class #3 AM	Student	Class #4 AM	Student
1	Full Day Special Education Student	1	Full Day Special Education Student	1	Full Day Special Education Student	1	Full Day Special Education Student
2	Special Education Student	2	Full Day Special Education Student	2	Full Day Special Education Student	2	Special Education Student
3	Special Education Student	3	Special Education Student	3	Special Education Student	3	Special Education Student
4	Special Education Student	4	Special Education Student	4	Special Education Student	4	Special Education Student
5	Special Education Student	5	Special Education Student	5	Special Education Student	5	Special Education Student
6	Birth to Three Student (December)	6	Special Education Student (not currently registered)	6	Birth to Three Student (November)	6	Parent referral in process, anticipate eligibility by 9/28/22
7	Parent referral, anticipate eligibility by 11/10/22	7	Birth to Three Student (November)	7	HOLD for unanticipated referral	7	Typical Peer (registration and referral in process)
8	ADD'L HOLD for unanticipated referral	8	ADD'L HOLD for unanticipated referral	8	ADD'L HOLD for unanticipated referral	8	ADD'L HOLD for unanticipated referral
9	Registered Typical Peer	9	Registered Typical Peer	9	Registered Typical Peer	9	Registered Typical Peer
10	Registered Typical Peer	10	Registered Typical Peer	10	Registered Typical Peer	10	Registered Typical Peer
11	Registered Typical Peer	11	Registered Typical Peer	11	Registered Typical Peer	11	Registered Typical Peer
12	Registered Typical Peer	12	Registered Typical Peer	12	Typical Peer (from waitlist)	12	Typical Peer (registration in process)
13	Typical Peer (registration in process)	13	Typical Peer (registration in process)	13	Typical Peer (registration in process)	13	Typical Peer (registration in process)
14	ADD TYPICAL	14	ADD TYPICAL	14	ADD TYPICAL	14	ADD TYPICAL
15	ADD TYPICAL	15	ADD TYPICAL	15	ADD TYPICAL	15	ADD TYPICAL
16		16		16		16	
Total 9/8/22	5 Sped, 7 typical (42%)	Total 9/8/22	5 Sped, 7 typical (42%)	Total 9/8/22	5 Sped, 7 typical (42%)	Total 9/8/22	5 Sped, 8 typical (39%)
Anticipated on 1/15/23	7 Sped, 7 typical (50%)	Anticipated on 1/15/2023	7 Sped, 7 typical (50%)	Anticipated on 1/15/2023	6 Sped, 7 typical (46%)	Anticipated on 1/15/2023	7 Sped, 7 typical (50%)
Class #1 PM	Student	Class #2 PM	Student	Class #3 PM	Student	Class #4 PM	Student
1	Full Day Special Education Student	1	Full Day Special Education Student	1	Full Day Special Education Student	1	Full Day Special Education Student
2	Special Education Student	2	Full Day Special Education Student	2	Full Day Special Education Student	2	Special Education Student
3	Special Education Student	3	Special Education Student	3	Special Education Student	3	Special Education Student
4	Special Education Student	4	Birth to Three Student (January)	4	Special Education Student	4	Special Education Student
5	Birth to Three Student (December)	5	Birth to Three Student (February)	5	Move in under referral (September)	5	Move in assuming eligibility (September)
6	Birth to Three Student (May)	6	Typical Peer (referral in process, antic. elig. by 11/22)	6	Birth to Three Student (March)	6	Birth to Three Student (November)
7	Birth to Three Student (June)	7	Typical Peer In referral	7	Birth to Three Student (June)	7	Birth to Three Student (March)
8	Typical In referral	8	HOLD for unanticipated referral	8	HOLD for unanticipated referral	8	HOLD for unanticipated referral
9	Registered Typical Peer	9	Registered Typical Peer	9	Registered Typical Peer	9	Registered Typical Peer
10	Registered Typical Peer	10	Registered Typical Peer	10	Registered Typical Peer	10	Registered Typical Peer
11	Typical Peer (registration in process)	11	Registered Typical Peer	11	Typical Peer (registration in process)	11	Registered Typical Peer
12	Typical Peer (registration in process)	12	Typical Peer (registration in process)	12	Typical Peer (registration in process)	12	Typical Peer (registration in process)
13	ADD TYPICAL	13	ADD TYPICAL	13	ADD TYPICAL	13	ADD TYPICAL
14	ADD TYPICAL	14	ADD TYPICAL	14	ADD TYPICAL	14	ADD TYPICAL
15	ADD TYPICAL	15	ADD TYPICAL	15	ADD TYPICAL	15	ADD TYPICAL
16		16		16		16	
Total on 9/8/22	4 Sped, 8 typical (33%)	Total on 9/8/22	3 Sped, 9 typical (25%)	Total on 9/8/22	4 Sped, 7 typical (36%)	Total on 9/8/22	5 Sped, 7 typical (42%)
Anticipated on 1/15/2023	6 Sped, 7 typical (46%)	Anticipated on 1/15/2023	6 Sped, 7 typical (46%)	Anticipated on 1/15/2023	5 Sped, 7 typical (42%)	Anticipated on 1/15/2023	6 Sped, 7 typical (46%)