

Board of Education Regular Meeting 2022

Thursday, November 3, 2022 7:00 PM

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

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF THE MINUTES

III.A. October 20, 2022 - 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 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. Student Representatives' Report

VI.D. Committee Reports

VI.D.1. Curriculum (*Stephanie Strazza*)

VI.D.2. Policy (*Samantha Mannion*)

VI.E. Liaison Reports

VI.E.1. Board of Finance (*Ed Sbordone*)

VI.E.2. Calendar Committee (*Kathy Baker*)

VII. INFORMATION ITEMS

VII.A. NESDEC Enrollment Projections

VII.B. NFHS School Start and End Time Update

VII.C. Sign and Sub Event

VII.D. Food Service Update

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

VII.F. Board of Education Policies (*First Reading*)

VII.G. Policy 7230.2 - Extensions/Renovations or
Replacements

VIII. **ACTION ITEMS**

VIII.A. Personnel Report

VIII.B. Board of Education Policies

VIII.B.1. Policy 5145.511 – Exploitation; Sexual
Harassment

VIII.B.2. Policy 6140 - Curriculum

VIII.B.3. Policy 6172.6 - Distance Education

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 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]*

X. FUTURE AGENDA ITEMS

XI. BOARD MEMBER COMMENTS

XII. ADJOURNMENT

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

The New Fairfield Board of Education held a regular meeting on Thursday, October 20, 2022, at 7:00 pm via Zoom.

MINUTES – October 20, 2022

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. Kenneth Craw, Assistant Superintendent of Schools Julie Luby, Director of Business and Operations Carrie DePuy, Pupil Personnel Director Katherine Matz, New Fairfield High School Principal James D’Amico, New Fairfield High School Assistant Principal Scott Rohwedder, New Fairfield Middle School Principal Karen Gruetzner, Elementary Principal Allyson Story, Director of Technology Paul Gouveia, Director of Curriculum Alyce Misuraca, Special Education Supervisor Melissa Busnel

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. October 6, 2022 - Regular meeting - approved by consensus
 - B. October 12, 2022 - Special meeting - approved by consensus
- IV. APPROVAL OF AGENDA - approved by consensus**
- V. PUBLIC PARTICIPATION - None**
- VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS**
 - A. Chairman’s Report - Dominic Cipollone spoke of the unrest in society lately and asked families to speak to their students about proper behavior and being courteous.
 - B. Superintendent’s Report - Superintendent of Schools Dr. Kenneth Craw spoke of the following:
 - Spoke of the success of the STEAM Program at MHHS.
 - Thanked Pupil Personnel Director Katherine Matz for her wonderful presentation at the joint BOE/BOF meeting on October 12th.
 - A breakfast was held in honor of Bus Drive Appreciation Week.
 - The budget process has begun.
 - The first Data Day was held on October 19th.
 - Student Representatives for the BOE will be back in November.

C. Committee Reports

1. Business Operations/Resource Management - Greg Flanagan noted that this committee met on October 20th and reviewed budget vs. actual for payroll and non-payroll accounts. They reviewed the projected budget and discussed utility expenses and special education expenses. The Google vault reconciliation was reviewed with no problems. The budget calendar for 2022-2023 was discussed.

D. Liaison Reports

1. Board of Finance - Ed Sbordone noted that the BOF met on October 19th. Since he was unable to attend, he will give a report of this meeting at the next regular BOE meeting.

2. Parks and Recreation - Kimberly LaTourette noted that this commission met on October 17th. Upcoming events include the Tricks and Treat event on Friday, Oct. 28th, the Turkey Run on November 20th and the Tree Lighting on Saturday, November 26th.

VII. INFORMATION ITEMS

A. Academic Growth and Achievement Report 2022

Assistant Superintendent of Schools Julie Luby spoke of Academic Growth and Achievement for the entire district and noted that New Fairfield fared better than most districts in the State in response to the pandemic. She spoke of ways to look at the data and gave statistics of how the pandemic affected growth. Many administrators spoke of achievement and growth for English Language Arts, Math, and Science for their respective schools.

Chairman Dominic Cipollone thanked all administrators, teachers, paraprofessionals and everyone involved in education for their hard work.

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

Carrie DePuy noted that the construction for the high school is on schedule. High School Principal James D'Amico noted they will probably not be able to use the current high school after this school year ends.

Carrie DePuy noted that it is hopeful that the demolition and abatement for the old Consolidated School will be completed by early January. The punch list for the MHHS/Consolidated School is being completed. They are also working on a bus route for the MHHS/Consolidated Campus.

Allyson Story noted that the playground at Consolidated/MHHS is being installed.

C. Board of Education Policies (Second Reading)

1. Policy 5145.511- Exploitation; Sexual Harassment
2. Policy 6140 - Curriculum
3. Policy 6172.6 - Distance Education

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 October 13, 2022, as recommended by the administration. 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

B. Acceptance of Grant

Casey Aiezza gave a brief description of the benefits of Trampoline Fitness. This equipment can be used for students in both Consolidated School and Meeting House Hill School.

1. American Heart Association, Inc.

MOTION: Ed Sbordone made a motion to recommend to the full Board the acceptance of the American Heart Association, Inc. Kids Heart Challenge and American Heart Challenge grant in the amount of \$1,772 to support the Trampoline Fitness project at Consolidated School. Kathy Baker 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. Paraprofessional Leave of Absence Request - Executive Session

IX. PUBLIC PARTICIPATION - None

X. FUTURE AGENDA ITEMS - None

XI. BOARD MEMBER COMMENTS

Greg Flanagan thanked the administrators and teachers for tonight's presentation. He spoke of his excitement regarding the improvement of academic achievement.

Ed Sbordone noted that the New Fairfield Rebels will be playing against Joel Barlow this Friday. Both teams are currently undefeated.

Kim LaTourette thanked the PTO parents for all the upcoming activities.

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

MOTION: Dominic Cipollone made a motion to go into Executive Session at 8:31p.m. for the purpose of discussing a paraprofessional leave of absence request and to invite Superintendent of Schools Dr. Ken Craw into the Executive Session. 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: Dominic Cipollone made a motion to come out of Executive Session at 8:36 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

MOTION: Kimberly LaTourette made a motion to recommend to the full Board of Education the approval of Mei-Chih Chen's request for an unpaid leave of absence, commencing Monday, October 24, 2022, through Friday, November 4, 2022, with a return to work on Monday, November 7, 2022. 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

XIII. ADJOURNMENT

MOTION: Dominic Cipollone made a motion to adjourn the meeting at 8:37 p.m. Kathy Baker 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 Fairfield, CT

2022-23 Letter of Analysis



2022-23 Enrollment Projections

TO: Dr. Kenneth Craw, Superintendent, New Fairfield Public Schools, CT
FROM: Karen L. LeDuc, Ph.D.
DATE: 10/27/22
RE: Enrollment Projections

Since the onset of the pandemic in 2020, the global economy has seen fluctuations in real estate markets and job trends, which have impacted student attendance patterns. Over the past few years, we have seen how school enrollment patterns can differ substantially from one district to another, with some districts losing students while others experience an influx of students.

We are pleased to send you the Enrollment Projection Report which displays the past, present, and projected enrollments for the New Fairfield School District. These ten-year projections are designed to provide New Fairfield with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. Included in this report are graphs representing historical and projected grade-by-grade enrollments, as well as historical and projected enrollments in grade combinations. We have received the figures given to us by the district, and we assume that the method of collecting the enrollment data has been consistent from year to year.

The NESDEC forecast for School Year 2021-22 fell within 20 students of the K-12 projected enrollment (2,051 projected vs. 2,071 enrolled). In Grades K-2, 410 students were projected vs. 408 enrolled; in Grades 3-5, 462 students were projected vs. 460 enrolled; in Grades 6-8, 509 students were projected vs. 496 enrolled; and in Grades 9-12, 670 students were projected vs. 707 enrolled.

Enrollment Projection Analysis: Over the next three years, K-2 enrollments are forecast to increase by a total of +11 students, Grades 3-5 enrollments are projected to decrease by -6 students, Grades 6-8 enrollments are projected to increase by +13 students, and Grades 9-12 are projected to decrease by about -21 pupils, as the classes move up the grades. Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the “out-years.” Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors. Building permits have begun to stabilize: see the “Additional Data” table. See the “Reliability of Projections” section for more details. The birth numbers used in the projections, through 2021, are from the CT Department of Public Health. Any “provisional” numbers reflect a total that is preliminary. Any “estimated” numbers are created using a rolling five-year average, which NESDEC has found to be the most accurate method of estimation. Local clerks have up-to-date information on local births, but do not have access to the number of New Fairfield residents born out-of-state, information which will eventually become known to the CT DPH Vital Statistics Department. Regardless, it is quite possible that real estate turnover will have increased further, bringing in additional new families: see the “Projections” page.

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

Hidden Trends Within the District

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

Births: The analysis of births as they relate to kindergarten is important to consider as it constitutes the potential enrollment pool for Kindergarten. The students currently in Grades 1-10 were born during a period when New Fairfield was averaging 102 births per year. More recently, and expected over the next 8-10 years, New Fairfield now is averaging about 105 births per year, about 3 more births per year than previously. The relationship between New Fairfield births and Kindergarten enrollments is displayed on the B-K graph. New Fairfield continues to experience an increased number of “net move-ins” of families with Kindergarten students. For example, in 2017 there were 98 births, and for school year 21-22, New Fairfield enrolled 129 Kindergarteners (an increase of 31 students). Kindergarten enrollments over the last five years have experienced a range of 112-143 students. Kindergarten is one of the more difficult grades to project, as the projection is based upon birth data recorded five years earlier and is influenced by new families moving to New Fairfield.

In- or Out-Migration of Students: Like many nearby communities, New Fairfield continues to experience fluctuations in enrollment and in-migration in Grades 1-8. There are additional trends and countertrends to consider. More so than other grade levels, **Grades 1-8 in most districts, taken as a group, tend to be relatively stable in numbers.** Grades 9-12 are excluded from the calculation, as in many communities there tends to be additional fluctuation for reasons having little to do with students moving in/out of the community. Regarding the Grade 1-8

enrollment stability, if last year the Grade 1-7 total was 1,100 children, and if no one moved in or out, this fall's Grades 2-8 would equal about 1,100 – the same cohort of children. Because Grades 1-8 tend to be the most stable in total K-12 enrollment, these Grades 1-8 are potential places to discover “hidden trends” that otherwise might go unnoticed, and that provide a useful yardstick by which to measure a district's tendency toward in-/out-migration. In the case of New Fairfield, we know that the District had been experiencing an in-migration of school-age children (with increases in 7 out of 8 years, leading to a net increase averaging +19 students). The presence of in-migration in Grades 1-8 would be evidence of the complexity of enrollments in these unsettled economic times. Analysis of these hidden trends can provide an additional benchmark by which to assess enrollment trends.

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

Trends in Real Estate Sales: Every day across America, 10,000 citizens celebrate their 65th birthdays, a phenomenon which will continue for the foreseeable future. Current real estate trends indicate that a large share of these mature citizens had planned to “downsize” their living arrangements but postponed doing so due to the fluctuating real estate market. Millennials, many of whom postponed home buying, are now purchasing homes in record numbers. School enrollments are influenced strongly by the number of real estate sales, as these contribute to new families moving into many districts. Generally, in our work we have become aware that the number of real estate sales is 4-5 times larger than the number of building permits for new residential construction. **Thus, the number of real estate sales can be a more important factor than the number of building permits.** The global economy continues to influence our nation's public health and economic stability in unpredictable ways, especially for our schools. In the case of New Fairfield, an average of 236 single-family homes were being sold annually in 2001-2007 “on the bubble” prior to the 2008 Recession, a pace which slowed to only an average of 121 sales for 2008-12. An average of 204 single-family homes were sold annually in 2013-2021. The number of homes sold through August of 2022 (142 single-family homes) is on a pace that could reach ~200 by year's end. The median sales price for single-family homes has ranged from \$300,000 - \$460,000 for the past 10 years and is currently \$474,500 through August 2022. (Data source: Warren Group)

Analyzing Your Enrollment

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

Using This Information Electronically

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



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

2022-23 Enrollment Projection Report

Table of Contents

Section	Page
Enrollment Summary.....	1
Historical Enrollment Table.....	2
Historical Enrollment Graph.....	3
Projected Enrollment Table.....	4
Projected Enrollment Graph.....	5
Historical & Projected Enrollment Graph.....	6
Historical & Projected Enrollment in Grade Combinations Line Graph.....	7
Historical & Projected Enrollment in Grade Combinations Stacked Column Graph.....	8
Birth to Kindergarten Relationship Graph.....	9
Additional Information	10
New England's PK-12 Enrollment Trends.....	11
Reliability and Use of this Document	12

Enrollment Summary

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

We are pleased to send you this report displaying the past, present, and projected enrollments for the District. These ten-year projections are designed to provide the District with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. Included in this report are graphs representing historical and projected grade-by-grade enrollments, as well as historical and projected enrollments in grade combinations. We have received the figures given to us by the District, and we assume that the method of collecting the enrollment data has been consistent from year to year.

Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the "out-years." Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes. In light of this, NESDEC has added a "Second Semester refresher" enrollment projection at no cost to affiliates. (For more information, please refer to the Reliability and Use of This Document section).

The NESDEC enrollment projection fell within 20 students of the K-12 total, 2,051 students projected vs. 2,071 enrolled.

Births increased by 3 from a previous ten-year average of 105 to a projected average of 102. In most districts, Grades 1-8 are very stable in enrollments. However, there have been increases in 7 of the 8 most recent years, leading to a net increase averaging 19 students per year.

Over the next three years, K-2 enrollments are projected to increase by +11 students, Grades 3-5 enrollments are projected to decrease by -6 students, Grades 6-8 enrollments are projected to increase by +13 students, and Grades 9-12 enrollments are projected to decrease by -21 students, as students move through the grades.

Historical Enrollment

School District: **New Fairfield, CT**

10/27/2022

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2007	125	2012-13	67	154	163	151	204	196	201	216	206	232	256	280	232	248	0	2739	2806
2008	125	2013-14	66	162	151	170	157	201	203	204	216	206	247	246	261	241	0	2665	2731
2009	85	2014-15	85	139	158	162	174	154	199	209	204	216	213	240	240	268	0	2576	2661
2010	117	2015-16	67	153	130	151	165	173	152	193	198	199	230	213	228	245	0	2430	2497
2011	102	2016-17	77	136	153	138	152	164	172	152	190	201	188	226	211	235	0	2318	2395
2012	100	2017-18	74	150	139	153	137	153	170	180	154	190	190	186	225	206	0	2233	2307
2013	85	2018-19	77	112	157	139	156	141	161	174	184	158	183	189	194	223	0	2171	2248
2014	95	2019-20	89	143	115	152	144	161	139	174	175	189	152	179	185	187	0	2095	2184
2015	95	2020-21	71	119	149	116	153	149	169	144	179	174	181	151	182	194	0	2060	2131
2016	93	2021-22	68	129	137	153	132	159	153	176	160	183	169	178	147	189	0	2065	2133
2017	98	2022-23	76	126	140	142	156	135	169	157	179	160	183	178	182	164	0	2071	2147

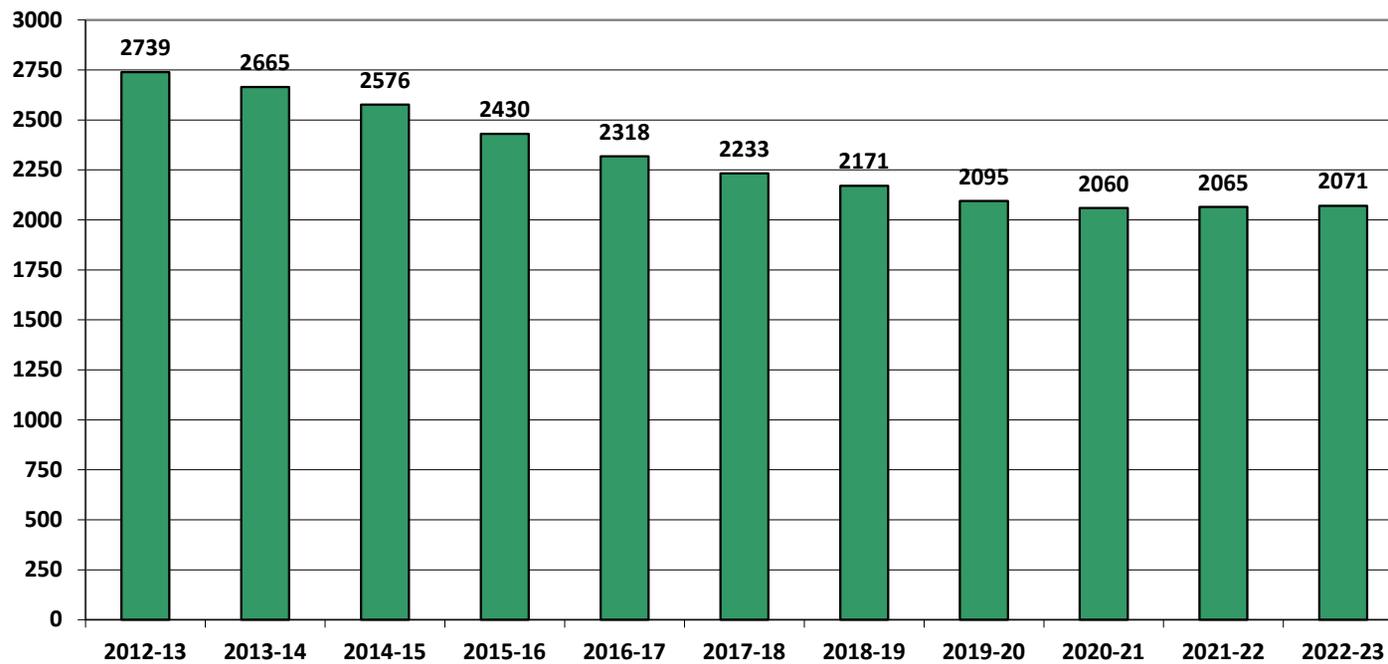
*Birth data provided by Public Health Vital Records Departments in each state.

Historical Enrollment in Grade Combinations									
Year	PK-5	K-5	PK-2	K-2	3-5	6-8	PK-8	K-8	9-12
2012-13	1136	1069	535	468	601	654	1790	1723	1016
2013-14	1110	1044	549	483	561	626	1736	1670	995
2014-15	1071	986	544	459	527	629	1700	1615	961
2015-16	991	924	501	434	490	590	1581	1514	916
2016-17	992	915	504	427	488	543	1535	1458	860
2017-18	976	902	516	442	460	524	1500	1426	807
2018-19	943	866	485	408	458	516	1459	1382	789
2019-20	943	854	499	410	444	538	1481	1392	703
2020-21	926	855	455	384	471	497	1423	1352	708
2021-22	931	863	487	419	444	519	1450	1382	683
2022-23	944	868	484	408	460	496	1440	1364	707

Historical Percentage Changes			
Year	K-12	Diff.	%
2012-13	2739	0	0.0%
2013-14	2665	-74	-2.7%
2014-15	2576	-89	-3.3%
2015-16	2430	-146	-5.7%
2016-17	2318	-112	-4.6%
2017-18	2233	-85	-3.7%
2018-19	2171	-62	-2.8%
2019-20	2095	-76	-3.5%
2020-21	2060	-35	-1.7%
2021-22	2065	5	0.2%
2022-23	2071	6	0.3%
Change		-668	-24.4%

Historical Enrollment

K-12, School Years 2012-13 to 2022-23



Projected Enrollment

School District: **New Fairfield, CT**

10/27/2022

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2017	98		2022-23	76	126	140	142	156	135	169	157	179	160	183	178	182	164	0	2071	2147
2018	109		2023-24	76	147	132	143	148	161	140	175	164	180	156	183	179	190	0	2098	2174
2019	97		2024-25	77	131	154	135	149	153	167	145	183	165	176	156	184	187	0	2085	2162
2020	91		2025-26	77	123	138	158	141	154	159	173	152	184	161	176	157	192	0	2068	2145
2021	128	(prov.)	2026-27	78	173	129	141	165	146	160	164	181	153	180	161	177	164	0	2094	2172
2022	105	(est.)	2027-28	78	141	182	132	147	170	152	166	172	182	149	180	162	185	0	2120	2198
2023	106	(est.)	2028-29	79	143	148	186	138	152	177	157	174	173	178	149	181	169	0	2125	2204
2024	105	(est.)	2029-30	79	142	150	152	194	142	158	183	164	175	169	178	150	189	0	2146	2225
2025	107	(est.)	2030-31	80	144	149	154	159	200	148	163	192	165	171	169	179	157	0	2150	2230
2026	110	(est.)	2031-32	80	149	151	153	161	164	208	153	171	193	161	171	170	187	0	2192	2272
2027	107	(est.)	2032-33	81	144	156	155	160	166	171	215	160	172	188	161	172	178	0	2198	2279

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

Based on an estimate of births

Based on children already born

Based on students already enrolled

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

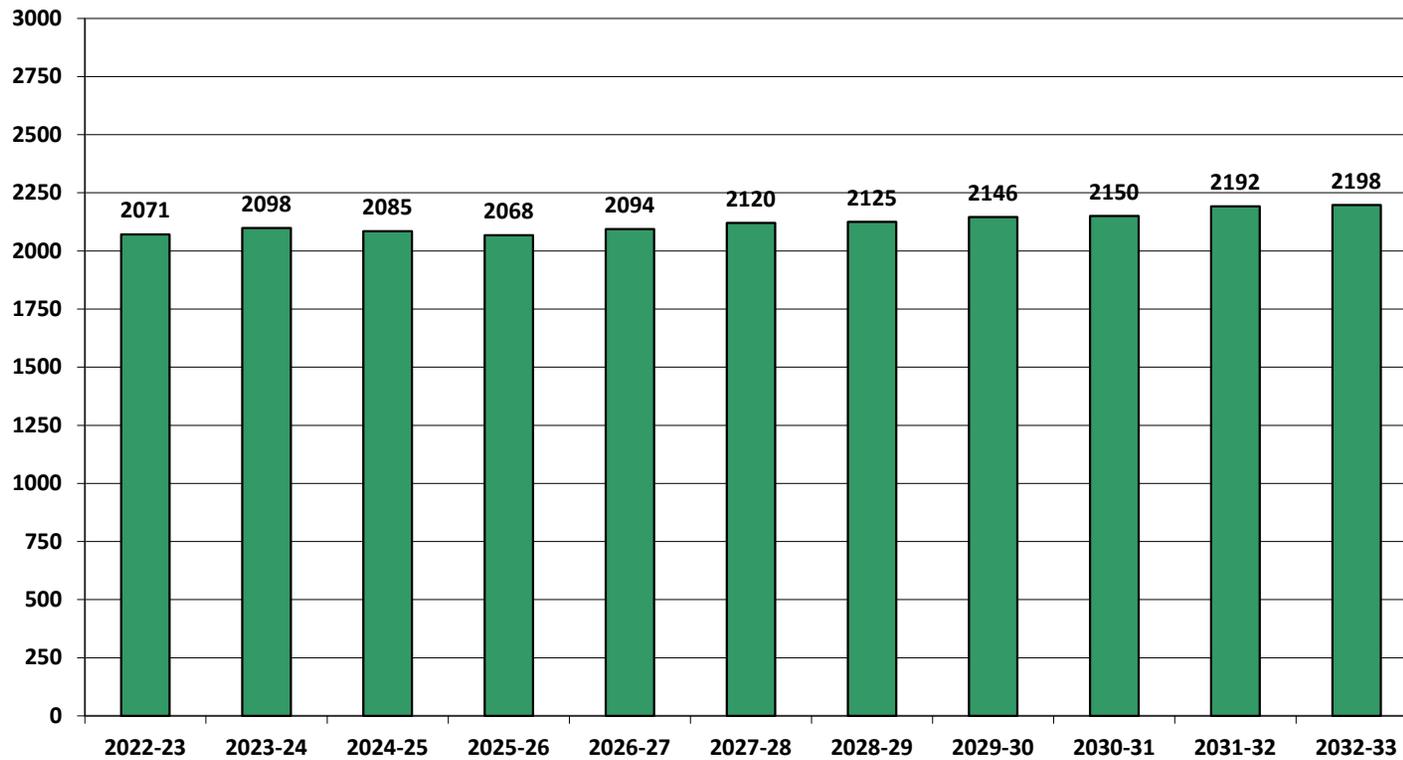
Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	PK-2	K-2	3-5	6-8	PK-8	K-8	9-12
2022-23	944	868	484	408	460	496	1440	1364	707
2023-24	947	871	498	422	449	519	1466	1390	708
2024-25	966	889	497	420	469	493	1459	1382	703
2025-26	950	873	496	419	454	509	1459	1382	686
2026-27	992	914	521	443	471	498	1490	1412	682
2027-28	1002	924	533	455	469	520	1522	1444	676
2028-29	1023	944	556	477	467	504	1527	1448	677
2029-30	1017	938	523	444	494	522	1539	1460	686
2030-31	1034	954	527	447	507	520	1554	1474	676
2031-32	1066	986	533	453	533	517	1583	1503	689
2032-33	1033	952	536	455	497	547	1580	1499	699

Projected Percentage Changes			
Year	K-12	Diff.	%
2022-23	2071	0	0.0%
2023-24	2098	27	1.3%
2024-25	2085	-13	-0.6%
2025-26	2068	-17	-0.8%
2026-27	2094	26	1.3%
2027-28	2120	26	1.2%
2028-29	2125	5	0.2%
2029-30	2146	21	1.0%
2030-31	2150	4	0.2%
2031-32	2192	42	2.0%
2032-33	2198	6	0.3%
Change		127	6.1%

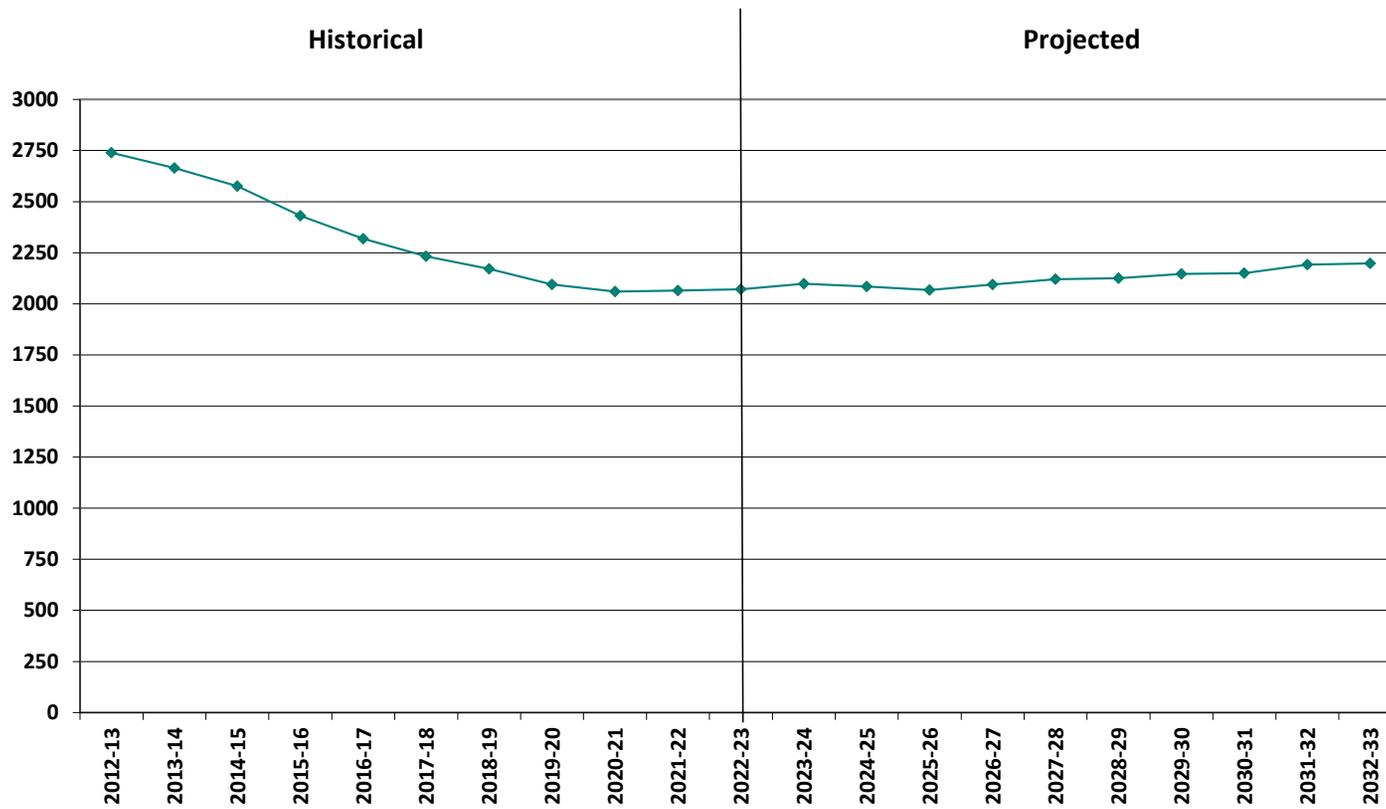
*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

Projected Enrollment

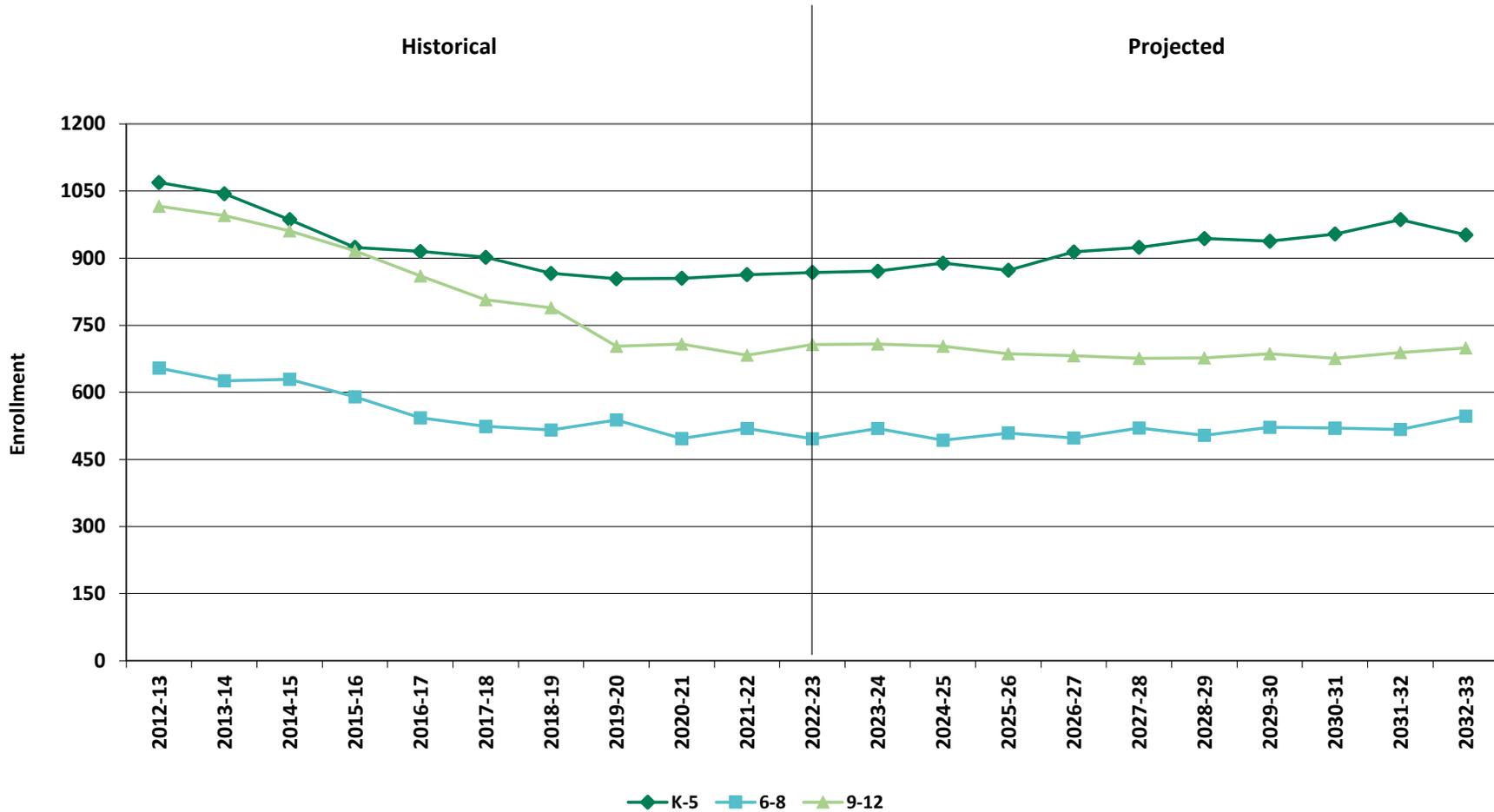
K-12, School Years 2022-23 to 2032-33



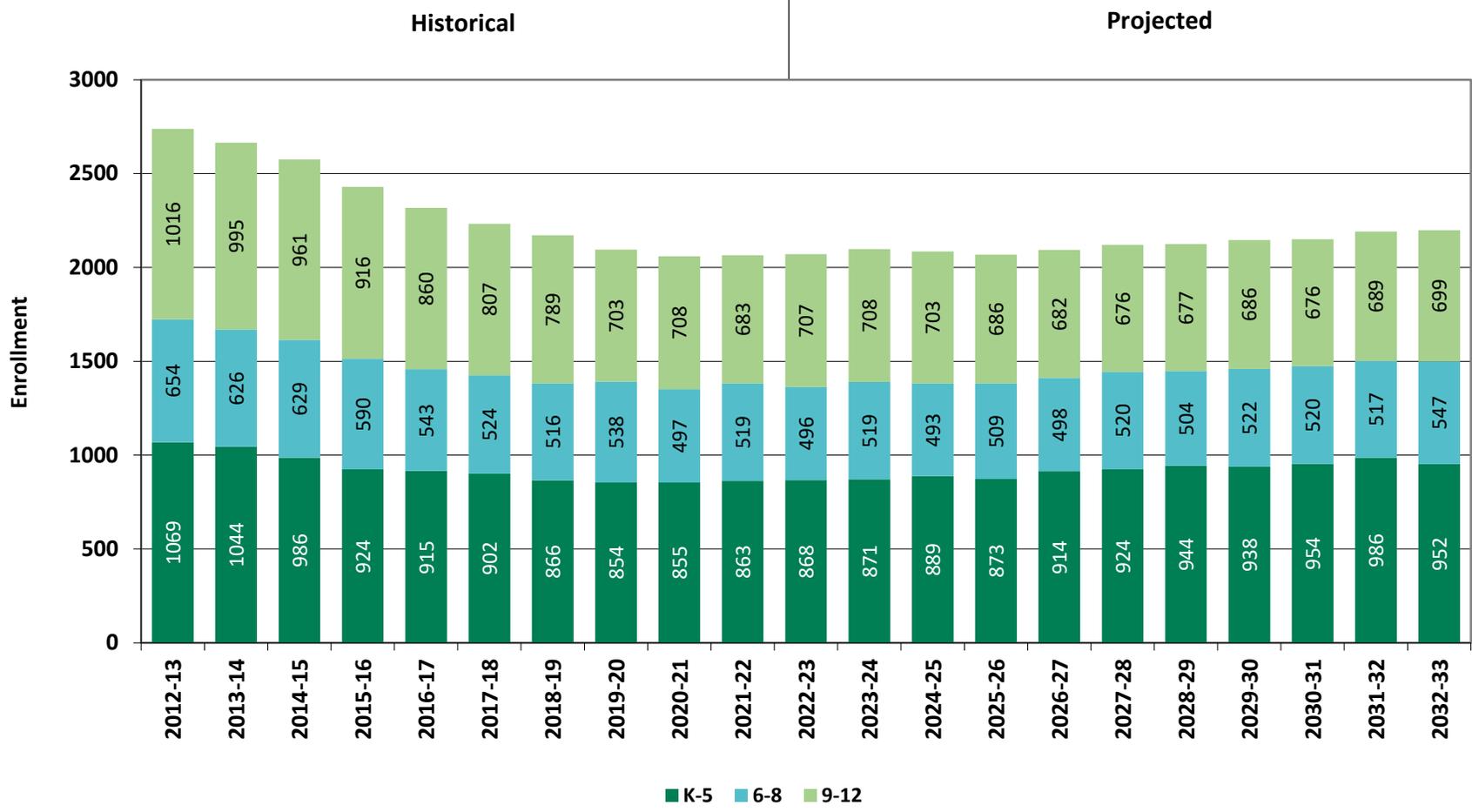
Historical & Projected Enrollment



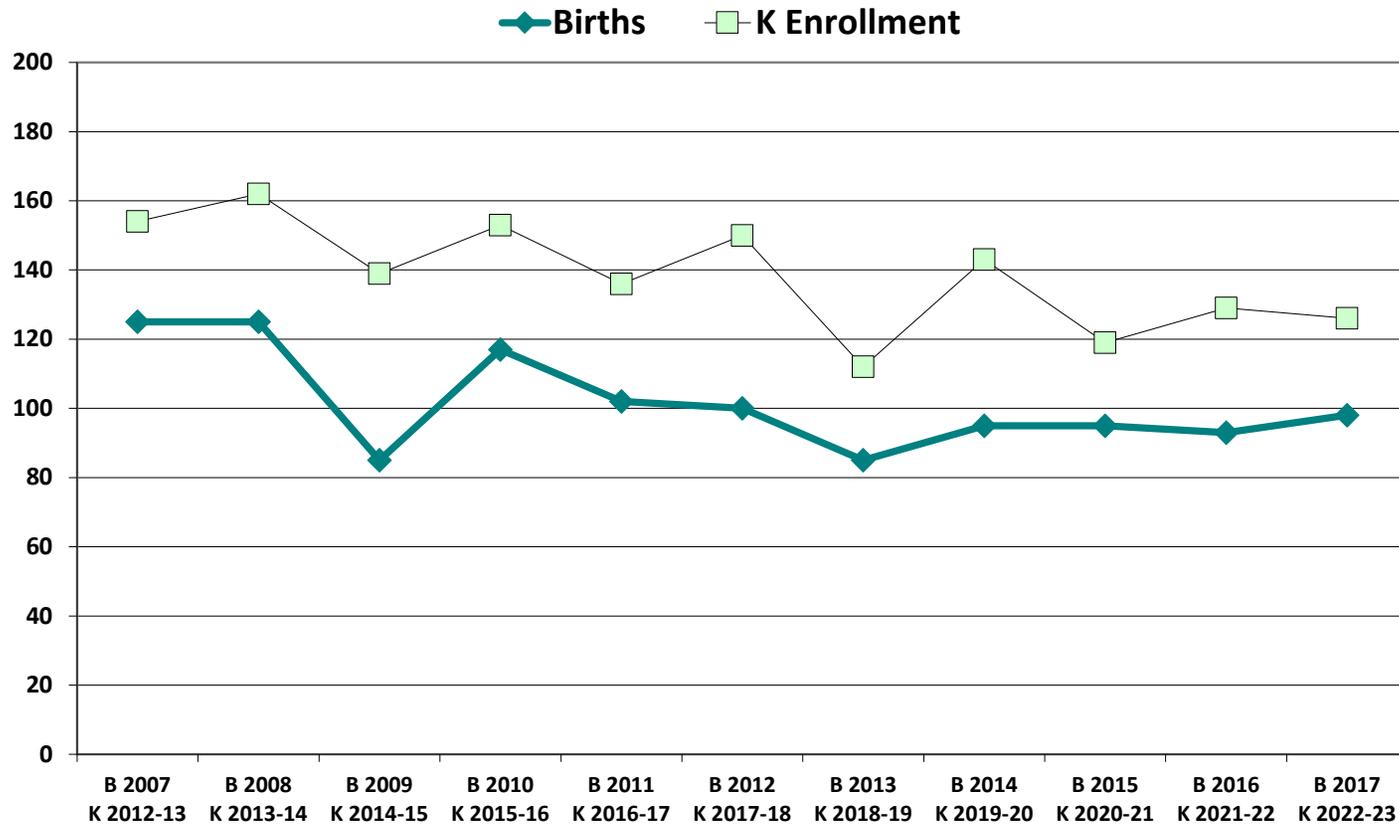
Historical & Projected Enrollments in Grade Combinations



Historical & Projected Enrollments in Grade Combinations



Birth-to-Kindergarten Relationship



Additional Information

Building Permits Issued (Source: HUD)		
Year	Single-Family	Multi-Units
2012	7	0
2018	8	0
2019	6	0
2020	9	0
2021	5	0
2022	1 to date	0 to date

Enrollment History*		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2012-13	32	n/a
2018-19	38	n/a
2019-20	39	n/a
2020-21	48	n/a
2021-22	57	n/a
2022-23	43	n/a

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

K-12 Home-Schooled Students*	
2022	14

K-12 Residents in Charter or Magnet Schools, or Choiced-out*	
2022	17

K-12 Special Education Outplaced Students*	
2022	5

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents*	
2022	0

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

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

New England's PK-12 Enrollment Trends

From 2020 to 2030, the US Department of Education anticipates changes in PK-12 enrollment of -2.4% in the South, -6.5% in the West, -3.8% in the Midwest, -6.2% in the Northeast, and a total of -4.3% nationwide.

State	Fall 2020 PK - 12	Fall 2030 Projected	PK-12 Decline	% Change 2020-2030
CT	509,058	475,600	-33,458	-6.6%
ME	172,455	161,800	-10,655	-6.2%
MA	921,712	879,900	-41,812	-4.5%
NH	169,027	144,600	-24,427	-14.5%
RI	139,184	130,200	-8,984	-6.5%
VT	82,401	74,600	-7,801	-9.5%

Source: U.S. Department of Education, National Center for Education Statistics, *Enrollment In Public Schools fall 1990 to fall 2030*, Table 203.20, March 2022.

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

Reliability and Use of this Document

PROJECTION METHODOLOGY

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

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

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the "out-years." Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors.

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

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

USING THIS INFORMATION ELECTRONICALLY

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

**NEW FAIRFIELD PUBLIC SCHOOLS
2022 - 2023**

October 1, 2022 Enrollment
(as of Friday, September 30, 2022)

Consolidated School

Preschool (ELC)	76
Kindergarten	126
Grade 1	140
Grade 2	142

Total 484

Meeting House Hill School

Grade 3	156
Grade 4	135
Grade 5	169

Total 460

New Fairfield Middle School

Grade 6	157
Grade 7	179
Grade 8	160

Total 496

New Fairfield High School

Grade 9	183
Grade 10	178
Grade 11	182
Grade 12	164

Total 707

TOTAL ENROLLMENT 2,147

Existing policy updated to reflect new legislation.

Construction

Extensions/Renovations or Replacements

Indoor Air Quality

The Board of Education recognizes that the maintenance of acceptable temperature, relative humidity and adequate fresh air ventilation in school buildings is a primary objective in the creation and maintenance of an optimal learning environment.

Indoor Air Quality in Existing Facilities

The Superintendent or his/her designee shall implement an indoor air quality program that provides for ongoing maintenance and facility reviews, in accordance with all applicable state statutes, necessary for the maintenance and improvement of the indoor air quality of all District facilities.

The District shall report biennially, in a manner as required, to the Commissioner of Administrative Services on the condition of its facilities, its long range facilities program, and on its air quality program, and green cleaning program.

Prior to January 1, 2008 and every ~~five (5)~~ **three (3)** years thereafter, for any District facility that has been constructed, extended, renovated or replaced on or after January 1, 2003, the Board of Education shall provide for a uniform inspection and evaluation program of indoor air quality within such buildings, such as the Environmental Protection Agency's Indoor Air Quality for Schools Program.

The results of the evaluation shall be made available for public inspection at a regularly scheduled Board of Education Meeting and also posted on the District's website.

The inspection and evaluation program shall include, but not be limited to, a review, inspection or evaluation of the following:

1. the heating, ventilating, and air conditioning (HVAC) systems;
2. radon levels in the air and water;
3. potential for exposure to microbiological airborne particles, including fungi, mold, and bacteria;
4. chemical compounds of concern to indoor air quality, including volatile organic compounds;
5. pest infestation, including insects and rodents;
6. pesticide usage;
7. the presence and plans for removal of certain hazardous substances identified under federal law;
8. ventilation systems (i.e. exhaust fans);

Construction

Extensions/Renovations or Replacements

Indoor Air Quality

Indoor Air Quality in Existing Facilities (continued)

9. plumbing, including water distribution systems, drainage systems, and fixtures;
10. moisture incursion (leaks);
11. the facilities' overall cleanliness;
12. building structural elements, including roofing, basements, and slabs;
13. the use of space, particularly in areas designed to be unoccupied; and
14. the provision of indoor air quality maintenance training for building staff.

Heating, ventilation, and air conditioning systems shall be maintained in accordance with the prevailing maintenance systems, such as Standard 62. The Board direct the Superintendent or his/her designee to ensure that such systems shall be operated continuously during the hours in which students or school personnel occupy school facilities except during periods of scheduled maintenance or emergency repairs or at other times when it can be demonstrated that the air supply system meets the Standards 62 requirements for air changes per hour.

Records shall be maintained on the maintenance of the District's heating, ventilation, and air conditioning systems for a period of not less than five years. Such records shall be available to the public upon request.

Prior to January 1, 2024, and every five years thereafter, the local or regional Board of Education shall provide for a uniform inspection and evaluation of the heating, ventilation and air conditioning system within each school building under its jurisdiction. Such inspection and evaluation shall be performed by a certified testing, adjusting and balancing technician, an industrial hygienist certified by the American Board of Industrial Hygiene or the Board for Global EHS Credentialing, or a mechanical engineer. Such heating, ventilation and air conditioning systems inspection and evaluation shall include, but need not be limited to:

1. Testing for maximum filter efficiency
2. Physical measurements of outside air delivery rate
3. Verification of the appropriate condition and operation of ventilation components
4. Measurement of air distribution through all system inlets and outlets
5. Verification of unit operation and that required maintenance has been performed in accordance with the most recent indoor ventilation standards promulgated by the American Society of Heating, Refrigerating and Air-Conditioning Engineers
6. Verification of control sequences
7. Verification of carbon dioxide sensors and acceptable carbon dioxide concentrations indoors, and
8. Collection of field data for the installation of mechanical ventilation if none exist.

Construction

Extensions/Renovations or Replacements

Indoor Air Quality

Indoor Air Quality in Existing Facilities (continued)

The ventilation systems inspection and evaluation shall identify to what extent each school's current ventilation system components, including any existing central or non-central mechanical ventilation system, are operating in such a manner as to provide appropriate ventilation to the school building in accordance with most recent indoor ventilation standards promulgated by the American Society of Heating, Refrigerating and Air-Conditioning Engineers. The inspection and evaluation shall result in a written report, and such report shall include any corrective actions necessary to be performed to the mechanical ventilation system or the heating, ventilation and air conditioning infrastructure, including installation of filters meeting the most optimal level of filtration available for a given heating, ventilation and air conditioning system, installation of carbon dioxide sensors and additional maintenance, repairs, upgrades or replacement. Any such corrective actions shall be performed, where appropriate, by a contractor, who is licensed in accordance with chapter 393. The local or regional Board of Education conducting an inspection and evaluations pursuant to this subsection shall make available for public inspection the results of such inspection and evaluation at a regularly scheduled meeting of such Board and on the Internet website of such Board and on the Internet website, if any, of each individual school. The local or regional Board of Education shall not be required to provide for a uniform inspection and evaluation under this subdivision for any school building that will cease to be used as a school building within the three years from when such inspection and evaluation is to be performed.

Indoor Air Quality in New or Renovated Facilities

In order to secure appropriate indoor air quality in District schools, the Board of Education believes that when new facilities are constructed and when existing facilities are renovated, the following requirements shall be specified to the architect or design professional responsible for the construction project:

1. Adhere to the requirements defining minimum air circulation contained in the State Building Code which apply only when constructing new space.
2. The building/space meets or exceeds the ASHRAE (American Society of Heating, Ventilating and Air Conditioning Engineers) 62-1999 standard, "Ventilation for Acceptable Indoor Air Quality," which considers chemical, physical and biological contaminants that can affect air quality as referenced by the State Code adopted pursuant to C.G.S. 29-252.
3. Utilizing the ASHRAE 62-1999 standard, achieve a minimum ventilation rate per occupant of 15 cubic feet per minute (cfm) of outdoor air.

Construction

Extensions/Renovations or Replacements

Indoor Air Quality

Indoor Air Quality in New or Renovated Facilities (continued)

4. Design and placement of air handling equipment needs to be done in a manner where it is accessible to inspect and maintain the equipment; therefore, mechanical rooms are desirable versus exposed rooftop units or units hung above suspended ceilings.
5. With increased air flow requirements, attention must be given to the potential of air velocity noise within ductwork.
6. Fresh air intakes must be located, whenever possible, away from all types of vents and exhausts on roofs in addition to any ground level vegetation and any accumulation of water.
7. Air intakes and ventilation windows must be sufficiently distant from bus loops and loading docks.
8. Radon mitigation systems to provide a vapor barrier and protection from under-slab humidity should be a part of new school construction.
9. Attention must be given to the selection of all building materials and finished products which may emit odorous and irritating volatile organic vapors degrading indoor air quality.
10. Reduce the potential of moisture intrusion through appropriately designed pitched roofs wherever possible.
11. Consider the economic feasibility of achieving dehumidification through air conditioning.
12. Install temperature control systems along with energy management systems which monitor temperature and other factors helpful in monitoring and diagnosing heating, ventilating and air conditioning (HVAC) systems.
13. When renovating an occupied building provide for the mechanical control of airborne pollutants associated with the construction process.

Construction

Extensions/Renovations or Replacements

Indoor Air Quality (continued)

Legal Reference: Connecticut General Statutes
10-220(d) Duties of boards of education. ~~(as amended by P.A. 09-81)~~
10-231(f) Indoor air quality committees
10-282(19) Definitions
10-283 Applications for grants for school building projects
10-286 (a)(9) Computation of school building project grants
10-291 Approval of plans and site. Expense limit.
10-292 Review of final plans by Commissioner of Administrative Services. Exceptions; role of local officials.
~~P.A. 03-220 An Act Concerning Indoor Air Quality in Schools.~~
P.A. 09-81 An Act Concerning Cleaning Products in Schools.
New Fairfield Code of Ordinances
Section 8: Building Committees, Sec. 2-171
10-231g Green Cleaning Program at schools: Definitions, Implementation, Notice.
~~P.A. 22-118 An Act Concerning the State Budget for the Biennium Ending June 30, 2023.~~

Policy adopted: May 1, 2003
Policy revised: November 6, 2003
Policy reviewed: June 21, 2007
Policy revised: December 4, 2008
Policy revised: December 17, 2009
Policy revised: June 16, 2016
Policy revised: June 6, 2019
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

A sample of this mandated policy to consider with update reflecting PA 22-87.

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program

Definitions

~~**Sexual violence** is a multi-layered oppression that occurs at the societal and individual level and is connected to and influenced by other forms of oppression, in particular, sexism, racism and heterosexism. On the societal level, it is the preponderance of attitudes, actions, social norms that perpetuate and sustain environments and behaviors that promote a cultural tolerance, acceptance, and denial of sexual assault and abuse. On an individual level, sexual violence is a wide range of sexual acts and behaviors that are unwanted, coerced, committed without consent, or forced either by physical means or through threats.~~

Sexual abuse refers to coerced or forced sexual contact or activity that may be ongoing or occurs over time, often within a trusting relationship. Most victims know their perpetrators. Perpetrators are usually older than their victims and may trick or force them into gradually doing the sexual behavior. The sexual behavior may not be violent and may even be pleasurable to the child, who doesn't necessarily know it is wrong. Perpetrators of ongoing sexual abuse control the child/youth through secrecy, shame, or threats. Children cannot consent to sexual contact with adults or older youth, and sexual contact is considered abuse, regardless of whether it includes touching or not.

Sexual assault usually refers to forced or unwanted sexual contact or activity that occurs as a single incident, as opposed to ongoing sexual abuse that may continue over time. It may also involve verbal or visual behaviors, or any type of pressure designed to coerce or force someone to join in the unwanted sexual contact or activity. The assault may involve a similar range of behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation or pressure. The offender usually takes advantage of the victim's vulnerability. Anyone can perpetrate this type of abuse – a trusted friend or family member, a stranger, a casual acquaintance, or an intimate partner.

Alternate Definition

~~**Sexual assault** can be defined as any type of sexual contact or behavior that occurs by force or without consent of the recipient of the unwanted sexual activity. This includes sexual activity such as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape. It includes sexual acts against people who are unable to consent either due to age or lack of capacity.~~

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program (continued)

Program

The **New Fairfield** Public Schools shall implement the Sexual Abuse and Assault Awareness and Prevention Program identified or developed, in compliance with C.G.S 17a-101q, by the Department of Children and Families, in collaboration with the Department of Education and other assisting entities, with the goal of informing students and staff about child sexual abuse and assault awareness and available resources. The District's implementation of the Sexual Abuse and Assault Awareness and Prevention Program, per statute, shall be not later than October 1, 2016. The program, for students in Grades K-12, inclusive, shall include, but not be limited to:

1. Providing teachers instructional modules that may include, but not be limited to:
 - a. Training regarding the prevention and identification of, and response to, child sexual abuse and assault, and
 - b. Resources to further student, teacher and parental awareness regarding child sexual abuse and the prevention of such abuse and assault.

Alternate Language:

- ~~1. Providing mandatory training to all District staff to ensure they are fully informed on:
 - a. The warning signs of sexual abuse and sexual misconduct involving a child, including recognizing and reporting child sexual abuse,
 - b. Mandatory reporting requirements,
 - c. Prevention and identification of, and response to, child sexual abuse and assault,
 - d. Bystander and appropriate interaction with children and training programs,
 - e. School District policies pertaining to sexual abuse and sexual misconduct,
 - f. Establishing and maintaining professional relationships with students,
 - g. Available resources for children affected by sexual abuse or misconduct, and
 - h. Appropriate follow up and care for abused students as they return to the classroom setting.~~
2. Providing students age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to:
 - a. The skills to recognize:
 - i. Child sexual abuse and assault,
 - ii. Boundary violations and unwanted forms of touching and contact, and
 - iii. Ways offenders groom or desensitize victims.

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program (continued)

~~*Alternate Language:*~~ (continued)

- ~~b. Strategies to promote disclosure, reduce self-blame and mobilize bystanders.~~
- ~~c. Actions that child victims of sexual abuse and assault may take to obtain assistance.~~
- ~~d. Intervention and counseling options for child victims of sexual abuse and assault.~~
- ~~e. Access to educational resources to enable child victims of sexual abuse and assault to succeed in school.~~
- ~~f. Uniform procedures for reporting instances of child sexual abuse and assault to school staff members.~~

~~The lessons should be evidence-informed, developmentally and age-appropriate and informed by the required curricula standards and performance indicators contained in the SDE Guidelines (Section Three).~~

~~[*Note: Above items a, b, c, d, e, and f are required per P.A. 14-196.*]~~

3. Implementing a child sexual abuse curriculum to provide age-appropriate information to teach students the difference between appropriate and inappropriate conduct in situations where child sexual abuse or sexual assault could occur, and to identify actions a child may take to prevent and report sexual abuse or sexual assault. Students will be:
 - a. Provided with resources and referrals to handle these potentially dangerous situations.
 - b. Provided access to available counseling and educational support.

The Board of Education directs the Superintendent develop administrative regulations to address the issues of students obtaining assistance, intervention and counseling options, access to educational resources and procedures for reporting instances of child sexual abuse and assault.

A student shall be excused from participating in the sexual abuse, assault awareness and prevention program offered within the school, in its entirety or any part thereof, upon receipt by the Principal or his/her designee, of a written request from the student's parent/guardian.

~~(*Alternate language:* A student shall be excused from participating in classroom instruction regarding sexual abuse and sexual assault upon receipt by the Principal of a written request from the student's parent or guardian.)~~

Any student exempted from the sexual abuse and assault awareness and prevention program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work.

Students shall be encouraged to disclose abuse to a trusted adult member of the staff, including, but not limited to, teachers, administrators, nurses, coaches, and counselors. Child abuse reporting procedures will be followed for all acts of violence and sexual abuse against children as delineated in policy #5141.4, "Reporting of Suspected Child Abuse," and its accompanying regulations.

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program (continued)

Reporting Child Sexual Abuse and Assault

Connecticut General Statutes §17a-101, as amended, requires all school employees including the Superintendent of Schools, school teachers, substitute teachers, administrators, school guidance counselors, school paraprofessionals, licensed nurses, physicians, psychologists, social workers, coaches of intramural or interscholastic athletics, or any other person, who in the performance of his/her duties, has regular contact with students and who provides services to District students, who have reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent risk of serious harm to report such abuse and/or neglect in compliance with applicable state statutes.

An oral report by telephone or in person shall be made as soon as possible but no later than 12 hours to the Commissioner of Children and Families and to the Superintendent of Schools or his/her designee followed within 48 hours by a written report to the Department of Children and Families.

Reporting suspected abuse and/or neglect of children, in addition to the requirements pertaining to staff training, record keeping and dissemination of this policy, shall be in accordance with the procedures established and set forth in the Administrative Regulation #5141.4.

(cf. 5131.911 – Bullying)

(cf. 5141.4 – Reporting of Suspected Child Abuse)

(cf. 5145.5 – Sexual Harassment)

Legal Reference: Connecticut General Statutes
 17a-101q Statewide sexual abuse and assault awareness and prevention
 program
 A Statewide K-12 Sexual Assault and Abuse Prevention and Awareness
 Program developed by DCF, SDE, and Connecticut Alliance (The
 Alliance) to End Sexual Violence.
 PA 22-87 AN Act Concerning the Identification and Prevention of and
 Response to Adult Sexual Misconduct Against Children

Policy adopted:

rev 8/16

rev 7/22

Existing policy updated to reflect PA 22-80.

Instruction

Curriculum

In accordance with state statutes, the prescribed course of study shall include at least the following subject matter:

1. The arts, including dance, music, art and theater;
2. Career education;
3. Consumer education;
4. Health and safety, including, but not limited to, human growth and development; nutrition; first aid including CPR training; disease prevention and cancer awareness, including age and developmentally-appropriate instruction in performing self-examinations for screening breast and testicular cancer; community and consumer ~~health,~~ **health**; physical mental and emotional health, including youth suicide prevention, substance abuse prevention including opioid use and related disorders; safety, including the use of social media, and may include the dangers of gang membership; ~~and~~ accident prevention;
5. Language arts, including reading, writing, grammar, speaking and spelling;
6. Mathematics;
7. Physical education;
8. Science, which may include the climate change curriculum;
9. Social studies, including citizenship, economics, geography, government, history, and Holocaust and genocide education and awareness, **and Asian American and Pacific Islander (AAPI) Studies (effective 2025-2026 school year)**;
10. African-American and Black Studies;
11. Puerto Rican and Latino Studies;
12. Native American Studies (*effective 2023-2024 school year*);
13. Computer programming instruction; and
14. At least on the secondary level, one or more world languages and vocational education.

The curriculum development/revision process will be conducted by a District Curriculum Committee that has the responsibility to recommend, develop, review, and approve all curriculum for the District and said curriculum shall be subject to the approval of the Board of Education.

The Board of Education reserves the responsibility for establishing and approving curricula for the school district. Teachers shall teach within the approved curricula.

Instruction

Curriculum

The Board of Education in establishing and approving curricula for the school district will give due consideration to the possible adoption and use of the model curriculum for grades K-8 developed by the Connecticut State Department of Education in collaboration with the State Education Resource Center (SERC) upon its availability. Such consideration shall be based upon the recommendation of the District Curriculum Committee.

(cf. 6110 - Provisions of Negotiated Agreements)
(cf. 6121 - Nondiscrimination: Instructional Program)

Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study, as amended by PA 08-153, PA 21-2 JSS, Sections 374, 375, 376.
10-16c et seq. re Family life education.
10-17 English language to be medium of instruction.
10-17 et seq. re Bilingual instruction.
10-18 Courses in United States history, government and duties and responsibilities of citizenship.
10-18a Contents of textbooks and other general instructional materials.
10-18 bet seq. re Firearms safety programs.
10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught. Training of personnel. Evaluation of programs by alcohol and drug abuse commission and department of education.
10-19a et seq. re Substance abuse prevention team.
10-24 Course in motor vehicle operation and highway safety.
10-21 et seq. re Vocational education and cooperation with business.
10-220 Duties of boards of education as amended by PA 08-153.
10-221a High School graduation requirements.
PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School.

Policy adopted: March 3, 2022
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Existing policy, appropriate as written, with update to legal reference.

Instruction

Distance Education

Virtual/Online Courses

The Board of Education believes that distance education through virtual/online courses is an opportunity for enrichment for NFHS students. Online learning has a distinct advantage in that it does not require students to be physically present in the same location as the instructor or other students. Distance education courses are part of New Fairfield's educational program delivery system to increase accessibility and flexibility in the delivery of instruction. In addition to regular classroom-based instruction, students in the district may earn credit through distance education provided by virtual/online courses.

Virtual schools are educational organizations that offer courses at various grade levels through Internet or Web-based methods. Virtual schools allow students to take courses not currently offered at NFHS and, as such, enrich existing curriculum.

Online courses offered via organizations such as Virtual High School shall not result in a reduction of the current number of electives offered at New Fairfield High School, nor shall it result in the reduction in force of any existing staff.

In order to earn credits in meeting the requirements for high school graduation through the successful completion of on-line coursework, the Board, in compliance with C.G.S. 10-221a (17) shall ensure, at a minimum, that (a) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional District classroom setting, (b) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (c) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, (d) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (e) the courses are (1) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (2) offered by institutions of higher education that are accredited by the Department of Higher Education or regionally accredited; or (3) toward meeting the high school graduation requirement upon the successful completion of the board examination series permitting students in grades 9 through 12 to substitute achievement of a passing score on a series of examinations approved by the State Board of Education for meeting credit requirements for graduation.

If the drop-out rate of the District is determined ~~to be~~ **to have been** 8% or higher in the previous school year, the Board of Education shall establish an on-line credit recovery program for those students who are identified as being in danger of failing to graduate. These students, once identified by certified personnel, must be allowed to complete on-line District-approved coursework toward meeting high school graduation requirements. Each high school within the District shall designate, from among existing staff, an online learning coordinator to administer and coordinate the online credit recovery program.

Instruction

Distance Education

Virtual/Online Courses (continued)

New Fairfield High School students may earn a maximum of six (6) units of academic credits by completing online courses: three (3) through Virtual High School and an additional three (3) with prior approval of the high school principal for other online courses. (NOTE: In light of new legislation, District may need to reconsider “cap” on number of courses.)

One or more of the following conditions must exist for students to register for an online or virtual course:

1. Only students registered at New Fairfield High School may enroll in an online or virtual course for credit.
2. The course or its equivalent is not offered at New Fairfield High School. (In the event of an unavoidable scheduling conflict that would have a negative impact on a student's academic sequence or ability to complete proscribed graduation requirements, the administration may approve the taking of an online course ~~the equivalent of which is offered at NFHS.~~ as an equivalent substitute for a course offered at NFHS.)
3. The course could serve as a supplement to extended homebound instruction.
4. The district has expelled the student from the regular school setting, but educational services are to be continued.
5. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment for a portion of his/her academic program.

As determined by Board/school policy, students taking a virtual course will do the following:

- Adhere to the District code of conduct to include rules of behavior and consequences for violations.
- Adhere to attendance requirements of the District.
- Adhere to the District's Internet policy.
- Adhere to New Fairfield High School's policy on withdrawing from a course.

The school must receive an official record of the final grade before awarding credit toward graduation.

The site-coordinator is responsible for monitoring student progress in a virtual course.

Instruction

Distance Education (continued)

(cf. 6141.321 - Computers: Acceptable Use of the Internet)

(cf. 6141.1 - Independent Study)

(cf. 6146 - Graduation Requirements)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules, policies and procedures.

10-221a High school graduation requirements. (as amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses, Other Subject Areas) and P.A. 10-111, An Act Concerning Education Reform in Connecticut.

PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School.

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NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut