

# Board of Education Regular Meeting 2022

Thursday, December 1, 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. November 17, 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. Special Education Ad Hoc (*Stephanie Strazza*)

VI.E. Liaison Reports - None

## VII. INFORMATION ITEMS

VII.A. Class of 2022 Outcomes

VII.B. ARP/ESSER Funding Update

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

VII.D. Transportation Update

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

VII.E.1. Policy 1312 - Public Complaints

VII.F. New Course Proposals (*First Review*)

VII.F.1. Explorations in Data Science 1

VII.F.2. Explorations in Data Science 2

VII.F.3. Financial Algebra

VII.F.4. History of Mathematics: How Math Shapes the World Around Us

VIII. **ACTION ITEMS**

VIII.A. Personnel Report

VIII.B. Board of Education 2023 Regular Meeting Dates

VIII.C. Board of Education Policies

VIII.C.1. Policy 7230.2 - Extensions/Renovations or Replacements

VIII.D. Acceptance of Donation

VIII.D.1. New Fairfield Community Thrift Shop

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, November 17, 2022, at 7:00 pm via Zoom.

**MINUTES – November 17, 2022**

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

**ABSENT:** Stephanie Strazza

**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, and Director of Curriculum Alyce Misuraca.

Quintin Flower 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 7:02 p.m.

**II. PLEDGE OF ALLEGIANCE**

**III. APPROVAL OF MINUTES**

A. November 3, 2022 - Regular meeting - approved by consensus

**IV. APPROVAL OF AGENDA**

**MOTION:** Dominic Cipollone made a motion to amend the agenda to move Action Item D “Approval of Final Technology Package Plan for New Fairfield High School Building Project” to immediately after Public Participation and to add Action Item E “Board of Education Fiscal Year 2021-2022 Surplus.” Kimberly LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, and Ed Sbordone

**V. PUBLIC PARTICIPATION - None**

**APPROVAL OF FINAL TECHNOLOGY PACKAGE PLAN FOR NEW FAIRFIELD HIGH SCHOOL**

Christine O’Hare from JCJ Architecture and Bo Laraia from Newcomb and Boyd gave a brief overview of the technology package for the high school that will be sent to the State.

**MOTION:** Kathy Baker made a motion to recommend to the full Board that we hereby certify that these final plans and project manual(s) as prepared for bidding and dated October 21, 2022, and the professional cost estimate, completed in accordance with Level 3 of ASTM International Standard E1557, Standard Classification of Building Elements and Related Sitework-UNIFORMAT II for this project, dated October 21, 2022, have been reviewed and approved for this project. Ed Sbordone seconded the motion.

**IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, and Ed Sbordone

## **VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS**

A. Chairman's Report - Dominic Cipollone encouraged everyone to be thankful for all the wonderful things in New Fairfield.

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

- Spoke of the final review of the Technology Package Plan for New Fairfield High School.
- He noted that he is thankful for the staff and everyone involved in the schools.

Assistant Superintendent of Schools Julie Luby noted that 19 new substitutes have been signed from the "Sign and Sub" event.

C. Student Representatives' Report

Junior Representative Brennan Hearty noted the following:

- The 2<sup>nd</sup> quarter of the school year has begun at the high school.
- The food drive for the Food Pantry will continue until November 21<sup>st</sup>.
- The Fall Play will be held on Friday, November 18<sup>th</sup> and Saturday, November 19<sup>th</sup>.
- The Girls' Cross Country Team won 6<sup>th</sup> place in the New England Championships.
- The Boys Varsity Soccer Team received a SWC Sportsmanship award.
- Registration is open for Winter Sports at the high school.
- Twelve students were inducted into the National Honor Society.

D. Committee Reports

1. Business Operations/Resource Management - Greg Flanagan noted that this committee met on November 17<sup>th</sup>. They reviewed the budget vs. actual and everything is in line. There is a possibility of a deficit for Special Education transportation and the price of oil. The school project was reviewed. The budget calendar and surplus request were approved to go to the full board.

2. Policy - Samantha Mannion noted that this subcommittee met on November 16<sup>th</sup> and reviewed the policy on New Fairfield Public Complaints and policies on smoke-free environment and dressing and grooming.

E. Liaison Reports

1. Board of Finance - Ed Sbordone noted that the BOF met on November 16<sup>th</sup>. They approved the BOF calendar of meetings. The BOE will present their budget to the BOF on Saturday, March 4<sup>th</sup> at 10:45. The BOF also discussed the BOE surplus for 2021-2022 but did not vote on the surplus at this point. The BOF also approved a revised Public Comment Policy for BOF meetings.

2. Parks and Recreation - Kimberly LaTourette noted that the November 14<sup>th</sup> meeting for this commission was cancelled. The Turkey Run will be held on Sunday, November 20<sup>th</sup> and the Tree Lighting on Saturday, November 26<sup>th</sup>.

## **VII. INFORMATION ITEMS**

A. Systems in Support of Growth and Achievement

Director of Curriculum Alyce Misuraca gave a presentation of the multi-tiered systems of support and specifically the advantages of Academic Intervention and Instructional Coaches. Many Instructional Coaches gave a summary of what is done throughout the year and showed a video of Interventionists for the respective schools for Math, Reading, and English Language Arts.

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

Carrie DePuy noted that both school projects are on time and on budget. She noted that the CELA project reimbursement has been approved in the amount of approximately \$4 million. The playground is almost completed.

C. Transportation Update

Carrie DePuy noted that curb modifications are being done. She spoke of the traffic challenges of Middleton Drive. It is possible that afternoon traffic may be shifted to deal with this. A meeting with the First Selectman and the School Resource Officers will be held after Thanksgiving.

D. Board of Education Policies (Second Reading)

1. Policy 7230.2 - Extensions/Renovations or Replacements

**VIII. INFORMATION/ACTION ITEMS**

A. Board of Education 2023 Regular Meeting Dates

**MOTION:** Kimberly LaTourette made a motion to table the approval of the 2023 Regular Meeting Dates until the next regular BOE meeting. Kathy Baker seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, and Ed Sbordone

**IX. ACTION ITEMS**

A. Personnel Report

**MOTION:** Kathy Baker made a motion to recommend to the full Board the approval of the Personnel Report for November 10, 2022, as recommended by the administration. Kimberly LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, and Ed Sbordone

B. 2023-2024 Fiscal Year Budget Calendar

**MOTION:** Kathy Baker made a motion to recommend to the full Board the approval of the 2023-24 FY Budget calendar with the correction of the March 4, 2023, Budget Presentation to the BOF to be held at 10:45 a.m. instead of 9:00 a.m. Kimberly LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, and Ed Sbordone

C. 2023-2024 Budget Assumptions

**MOTION:** Kathy Baker made a motion to recommend to the full Board the approval of the 2023-24 FY Budget Assumptions as presented. Samantha Mannion seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, and Ed Sbordone

D. 2021-2022 Budget Surplus

**MOTION:** Kathy Baker made a motion to recommend to the full Board the approval of a request to the Board of Finance to transfer \$356,280.60 from the General Fund to the BOE Capital and Non-Recurring Fund. Greg Flanagan seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, and Ed Sbordone

Carrie DePuy gave a brief description of the request for this transfer.

**X. PUBLIC PARTICIPATION - None**

**XI. FUTURE AGENDA ITEMS - None**

## **XII. BOARD MEMBER COMMENTS**

Tim Blair thanked everyone involved in tonight's presentation and noted that it was very informative.

Ed Sbordone wished everyone a Happy Thanksgiving.

Greg Flanagan wished everyone a Happy Thanksgiving and encouraged everyone to attend the Rebels Football game against New Milford on Tuesday night.

Dominic Cipollone wished everyone a Happy Thanksgiving.

## **XIII. ADJOURNMENT**

**MOTION** Dominic Cipollone made a motion to adjourn the meeting at 8:31 p.m. Greg Flanagan seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, and Ed Sbordone

Respectfully submitted,  
Suzanne Kloos

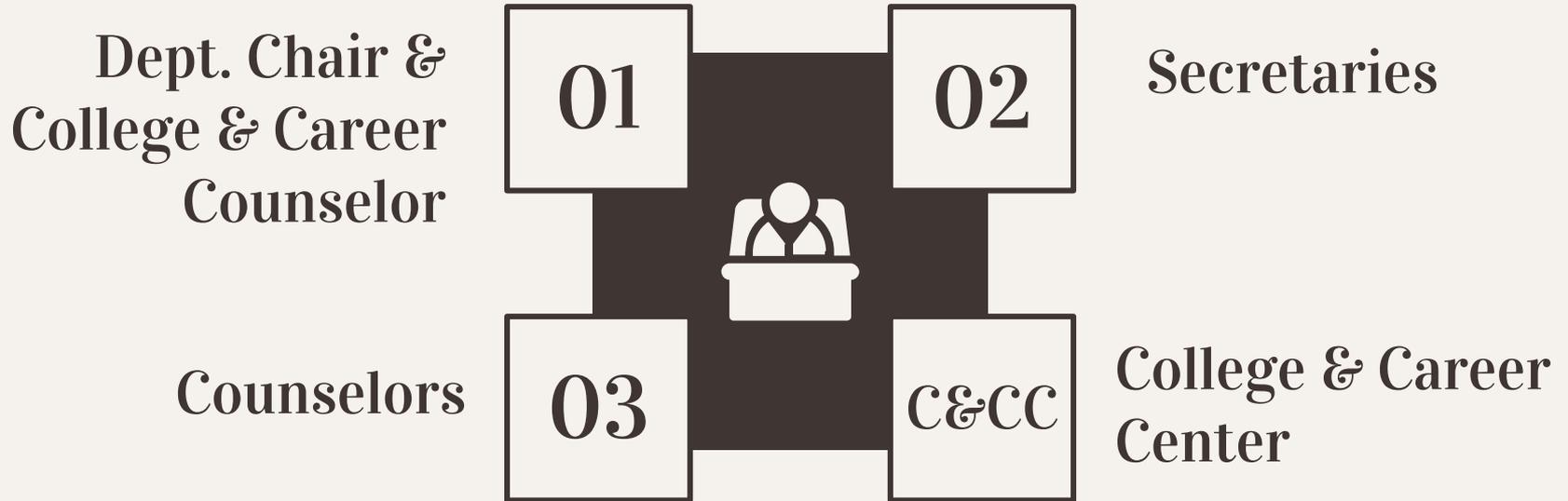
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# NFHS Class of 2022 Outcomes & Supports

Stephanie Cheung | School Counseling Department Chair  
College & Career Counselor

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# Meet the School Counseling Department



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# School Counselor Duties



## Caseload

On average, 230 students each.  
~58 seniors



## Counseling

Meeting all students academic,  
social/emotional & career needs



## Case Manager

~40 504 students each. Also  
attend PPTs for ~ 30 students each



## College Counseling

Meets individually with all students at least twice (but  
much more!) Writes a letter of recommendation for all  
seniors. Completes 4 required forms and sends  
transcripts for all seniors applying to colleges .

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# Dept. Chair /College & Career Counselor Duties



## 504 Coordinator

Admin Designee on all 504 meetings grade 8-12 (over 120 a year)



## Supervise & Evaluate

All 6-12 Counselors, 2 secretaries & 1 Paraprofessional



## Master Schedule Coordinator

Use of PowerSchool to set up courses, have students register, and build & load schedule



## College Counseling

With support of part time para, organize all college visits, host college & career workshops for all students, work with seniors on college applications, organize junior planning night, financial aid night, Scholars night..

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# School Counseling Developmental Guidance Curriculum

- Focus on social emotional, employability skills, and college & career search.
  - About 3-4 lessons per grade level per year, supplemented with small group and individual meeting conversations.
  - Use of Naviance interest inventories and searches that all students have access to complete in class or on their own time.
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# College Preparation through the years

## Junior Year Events

- September - December: Access to college **admissions representatives** that visit NFHS (over 50 visits a year).
  - March: **Junior Planning Night** for students & families
  - March: **In class presentations** on the college planning process
  - March - June: **Individual Planning Meetings** with School Counselors and families
  - March - June: **Resume Workshops, College Search Workshops** in College & Career Center students can sign up
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# College Preparation through the years

## Senior Year Events

- September - December: Access to **college admissions representatives** that visit NFHS (over 50 visits a year).
  - October - **College Fair Field Trip** for interested students
  - October - **Rebel KickStart College Planning Event** (during PSAT day)
  - October - **Financial Aid Night** for students & families, hosted by a local college financial aid office.
  - Ongoing - **Scholarship list** is updated weekly (open to all students to view but most scholarships are for seniors)
  - **Google Classroom** full of resources, announcements and opportunities for students
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# Class of 2022 Outcomes

**87%**

**4 Year College**

**11%**

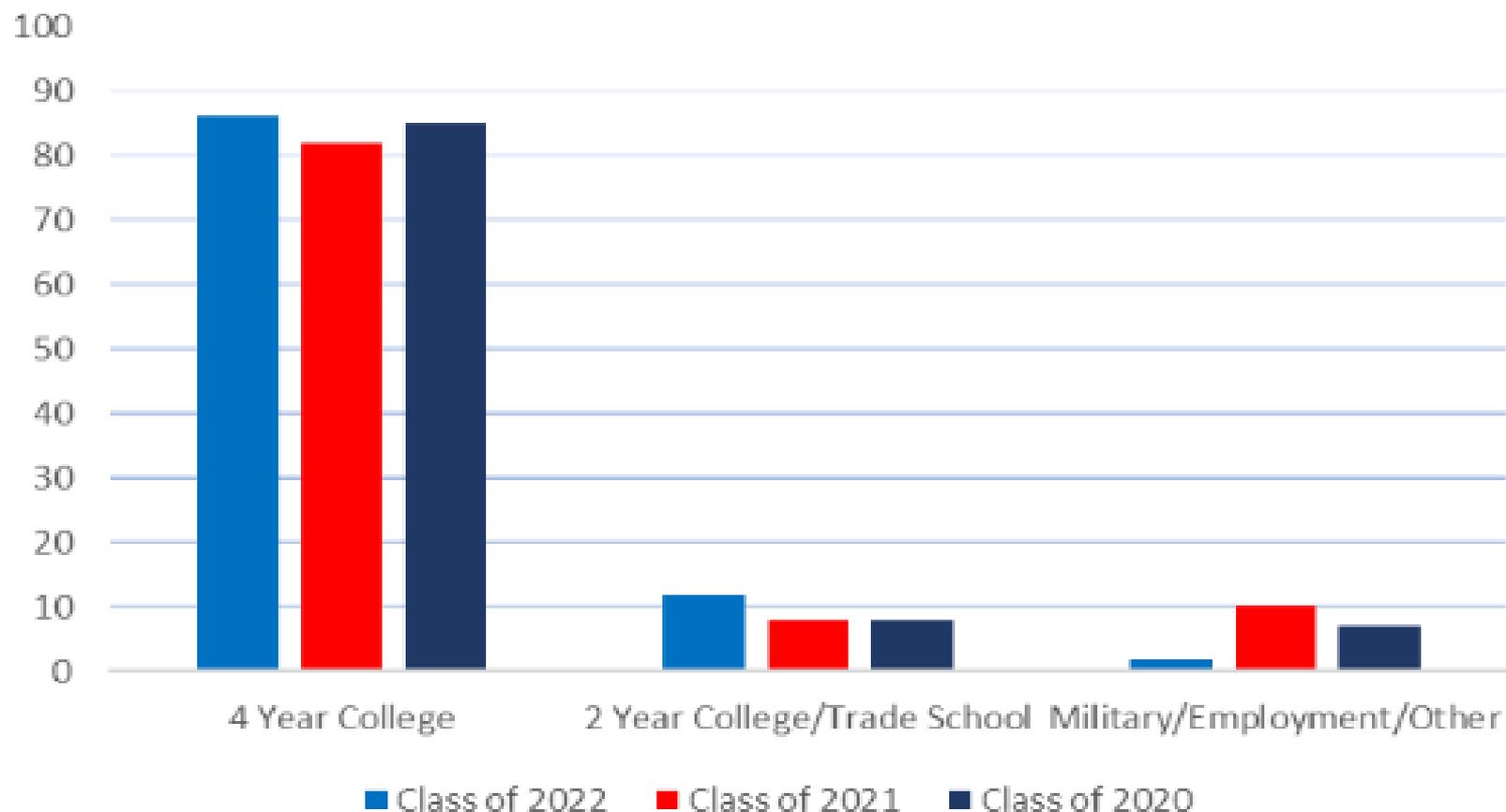
**2 year/ Trade School**

**2%**

**Military/Right to  
Work/ Gap Year**



# POST HIGH SCHOOL PLANS



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# College Visits Fall 2022 Data

94

Colleges scheduled  
to visit

47

Attended by at  
least 1 student

Top 3

1. UConn
2. Univ of Delaware
3. Sacred Heart Univ/UMass

11th & 12th

Grade students can  
sign up for any in  
Naviance

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# Application Volume

<b>Graduation Year</b>	<b>Average # of apps per student</b>	<b>Total # of applications processed through counseling office</b>
2022	7.3	1559
2021	8.94	1423
2020	8.27	1481

# Class of 2022 College Frequencies

## Most Accepted

1. Western Connecticut State University (59)
2. University of Connecticut (56)
3. Central Connecticut State University (30)
4. University of Rhode Island (25)
5. Southern Connecticut State University (25)

### **Honorable Mention | 10-20 acceptances**

University of Delaware  
Eastern Connecticut State University  
University of Massachusetts Amherst  
Sacred heart University  
Pennsylvania State University  
University of Hartford  
Quinnipiac University

## Most Attended

1. Western Connecticut State University (33)
2. University of Connecticut (14)
3. Naugatuck Valley Community College (12)
4. University of Rhode Island (7)
5. University of Massachusetts - Amherst (5)

### **Honorable Mention | 3 students attended each of the following:**

Central Connecticut State University  
Eastern Connecticut State University  
Springfield College  
University of Delaware

## COLLEGES ATTENDED

The members of the Class of 2022 were accepted to over 200 institutions and are attending over 77 different universities. In addition to all of the CT state universities, the following is a sampling of the schools enrolled in by the Class of 2022:

Baylor University

Clemson University

College of Charleston

Gettysburg College

Ithaca College

Marist College

Pennsylvania State University

Savannah College of Art & Design

Syracuse University

The University of Alabama

United States Military Academy

University of Delaware

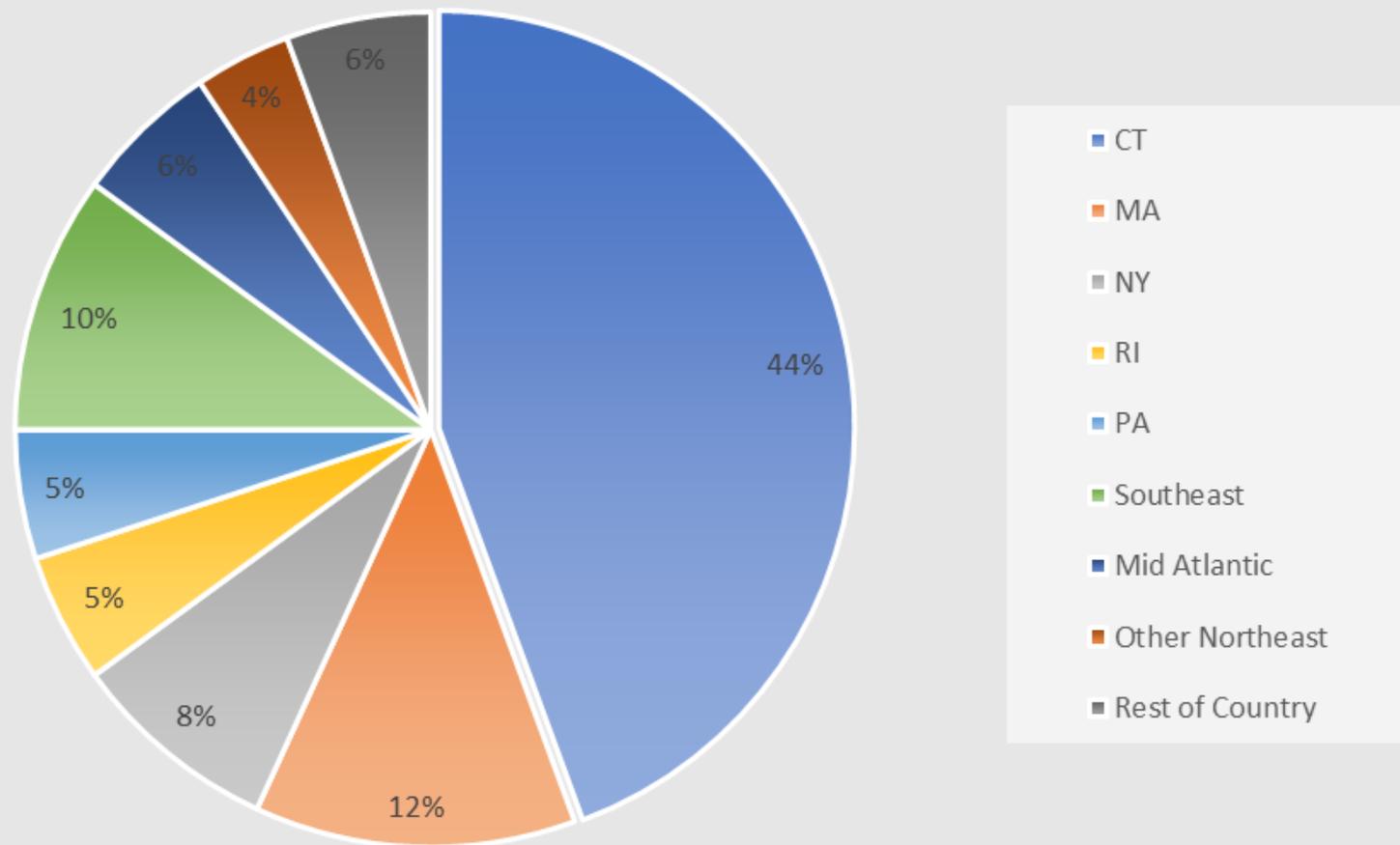
University of Florida

University of Vermont

Vanderbilt University

Worcester Polytechnic Institute

## Members of the Class of 2022 are all over the country!



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# Current College Trends beyond NFHS



## The Parent/Student Mindset: College Bound Perceptions in a Post Pandemic World

Kim Reid, Principal  
Analyst, Eduventures



## The Pros and Cons of Testing, and what the data from colleges and universities reveals

Jon Burdick, Vice Provost for  
Enrollment, Cornell University  
Adam Ingersol, Founder and  
Principal, Compass Prep

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# 6 Categories of College Bound Students Identified

(60K students surveyed)



Experiential  
Interest



Career  
Pragmatist



Graduate  
School Bound



Career through  
Academics



Social Focus



Exploration &  
Meaning

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# How would we categorize our NFHS students?



## Career through Academics

Focus on academics, get a life long career. Many students interested in nursing, engineering, accounting etc..



## Social Focus

College is about meeting other students, having fun and getting involved. Many NFHS students want large, D1 sports campuses



## Exploration & Meaning

Students are open to all majors and careers and want to use talents & skills to benefit others. Many NFHS students aren't committing to specific area but want to see what else is out there that they don't know about yet (and how to make money!)

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# Other National Trends from this survey

## **Since Covid:**

- Decline in college enrollment
- Increase in number of applications any one school is receiving.
- Students are applying to more institutions in search of scholarship money.

**Career Pragmatist** students aren't going to college as much as they used to, they're going straight to work or to fast tracked training/certification programs.

## **Top 4 Majors Nationally :**

1. Health Professions
2. Engineering
3. Business
4. Biology

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# Areas for growth & ideas for the Class of 2023 & beyond

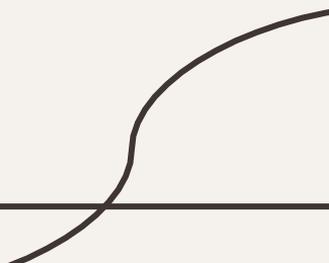
Careers in the  
Community

Summer College  
Application Boot Camp

College & Career  
Weekly mini info  
sessions

More directive  
programming for all grade  
levels in College & Career  
Center

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## NEW FAIRFIELD PUBLIC SCHOOLS FY 23 ARP/ESSER FUNDED POSITIONS

The following positions included in the FY 23 staffing plan were funded by ARP/ESSER relief grants. Utilizing relief funds for these positions enabled the district to reduce the overall increase to the FY 23 operating budget.

Due to the essential nature of these positions, it is anticipated that 10.5 FTE funded through ARP/ESSER will be incorporated into the FY 24 operating budget at a cost of \$875,958 for salaries and FICA.

The administration is developing strategies to reduce the impact of shifting these positions to the FY 24 operating budget; however, it is likely that this shift will represent a significant increase to the FY 24 budget given that enrollment is remaining stable.

<u>CATEGORY</u>	<u>POSITION</u>	<u>FTE</u>	<u>FUND SOURCE</u>	<u>TOTAL</u>	<u>23-24 Anticipated</u>	<u>FICA</u>
<b>General Education</b>	K	1.0	ARP ESSER	\$99,137	\$100,981	\$1,464
	3rd	1.0	ARP ESSER	\$77,444	\$81,088	\$1,176
	MATH INTERVENTION	1.0	ESSER II	\$102,992	\$104,881	\$1,521
	READING INTERVENTION	1.0	ARP ESSER	\$104,047	\$105,982	\$1,537
	GIFTED	1.0	ARP ESSER	\$84,905	\$89,217	\$1,294
	STEAM	1.0	ARP ESSER	\$56,123	\$56,123	\$814
	STRINGS	0.5	ARP ESSER	\$25,280	\$34,940	\$507
<b>Special Education</b>	SLP	1.0	ESSER II	\$64,865	\$67,882	\$984
	BCBA	1.0	ESSER II	\$80,424	\$82,000	\$1,189
	HS SPED	1.0	ARP ESSER	\$72,884	\$72,884	\$1,057
	MS SPED	1.0	ARP ESSER	\$64,429	\$67,460	\$978
<b>TOTAL to FY24 OPERATING BUDGET</b>		<b>10.5</b>	<b>OPERATING</b>		<b>\$863,438</b>	<b>\$12,520</b>

## **Community Relations**

### **Public Complaints**

The New Fairfield Board of Education (the “Board”) welcomes comments, suggestions, and constructive criticism of the schools, as such feedback can be used to improve the quality of the educational program and to equip the school district to perform its task more effectively. The following policy shall apply except: (1) when Board policy and district procedures establish a process and/or procedure for investigating and responding to complaints that does not include Board-level review or appeal, and (2) when there is a statutory right to hearing, e.g., residency and expulsion matters, when the statutory procedures shall prevail.

Specific complaints about the conduct of the schools may originate with school personnel, students, parents, and other citizens. Persons making complaints about the school shall be referred to the most immediate level at which the problems can be resolved, and, as necessary, through lines of organization. . The subject of a complaint has a right to due process and to know the specifics of any complaint against him/her. Anonymous complaints will be addressed in accordance with applicable law, but persons wishing to remain anonymous should be encouraged to come forward so that the complaint can be adequately and thoroughly addressed and investigated.

The Board is responsible for setting policy for the district, and, as the chief executive officer, the Superintendent is responsible for operational issues in the district, including all personnel matters. When Board members are approached directly by persons with concerns or complaints, they should decline to intervene directly and suggest that the complainant meet with the individual at the most immediate level, be it a teacher, principal or the staff member, preferably face-to-face at a scheduled meeting. Should the problem not be resolved at the lowest level, the complainant should proceed through the “chain-of-command,” e.g., from teacher to principal to Assistant Superintendent. Should a problem reach the Superintendent and not be resolved, the complainant may make a written request that the Board of Education review the matter.

The Superintendent shall transmit this request to the Board, along with his or her recommendation on whether the Board should hear the complaint. Discussion of any such request may take place in executive session if the matter is appropriate for executive session and the Board votes to enter executive session in accordance with the Freedom of Information Act, but any decision to hear a complaint shall be made by public vote. If the Board decides to hear the complaint, it shall schedule an informal hearing and notify the complainant and the Superintendent of the date and time of such informal hearing. The Board retains sole discretion as to whether to permit witnesses and how much time is to be allowed to the complainant in any such informal hearing. The Board also reserves the right to hear from the Superintendent, either at the hearing or thereafter, as it deems appropriate. Within thirty (30) days of the conclusion of any such hearing, the Board shall inform the complainant of its decision, which shall be final.

## Community Relations

### Public Complaints

The Board will not consider or act upon complaints that have not been explored at the appropriate level or complaints for which specific resolution procedures have been established that do not include Board review. If the Board decides to hear the complaint, the Board shall make a decision which shall be sent to all interested parties. The Board's decision is final.

Upon receipt of a written petition signed by one percent of the voters or fifty voters, whichever is greater, the Board of Education shall hold a public hearing on any question relating to the provision of education offered by the Board as specified in the petition. Such hearing will be held within three weeks of the Board's receipt of the petition. If the question specified in the petition involves confidential student information, the Board will ensure compliance with the Family Education Rights and Privacy Act and related regulations and Board policy.

Legal Reference:        *Keyishian v. Board of Regents* 385 U.S. 589, 603 (1967)  
                                 *President's Council, District 25 v. Community School Board No. 25* 457 F.2d 289 (1972), cert. denied 409 U.S. 998 (1976)  
                                 *Minarcini v. Strongsville City School District*, 541 F. 2d 577 (6th Cir. 1976).  
                                 *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853 (1982).  
                                 Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81).  
                                 Connecticut General Statutes  
                                 10-238 Petition for hearing by board of education.

Policy adopted:        June 21, 2007  
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS  
New Fairfield, Connecticut

## **Community Relations**

### **Public Complaints**

Specific complaints about the conduct of the schools may originate with school personnel, students, parents, and other citizens. Such complaints can be resolved most expeditiously if they are taken first to the staff member or the administrator immediately in charge of the area in which the problem arises, then through successive administrative levels to the Superintendent, and subsequently to the Board of Education, if necessary. Whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it shall be referred to the Superintendent for study and possible resolution through normal channels.

If a specific employee is involved because of the circumstances, that employee shall be advised of the nature of the complaint and shall be given every opportunity for explanation, comment, and presentation of the facts as he/she sees them.

Failing to reach a satisfactory resolution to the problem or complaint with the staff member or administrator immediately in charge of the area in which the problem arises, the complainant shall be encouraged to ask for review and further consideration through successive administrative levels to the Superintendent, and subsequently the Board of Education, if necessary and appropriate, as indicated below.

### **School Personnel**

In instances where the complaint involves an employee, and unless another Board policy or district procedure applies, the administrator immediately in charge of the area in which the problem arises shall promptly provide the Superintendent or his/her designee with a written report including:

- A statement of the complaint prepared by the complainant and specifying the precise nature of the complaint. The statement must be signed by the complainant.
- A statement of the facts on both sides of the matter.
- A summary of the opportunities afforded both sides to be heard.
- A statement on how the complainant would propose to resolve the matter.
- A statement on how the staff member would propose to resolve the matter.
- A recommendation on how the complaint can best be resolved from the point of view of the administrator.

When reviewing such complaint, the Superintendent will ensure compliance with relevant collective bargaining agreement provisions and applicable law. The Superintendent may address such matters with the Board as appropriate.

## **Community Relations**

### **Public Complaints**

#### **Instructional Materials**

If the complaint cannot be resolved at the building level, the Superintendent or his/her designee shall consider the matter and make a decision. If the Superintendent determines that a recommendation concerning the complaint would be helpful to him, he/she may decide to establish a review committee to make a recommendation concerning a response to the complaint. Such a committee shall be appointed by the Superintendent, and it shall be composed of one administrator with district responsibilities and five or more members selected from the administrative and instructional areas most closely concerned.

In their deliberations, the review committee shall consider the educational philosophy of the school district; the professional opinions of other staff members in the instructional area most closely concerned, as well as other competent authorities; reviews of the materials by reputable bodies; the teacher's own stated objectives in using the materials, and the objections of the complainant.

The findings and recommendation of the review committee as to the disposition of the complaint shall be in writing and be transmitted to the Superintendent or his/her designee. The Superintendent or his/her designee shall share the findings and recommendation of the review committee with the complainant and shall meet with the complainant for purposes of resolving the matter. After meeting with the complainant to review the findings and recommendation of the review committee, the Superintendent shall issue his/her decision on the complaint in writing to the complainant, with a copy to the members of the review committee and the Principal of the affected school.

The Superintendent shall submit to the Board the report from the district review committee, along with his/her recommendation, if Board involvement becomes necessary to resolve the complaint.

An individual student may be excused from using challenged materials. The teacher will then assign the student alternate materials of equal merit. Although individuals may be excused from using challenged materials, the use of challenged materials by class, school or district shall not be restricted until final disposition has been made in accordance with this regulation.

# New Fairfield Public Schools

## New Course Proposal

### **Directions:**

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

**Course Being Proposed:** Explorations in Data Science 1 and 2

**Proposal submitted by:** Catherine Hall- NFHS Mathematics Department Chair

**School:** New Fairfield High School

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

*The mathematics department proposes to run a course titled Explorations in Data Science for students as an elective upon completion of their math graduation requirements.*

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

*The course is a year long but divided into two semesters for students to have choice in their electives. It would be open to any students who had already met their math graduation requirements, typically students in grades 11-12. It would be a CP level course.*

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

*Current research shows that data science is a major component of many career paths that our students will be pursuing. We currently offer an Intro to Statistics class which dives heavily into data analysis and testing, but does not provide a broad overview of all aspects of data science, which this course would do. This course would allow students of all levels access to data analysis and statistics as well as an intro to computer programming in conjunction with data analysis.*

4. Please indicate the target population for this proposal.

*Students in grades 11-12 who have already completed their graduation requirements for mathematics.*

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

*This course is a new elective course and would not be replacing any particular course.*

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

*This course would be available to students who had already met their graduation requirements for mathematics, typically by taking an Algebra 2 course.*

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

*The Explorations in Data Science 1 course will introduce students to the main ideas in data science. Students will learn to be data explorers in project-based units, through which they will develop their understanding in several topics such as data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments and the power of data in society.*

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

*Students should have an understanding of data analysis and how it relates to many topics in the real-world and many career paths.*

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

*This course curriculum is free and is available on [youcubed](#)*

*The units include:*

*Unit 1: Data Tells a Story*

*In this unit students will be introduced to data science through a reflection of their own experiences using self-generated data, an exploration of a larger dataset of people's media use, and an analysis of business data. Through these activities students will learn about the data science process, begin using data to tell stories, and think about the ethics involved in working with data.*

## *Unit 2: The Data of our Community*

*In Unit 2 students will explore different ways of modeling data, starting with the basic models of measures of center and spread, as well as considering sampling. Students will likely already be familiar with the calculations needed to find measures of center and spread for small data sets, but this unit takes a deeper dive into understanding the concepts, deeper meanings, limitations, and the impact of outliers in the context of data modeling. Students will explore distributions and the role of probability in understanding them. Additionally, students will collect their own data and compare it to a larger data set.*

## *Unit 3: Water in Your Life*

*In this unit, students will learn about bivariate data through discussions and data explorations around the theme of water usage. Students will explore scatter plots as a visual way to represent the relationship between two variables, draw their own lines of best fit, and learn how data scientists determine and analyze lines of best fit .*

## *Unit 4: Shuffling Songs*

*In this unit, students will again consider the modeling process and the role played by variation, reflecting on the data collected from simulations and the ways data can help answer probabilistic questions and leverage this power for decision-making. In the process of creating powerful simulations, students will learn the basics of programming, which will continue to be a powerful tool for data analysis.*

## *END OF EXPLORATIONS IN DATA SCIENCE 1 (SEMESTER 1)*

## *Unit 5: Skin Tones and Representation*

*In this unit, students explore the issues around skin tone representation in the media through a data-based exploration of skin tone representation in magazines. Students conduct both a categorical and a numerical analysis and compare the benefits and drawbacks of both. In their categorical analysis students create two-way tables based on their interpretation of the skin tones of the people pictured, and in the numerical analysis they use the RGB values of the images themselves. After both analyses, students chose an audience for whom the information would be relevant and write a data-supported piece to share their findings with that audience.*

### *Unit 6: What's the Best Place for Me?*

*In this unit students will build a prioritization model to create a ranking. In this process, students will decide what they value, collect variables based on their values, gather and clean data, create functions to combine variables, normalize data, and create a weighting system for prioritizing their data. Students will do a sensitivity analysis on their weighting system. During this process, students will discuss how bias impacts mathematical models. They will use reasoning, justifications, and visualizations to explain their decisions.*

### *Unit 7: Predicting My Preferences*

*In this unit, students will be introduced to the big ideas behind machine learning. They will build two different machine learning algorithms to make predictions on whether they will like a song. In this process they will learn about using vectors and matrices as data structures as well as applying conditional probability and exercising their basic programming abilities. Students will also consider how machine learning impacts their lives and others' lives and will share their newly gained understandings of machine learning with a member of their community.*

### *Unit 8: Being a Data Scientist*

*This unit will bring together all that the students have been working on. Students will have an opportunity to work through the full cycle of data science: making their own decisions about the questions they are interested in exploring, finding data to answer that question, cleaning the data, creating and analyzing a model, communicating with the data visually and reflecting on their process. This will be an iterative process mirroring how data scientists work on a project. Students will gather their own data. They will make decisions about how to work with it and describe the choices they have made including what technology tools to use, cleaning moves, visualization selection, univariate or bivariate data choices, combining data, and other content relevant to their project of choice.*

### *END OF EXPLORATIONS IN DATA SCIENCE 2 (SEMESTER 2)*

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

*The resource and curriculum are free from [www.youcubed.org](http://www.youcubed.org). The course uses several free online platforms as part of their lesson plan format, all provided by Google which the district already has access to for free. There is a Professional Development Course through Stanford that the teacher may participate in (it's online and self-paced) for a cost of \$149. The course would be staffed by current staff, it would replace a section of one of the upperclassmen electives currently offered.*

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

*None - resource is free online - PD may be used by the teacher if desired, cost of \$149.*

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

*This course does not impact any other courses that are currently being offered at this time, except that it may reduce the number of sections of other upperclassmen elective courses.*

**Signatures of those making this proposal:**

Catherine Helle  
Teacher/Department Chair

11/21/22  
Date

[Signature]  
Principal

11/21/22  
Date

Julie Luby  
Assistant Superintendent

11/22/22  
Date



# New Fairfield Public Schools

## New Course Proposal

### **Directions:**

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

**Course Being Proposed:** Explorations in Data Science 1 and 2

**Proposal submitted by:** Catherine Hall- NFHS Mathematics Department Chair

**School:** New Fairfield High School

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

*The mathematics department proposes to run a course titled Explorations in Data Science for students as an elective upon completion of their math graduation requirements.*

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

*The course is a year long but divided into two semesters for students to have choice in their electives. It would be open to any students who had already met their math graduation requirements, typically students in grades 11-12. It would be a CP level course.*

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

*Current research shows that data science is a major component of many career paths that our students will be pursuing. We currently offer an Intro to Statistics class which dives heavily into data analysis and testing, but does not provide a broad overview of all aspects of data science, which this course would do. This course would allow students of all levels access to data analysis and statistics as well as an intro to computer programming in conjunction with data analysis.*

4. Please indicate the target population for this proposal.

*Students in grades 11-12 who have already completed their graduation requirements for mathematics.*

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

*This course is a new elective course and would not be replacing any particular course.*

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

*This course would be available to students who had already met their graduation requirements for mathematics, typically by taking an Algebra 2 course.*

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

*The Explorations in Data Science 1 course will introduce students to the main ideas in data science. Students will learn to be data explorers in project-based units, through which they will develop their understanding in several topics such as data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments and the power of data in society.*

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

*Students should have an understanding of data analysis and how it relates to many topics in the real-world and many career paths.*

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

*This course curriculum is free and is available on [youcubed](#)*

*The units include:*

*Unit 1: Data Tells a Story*

*In this unit students will be introduced to data science through a reflection of their own experiences using self-generated data, an exploration of a larger dataset of people's media use, and an analysis of business data. Through these activities students will learn about the data science process, begin using data to tell stories, and think about the ethics involved in working with data.*

## *Unit 2: The Data of our Community*

*In Unit 2 students will explore different ways of modeling data, starting with the basic models of measures of center and spread, as well as considering sampling. Students will likely already be familiar with the calculations needed to find measures of center and spread for small data sets, but this unit takes a deeper dive into understanding the concepts, deeper meanings, limitations, and the impact of outliers in the context of data modeling. Students will explore distributions and the role of probability in understanding them. Additionally, students will collect their own data and compare it to a larger data set.*

## *Unit 3: Water in Your Life*

*In this unit, students will learn about bivariate data through discussions and data explorations around the theme of water usage. Students will explore scatter plots as a visual way to represent the relationship between two variables, draw their own lines of best fit, and learn how data scientists determine and analyze lines of best fit .*

## *Unit 4: Shuffling Songs*

*In this unit, students will again consider the modeling process and the role played by variation, reflecting on the data collected from simulations and the ways data can help answer probabilistic questions and leverage this power for decision-making. In the process of creating powerful simulations, students will learn the basics of programming, which will continue to be a powerful tool for data analysis.*

## *END OF EXPLORATIONS IN DATA SCIENCE 1 (SEMESTER 1)*

## *Unit 5: Skin Tones and Representation*

*In this unit, students explore the issues around skin tone representation in the media through a data-based exploration of skin tone representation in magazines. Students conduct both a categorical and a numerical analysis and compare the benefits and drawbacks of both. In their categorical analysis students create two-way tables based on their interpretation of the skin tones of the people pictured, and in the numerical analysis they use the RGB values of the images themselves. After both analyses, students chose an audience for whom the information would be relevant and write a data-supported piece to share their findings with that audience.*

### *Unit 6: What's the Best Place for Me?*

*In this unit students will build a prioritization model to create a ranking. In this process, students will decide what they value, collect variables based on their values, gather and clean data, create functions to combine variables, normalize data, and create a weighting system for prioritizing their data. Students will do a sensitivity analysis on their weighting system. During this process, students will discuss how bias impacts mathematical models. They will use reasoning, justifications, and visualizations to explain their decisions.*

### *Unit 7: Predicting My Preferences*

*In this unit, students will be introduced to the big ideas behind machine learning. They will build two different machine learning algorithms to make predictions on whether they will like a song. In this process they will learn about using vectors and matrices as data structures as well as applying conditional probability and exercising their basic programming abilities. Students will also consider how machine learning impacts their lives and others' lives and will share their newly gained understandings of machine learning with a member of their community.*

### *Unit 8: Being a Data Scientist*

*This unit will bring together all that the students have been working on. Students will have an opportunity to work through the full cycle of data science: making their own decisions about the questions they are interested in exploring, finding data to answer that question, cleaning the data, creating and analyzing a model, communicating with the data visually and reflecting on their process. This will be an iterative process mirroring how data scientists work on a project. Students will gather their own data. They will make decisions about how to work with it and describe the choices they have made including what technology tools to use, cleaning moves, visualization selection, univariate or bivariate data choices, combining data, and other content relevant to their project of choice.*

### *END OF EXPLORATIONS IN DATA SCIENCE 2 (SEMESTER 2)*

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

*The resource and curriculum are free from [www.youcubed.org](http://www.youcubed.org). The course uses several free online platforms as part of their lesson plan format, all provided by Google which the district already has access to for free. There is a Professional Development Course through Stanford that the teacher may participate in (it's online and self-paced) for a cost of \$149. The course would be staffed by current staff, it would replace a section of one of the upperclassmen electives currently offered.*

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

*None - resource is free online - PD may be used by the teacher if desired, cost of \$149.*

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

*This course does not impact any other courses that are currently being offered at this time, except that it may reduce the number of sections of other upperclassmen elective courses.*

**Signatures of those making this proposal:**

Catherine Hall  
Teacher/Department Chair

11/21/22  
Date

[Signature]  
Principal

11/21/22  
Date

Julie Luby  
Assistant Superintendent

11/22/22  
Date



# New Fairfield Public Schools

## New Course Proposal

### **Directions:**

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

**Course Being Proposed:** Financial Algebra

**Proposal submitted by:** Catherine Hall- NFHS Mathematics Department Chair

**School:** New Fairfield High School

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

*The mathematics department proposes to run a course titled Financial Algebra for students as an elective upon completion of their math graduation requirements.*

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

*The course is a semester long. It would be open to any students who have completed their math graduation requirements typically students in grades 11-12. It would be a CP level course.*

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

*We currently offer Personal Finance as a graduation requirement for all students, but do not have any upper level business related mathematics courses. This course would allow students choice as an upperclassmen as far as the branch of math that they might like to pursue post-graduation, in alignment with some of the course pathways that are currently being developed.*

4. Please indicate the target population for this proposal.

*Students in grades 11-12 who have already completed their graduation requirements for mathematics.*

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

*This course is a new elective course and would not be replacing any particular course.*

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

*This course would be available to students who had already met their graduation requirements for mathematics, typically by taking an Algebra 2 course.*

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

*Financial Algebra is an elective math course that engages students with real-world financial applications while maintaining deep mathematical rigor. Each of the course's units blends one core personal finance topic with one relevant math concept (e.g. Investing and Exponential Functions).*

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

*Students should see the connection between algebra and the business world.*

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

*This course curriculum is already written by the state and is free. A link to the curriculum is [here](#).*

*The units include:*

*Unit 1: Taxes and Fundamentals of Algebra*

*Unit 2: Checking and Linear Equations*

*Unit 3: Saving and Systems of Equations*

*Unit 4: Budgeting and Systems of Inequalities*

*Unit 5: Intro to Investing and Exponential Functions*

*Unit 6: Investing Strategies and Exponential Functions*

*Unit 7: Types of Credit and Modeling Functions*

Unit 8: *Managing Credit and Fundamentals of Statistics*

Unit 9: *Paying for College and Statistical Analysis*

Unit 10: *Insurance and Probability*

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

*The resource is free and is developed with the use of NearPod, which is a free online platform that is already approved by the technology department.*

*The course would be staffed by current staff, it would replace a section of one of the upperclassmen electives currently offered.*

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

*None - resource is free online from the state*

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

*This course does not impact any other courses that are currently being offered at this time, except that it may reduce the number of sections of other upperclassmen elective courses.*

**Signatures of those making this proposal:**

Catherine Acee  
Teacher/Department Chair

11/21/22  
Date

[Signature]  
Principal

11/21/22  
Date

Julie Ruby  
Assistant Superintendent

11/22/22  
Date



# New Fairfield Public Schools

## New Course Proposal

### **Directions:**

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

**Course Being Proposed:** History of Mathematics: How Math Shapes the World Around Us

**Proposal submitted by:** Catherine Hall- NFHS Mathematics Department Chair

**School:** New Fairfield High School

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

*The mathematics department proposes to run a course titled History of Mathematics: How Math Shapes the Future for students as an elective upon completion of their math graduation requirements.*

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

*The course is a semester long course. It would be open to any students who had already met their math graduation requirements, typically students in grades 11-12. It would be a CP level course.*

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

*This course would be for students who may not want to take another year of procedural math, but would rather learn about some of the history of how mathematics developed and how it shapes our world today. While historians are mentioned throughout math courses, there has not been a course like this offered in recent years at NFHS.*

4. Please indicate the target population for this proposal.

*Students in grades 11-12 who have already completed their graduation requirements for mathematics.*

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

*This course is a new elective course and would not be replacing any particular course.*

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

*This course would be available to students who had already met their graduation requirements for mathematics, typically by taking an Algebra 2 course.*

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

*In mathematics classes, students usually ask “when will we ever use this?” This course will help them to see how math has been used throughout time from its beginnings in creating number systems all the way to present day events such as rocket launches, modern day medicine and the internet. Without mathematics, the world today would not be the one that we know.*

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

*Students will see how math throughout time has shaped the world to be where we are today. Students will learn about various mathematicians and the theorems that they created years ago and how they have evolved over the years.*

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

*This course would be in an alternate format to a typical mathematics course where assessments would be project or presentation based. The course would be divided into different eras, and would explore the lives and theorems of famous mathematicians that lived within that era all with a focus on how what they discovered or proved has shaped history.*

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

*The curriculum will need to be written, although several free online articles and abstracts exist. The course would be staffed by current staff, it would replace a section of one of the upperclassmen electives currently offered.*

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

*A textbook would need to be purchased, several options are available. This is a sample: Significant Figures by Ian Stewart. Books are available for approximately \$20 each and we would need about 30 for a total of \$600.*

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

*This course does not impact any other courses that are currently being offered at this time, except that it may reduce the number of sections of other upperclassmen elective courses.*

**Signatures of those making this proposal:**

Catherine Heel  
Teacher/Department Chair

11/21/22  
Date

[Signature]  
Principal

11/21/22  
Date

Julie Luby  
Assistant Superintendent

11/22/22  
Date



**DRAFT #2**  
**New Fairfield Board of Education**  
**3 Brush Hill Road**  
**New Fairfield, CT 06812**

**NEW FAIRFIELD BOARD OF EDUCATION**  
**SCHEDULE OF REGULAR MEETINGS**  
**2023**

January 5	June 1
January 19	June 15
February 2	August 17
February 16	September 7
March 2	September 21
March 16	October 5
April 6	October 19
April 25*	November 2
<i>(*This meeting occurs on the fourth Tuesday of April.)</i>	
May 4	December 7
May 18	December 21

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

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

**NEW FAIRFIELD HIGH SCHOOL START AND END TIME  
AD HOC SUBCOMMITTEE  
SCHEDULE OF REGULAR MEETINGS  
2023**

January 5

March 2

May 4

October 5

December 7

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

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

**SPECIAL EDUCATION AD HOC SUBCOMMITTEE  
SCHEDULE OF REGULAR MEETINGS  
2023**

February 2

April 6

June 1

September 7

November 2

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

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

**BUSINESS OPERATIONS/RESOURCE MANAGEMENT  
SUBCOMMITTEE  
SCHEDULE OF REGULAR MEETINGS  
2023**

January 19

February 16

March 16

April 25\*

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

May 18

June 15

August 17

September 21

October 19

December 21

The Business Operations/Resource Management Subcommittee is scheduled to meet at 6:00 p.m. prior to the second Board of Education meeting of the month. There is no meeting scheduled for July. Unless otherwise posted, all meetings will be remote.

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

**CURRICULUM/INSTRUCTION SUBCOMMITTEE  
SCHEDULE OF REGULAR MEETINGS  
2023**

January 23

February 27

March 27

April 24

May 22

August 28

September 26\*

*(\*This meeting occurs on the  
fourth Tuesday of September.)*

October 23

November 27

The Curriculum/Instruction Subcommittee is scheduled to meet at 7:00 p.m. on the fourth Monday of the month. There are no meetings scheduled for June, July and December. Unless otherwise posted, all meetings will be remote.

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

**POLICY SUBCOMMITTEE  
SCHEDULE OF REGULAR MEETINGS  
2023**

January 25

February 22

March 22

April 26

May 24

June 14\*

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

August 23

September 27

October 25

November 29\*

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

The Policy Subcommittee is scheduled to meet at 7:00 p.m. on the fourth Wednesday of the month. There are no meetings scheduled for July and December. Unless otherwise posted, all meetings will be remote.

*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

**NEW FAIRFIELD PUBLIC SCHOOLS  
NEW FAIRFIELD, CT**

This form must be completed and submitted for all in-kind and monetary donations to a school or the district. Donations valued at \$1000 or more require BOE approval before acceptance of the donation or depositing of funds. A letter of acceptance will be sent by the appropriate staff member with a copy to the superintendent's office.

**DATE:** November 14, 2022

**SCHOOL:** New Fairfield High School

**TYPE OF DONATION:** Grant from the New Fairfield Community Thrift Shop for student travel to Quebec City, February 2-5, 2023.

**PLAN FOR USE:** The entire sum of the grant will be split among the 32 trip participants to subsidize the trip cost (\$1,020 per person)

**VALUE:** \$5000 (\$156.25 per person)