

Board of Education Regular Meeting 2022

Thursday, December 15, 2022 7:00 PM

BOE Meeting Access: BOE (12/15/22 at 7 p.m.) Web:

https://zoom.us/j/99084792017 Dial In: (929) 205-6099 Meeting ID: 990 8479 2017 , 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF THE MINUTES

III.A. December 1, 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. Business Operations/Resource Management (*Greg Flanagan*)

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

VI.E. Liaison Reports

VI.E.1. Parks and Recreation Committee (*K. LaTourette, G. Flanagan*)

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

VII. INFORMATION ITEMS

VII.A. District Priorities/Goals 2022-23

VII.B. FY 24 Capital Improvement Plan

VII.C. Request to Board of Finance for Surplus Funds

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

VII.E. Transportation Update

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

VII.F.1. Policy 1312 - Public Complaints

VII.G. New Course Proposals (*Second Review*)

VII.G.1. Explorations in Data Science 1

VII.G.2. Explorations in Data Science 2

VII.G.3. Financial Algebra

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

VIII. **ACTION ITEMS**

VIII.A. Personnel Report

VIII.B. New Fairfield Public Schools 2022-23 Revised
Calendar

VIII.C. Acceptance of Donation

VIII.C.1. New Fairfield Youth Basketball

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, December 1, 2022, at 7:00 pm at the Community Room at 33 Route 37, New Fairfield, CT 06812.

MINUTES – December 1, 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 Middle School Principal Karen Gruetzner, Elementary School Assistant Principal Steven Groccia and Director of Guidance Stephanie Cheung

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. November 17, 2022 - Regular 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 following:

- Wished all the Winter Sports Teams good luck this season.
- Encouraged everyone to communicate with one another especially this time of year.

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

- Parent -Teacher conferences for Grades K-8 have been rescheduled to Dec. 8th.
- Congratulated the Rebel Players for a wonderful Fall Play.
- Thanked the Elementary Schools PTO for coordinating the Book Fair.

C. Student Representatives’ Report

Senior Representative Grace DeMarco spoke of the following:

- The Food Drive at the high school was a big success.
- The Girls’ Lacrosse Team is hosting a “Toy Drive” for Connecticut Children’s Medical Center. Donations can be dropped off at any New Fairfield School until Dec. 6th.

D. Committee Reports

1. Curriculum - Stephanie Strazza noted that this committee met on November 28th and discussed course proposals for new Math classes at the high school.

2. Special Education Ad Hoc - Stephanie Strazza noted that this committee met on December 1st. Pupil Personnel Director Katherine Matz gave the committee an overview of the IEP Process for parents.

E. Liaison Reports - None

VII. INFORMATION ITEMS

A. Class of 2022 Outcomes

Dr. Craw introduced Director of Guidance Stephanie Cheung who gave a presentation regarding the Guidance Department and its role in assisting student in their post high school careers. Ms. Cheung New Fairfield alumni. She gave statistics of the number of colleges, the number of applications and the number of students that have applied to college in recent years. There was a discussion of what is done to prepare and encourage students to explore the trades.

B. ARP/ESSER Funding Update

Dr. Craw spoke of the staffing plan for Fiscal Year 2023 and Fiscal Year 2024 and how it affects the budget. He spoke of positions that were funded through ARP and ESSER Funds in recent years and the importance of continuing these positions when the relief funding ends.

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

Director of Business and Operations Carrie DePuy gave an update on the school building projects. The high school project is on budget and is currently out to bid for furniture, fixtures and equipment. Technology for the high school project will go out to bid next month. The Elementary School playground is completed but some of the equipment is still waiting inspection. The demolition for the old Consolidated School is delayed but hopefully will be completed by the spring.

D. Transportation Update

There will be a meeting with the residents of Middleton Drive to discuss traffic concerns on Monday, December 5th. This meeting will include the Superintendent of Schools, First Selectman and members of the Police Department.

E. Board of Education Policies (First Reading) - Samantha Mannion gave a brief description of this policy.

1. Policy 1312 - Public Complaints

F. New Course Proposals (First Reading) - Julie Luby gave a brief description of these Math classes and noted that they are elective classes once the required Math classes are finished.

1. Explorations in Data Science 1

2. Explorations in Data Science 2

3. Financial Agenda

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

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 November 29, 2022, as recommended by the administration. Stephanie Strazza seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

B. Board of Education 2023 Regular Meeting Dates

MOTION: Kimberly LaTourette made a motion to recommend to the full Board the approval of the 2023 Board of Education Regular and Board of Education Subcommittee meeting dates as presented. 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. Board of Education Policies

MOTION: Samantha Mannion made a motion to recommend to the full Board the approval of the Board of the Education Policies listed below as presented (Policy 7230.2- Extensions/Renovations or Replacements). Ed Sbordone seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

1. Policy 7230.2 - Extensions/Renovations or Replacements

D. Acceptance of Donation

MOTION: Greg Flanagan made a motion to approve to recommend to the full Board to accept with gratitude the New Fairfield Community Thrift Shop donation of \$5,000, to be split among students to subsidize student travel to Quebec City on February 2-5, 2023. 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

IX. PUBLIC PARTICIPATION - None

X. FUTURE AGENDA ITEMS - None

XI. BOARD MEMBER COMMENTS - Greg Flanagan asked about the status of the turf field. It was decided that this will be discussed at a future meeting.

XII. ADJOURNMENT

MOTION: Dominic Cipollone made a motion to adjourn the meeting at 8:09 p.m. Greg Flanagan seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

Respectfully submitted,
Suzanne Kloos



**New Fairfield Public Schools
District Priorities
2022-23**

I. Teaching and Learning

Increase student growth and achievement by providing all students with high-quality instruction and curricula in an adaptive and flexible learning environment. (Continuation of 2021-22 goal with updated language).

Curriculum & Instruction: Continue the district focus on [high-quality instruction](#).

- Unify all district initiatives and efforts around the [Vision of the Graduate](#).
- Utilize our clear and consistent definition of high-quality instruction.
- Continually update and revise district curriculum through a formal process and using a curriculum design template.
- Provide professional learning opportunities for staff on task design, consistent with the district design template.
- Continue to refine the coaching and tiered intervention systems K-8 to support student growth and achievement.
- Continue to support the implementation of Bridges and Number Corner to ensure equity of content and numeracy instruction within K-5 classes.
- Continue to evaluate the vertical articulation of the 6-12 mathematics curriculum, identification of high-quality resources and key instructional practices to support the delivery of engaging problems based numeracy instruction at the secondary level.
- Continue to provide training on best practices that support the science of reading to ensure timely and focused literacy instruction for all students.

Special Education:

- Continue to develop and implement high-quality Individual Education Programs (IEPs) that result in academic and educational growth for students requiring special education services.
- Provide training for special education teachers, school psychologists, speech and language pathologists, and building administrators on the new state requirements for identification of students with reading disabilities.

- Continue to provide training on best practices in literacy instruction for students with identified reading disabilities, such as dyslexia.
- Continue to support the STRIDES program such that students requiring special education services after completing high school graduation requirements can receive those services in-district.
- Per state mandate, implement the Connecticut State Department of Education (CSDE)-provided IEP software (CT-SEDS), and work through the challenges inherent to the newly-designed software.

II. Healthy Learning Environment

Promote a healthy learning environment that fosters physical and emotional safety, respect and a sense of belonging for all students. (Continuation of 2021-22 goal with new language).

School Culture & Climate

- Continue to train staff for fidelity of implementation of Responsive Classroom K-5.
- Continue to train staff for fidelity of implementation of Restorative Practices 6-12.
- Continue to increase a sense of belonging for all students through work with district consultants (6-12).

School Safety and Security

- Review and refine NFPS emergency response protocols and provide updated training to school staff.
- Establish safe and efficient arrival and dismissal procedures at the newly configured Cons/MHHS campus.
- Continue to enhance our partnership with the School Resource Officers through regular monthly meetings and ongoing communication. Extend the SRO program to Cons/MHHS in order for all buildings to have a dedicated SRO.

High School Start/End Times & Master Schedule:

- Make modifications to the high school's start & end times for the 2024-25 school year to align with adolescent sleep research.
 - Re-start the High School Start/End Times Board of Education Ad Hoc Committee.
 - Convene the High School Start/End Time Task Force, which will report periodically to the BOE sub-Committee with its recommendations.
- Continue to review the current high school master schedule in order to enhance educational opportunities.

Health and Wellness

- Continue with the practice of periodically administering *Profiles of Student Life: Attitudes and Behaviors* surveys for grades 7-12 and compare to pre-pandemic results.
- Present findings to the Board and determine next steps.
- Utilize a multi-prong approach to reduce incidents of substance use.

- Evaluate current and anticipated needs for school-based counseling services and plan programming to support students' mental health needs. Continue the use of the Aperture universal social/emotional competence screener in grades K-12.

III. Superintendent's Entry Plan

Develop an understanding of the district's priorities, programs, culture, and operations by listening and learning from stakeholders. ([See entry plan](#))

- Establish a successful and productive superintendent/board relationship.
- Establish relationships with stakeholders and gather feedback to inform goal setting and strategic planning.
- Develop an understanding of the extent to which New Fairfield's academic programs and services are meeting the needs of students.
- Actively gather information regarding the present status of school security, facilities and budget development.
- Utilize multiple approaches to effectively communicate with stakeholders.

IV. Strategic Planning

Initiate a strategic planning process to set New Fairfield Public Schools' priorities for the next three years.

- Develop a committee process, with the Board's input, for developing the strategic plan that includes soliciting input from various stakeholders.
- Create a multi-year strategic plan with goals, objectives, action steps, and timelines for completion, which will serve to guide the next level of work for the district, including future budgets.
- Present the strategic plan to the community and the board of education for refinement and Board approval.

V. Resources to Support Learning

Provide the necessary resources for learning--defined as finances, facilities, operational systems, and human resources. Adequate resources are a foundational component for New Fairfield to achieve its Vision of a Graduate.

Finance

- Develop and present a FY 24 Operational and Capital Budget request to the community that is transparent, fiscally responsible and ensures continuous improvement.
- Manage the FY 23 Operational and Capital Budget to provide resources as planned and to address unanticipated expenses.

Transportation

- Utilize the services of a transportation consultant to conduct an analysis of the financial requirements in moving from a three-tier bus transportation system to a two-tier system with the high school and middle school sharing bus runs.

Facilities

- Close out the Consolidated/Meeting House Hills Schools building project from a financial standpoint and ensure that the punch list has been completed according to the educational specifications and construction documents.
- Monitor the construction of the new high school to ensure an on-time opening for the 2023-24 school year and to ensure that the educational specifications have been met.
- Respond to state mandates in documenting and communicating the district's indoor air quality preventative maintenance plan to the public.

Human Resources

- Attract and retain highly qualified staff to support continuous academic improvement.
- Increase the substitute pool for certified and non-certified positions.

Technology

- Create continuity in access to educational support technology to support K-12 curriculum initiatives. (SmartBoards, document cameras, projection and sound reinforcement)
- Utilizing upgraded facilities, cultivate STEM initiatives to full potential with industry leading hardware and software. (K-5 STEM lab, new HS Robotics, digital media, and art/music labs)
- Streamline and clarify the digital repository of online tools and resources increasing efficiency in delivering high-quality instruction.

**NF Board of Education
Request to BOF for \$356,281 in Surplus Funds
List of Priority Items**

Item	Expense	Rationale	Cost	
1.	NFMS oil tank	MS oil tank has reached life expectancy and needs to be replaced.	\$320,000	FY 24 Capital
2.	NFMS flooring	MS cafeteria flooring and G lobby flooring are at the end of life expectancy and failing.	\$62,000	FY 24 Capital
3.	Dump truck	Age of truck and increase in repair costs; Primary vehicle for facilities/grounds operations.	\$60,255	FY 24 Capital
4.	Replacement van for students	Age of van, increasing risk of repair costs and declining trade-in value necessitates replacement.	\$46,000	FY 24 Capital
5.	Three A/C units for MHHS	Install A/C units in three MHHS classrooms for medically-fragile students as a result of the PPT process. This requirement must be satisfied in accordance with student IEPs.	\$33,000	FY 24 Operating
6.	NFMS HVAC	New state mandate requires HVAC commissioning prior to January 1, 2024.	\$10,000	FY 24 Operating
Total			\$531,255	

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. 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. 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: 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 Acell
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

NEW FAIRFIELD PUBLIC SCHOOLS - 2022-2023 Calendar *Revised*

August (0)				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

29-30 - New Teacher Orientation
 30 - Consolidated Certified Staff Only Reports
 31 - First Day for Teachers

September (19)				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

1-2 - Professional Development Day
 5 - Labor Day
 6 - First Day for Students

October (19)				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	*19	20	21
24	25	26	27	28
31				

5 - Yom Kippur
 10 - Columbus Day
 19 - Data Day - *Early Dismissal

November (18)				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

8 - Election Day - Professional Development Day
 11 - Veterans Day (full day of school)
 23-25 - Thanksgiving Recess

December (17)				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	*23
26	27	28	29	30

23 - *Early Dismissal
 26-30 - Holiday Vacation

January (20)				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	*25	26	27
30	31			

2 - Holiday Vacation
 16 - Martin Luther King Day
 25 - Data Day - *Early Dismissal

February (17)				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

20 - Presidents' Day
 21-22 - Professional Development Day

March (23)				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	*29	30	31

22 - Data Day - *Early Dismissal
 29 - Data Day - *Early Dismissal

April (14)				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

7 - Good Friday
 17-21 - Spring Vacation

May (22)				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	*26
29	30	31		

26 - Data Day - *Early Dismissal
 29 - Memorial Day

June (11)				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	◆16
◆19	◆20	◆21	◆22	◆23
◆*26	27	28	29	30

15 - Last Day for Students/Staff
 ◆16 - ◆26 - Snow/emergency days
 ◆*26 - Last Possible Day for Students/Staff (includes 7 snow/emergency days) *Early Dismissal

Snow/emergency days will be made up on June 16th through June 26th as needed. If more than 7 days are needed, days will be taken from spring vacation beginning with April 21st. The last day for students is expected to be no later than June 26th. Students will not be in school more than 180 days.

Data Days – If the opening of school is delayed on a Data Day, the Data Day is cancelled, and students will be in school until regular dismissal time.

Approved by the Board of Education:
 Feb. 3, 2022; rev. 6/2/22, rev. 12/15/22

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

GIFTS AND DONATIONS

This form must be completed and submitted for all in-kind and monetary donations to a school or the district. Donations valued at \$1,000 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: December 1, 2022

SCHOOL: New Fairfield High School

TYPE OF DONATION AND QUANTITY: \$3,000

CONDITION/AGE OF ITEM DONATED: N/A

DONOR: New Fairfield Youth Basketball, Inc.

SCHOOL'S PLAN FOR USE OF ITEM(S): To assist with the purchase of new uniforms for the boys' high school basketball team

APPROXIMATE VALUE: \$3,000

The approximate value denoted above has been supplied by the donor. The New Fairfield Public Schools does not attest to the accuracy of this value. It is the donor's responsibility for documentation to support this valuation for tax or any other purposes.

November 22, 2022

Mr. Kenneth Crow, Superintendent
New Fairfield School District

Dear Mr. Crow,

I am writing to recognize the boys varsity basketball coach Donnell Harvey, the boys' basketball players and Athletic Director Mark Ottusch.

New Fairfield Youth Basketball (NFYB) recently held a youth clinic at New Fairfield's High School and Middle School gyms on November 8th in collaboration with Coach Harvey and his players. While one of goals was to help raise monies towards assisting with the purchase of new uniforms for the upcoming season, it was the giving back to the youth of the community that was truly on display. We had over 40 kids participate and Coach Harvey and his team did a great job interacting with the players, helping them improve their skills and making it a fun day for everyone involved.

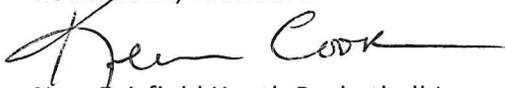
NFYB is truly grateful for the support of Mark Ottusch and the School District. Currently NFYB is growing to new levels; we have 13 boys and girls travel teams, close 175 kids playing in our in house recreational league and 75 boys and girls signed up for our 1st & 2nd grade clinics. This all would not be possible with the support of the Athletic Department and School District.

NFYB is committed to building a positive culture and working relationship between our youth program and the high school basketball teams and the Athletic Department. We have a number of new ideas and initiatives we look forward to exploring with you and the school district.

Enclosed with this letter, please accept NFYB donation of \$3,000, to assist with the purchase of new uniforms for the boys high school basketball team.

Sincerely,

Kevin Cook, President


New Fairfield Youth Basketball Inc.

