

Board of Education Regular Meeting 2023

Thursday, January 5, 2023 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. December 15, 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. Board of Finance (*Ed Sbordone*)

VI.D.2. New Fairfield High School Start and End Time Ad Hoc Subcommittee

VI.E. Liaison Reports - none

VII. INFORMATION ITEMS

VII.A. Reading Waiver Update

VII.B. New Fairfield Public Schools 2023-24 Draft Calendar

VII.C. Board of Education Policy (*First Reading*)

VII.C.1. Policy 5132 – Dress and Grooming

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

VII.E. Capital Improvement Plan

VIII. **ACTION ITEMS**

VIII.A. Budget Expenditure Surplus

VIII.B. District Priorities and Goals 2022-2023

VIII.C. Personnel Report

VIII.D. Board of Education Policies

VIII.D.1. Policy 1312 - Public Complaints

VIII.E. New Course Proposals

VIII.E.1. Explorations in Data Science 1

VIII.E.2. Explorations in Data Science 2

VIII.E.3. Financial Algebra

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

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 15, 2022, at 7:00 p.m. via Zoom.

MINUTES – December 15, 2022

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

ABSENT: None

ALSO PRESENT: Superintendent of Schools Dr. Kenneth Craw, Assistant Superintendent of Schools Julie Luby, Director of Business and Operations Carrie DePuy, Pupil Personnel Director Katherine Matz, New Fairfield High School Principal James D’Amico, New Fairfield High School Assistant Principal Scott Rohwedder, New Fairfield Middle School Principal Karen Gruetzner and Elementary School Principal Allyson Story

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 7:01 p.m.

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF MINUTES

A. December 1, 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 a wonderful tour of Consolidated/MHHS on December 9th and praised the entire the staff.

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

- Meeting House Hill School was recognized as a School of Distinction by the State of Connecticut.
- There are many winter concerts this time of year.
- He wished everyone a wonderful winter break.

C. Student Representatives’ Report

Junior Representative Brennan Hearty spoke of the following:

- PSAT scores are now available.
- Yearbooks are currently on sale.
- He notified everyone that the free lunch program will end soon.
- Surveys regarding potential schedule changes went out to students and families.

D. Committee Reports

1. Business Operations/Resource Management - Greg Flanagan noted that this subcommittee met on December 15th and reviewed the following:

- Reviewed a summary of budget vs. actual for payroll accounts.
- Looking at possible deficits of utilities and special education transportation.
- The building projects are on time. The demolition for the old Consolidated will be going out to bid in January and it is hopeful that this will be done in April of May 2023.
- The playground at Cons/MHHS is open with the exception of one structure.
- The 2024 Capital Improvement plan was discussed, including the request to the BOF for funds.

2. Policy - Samantha Mannion noted that this subcommittee met on December 14th and reviewed the draft of the new policy regarding dress and grooming, the policy on tuition for children of staff members and possible policies that will address problems with vaping in the schools.

E. Liaison Reports

1. Parks and Recreation Commission - Kimberly LaTourette noted that this commission met on December 12th and discussed the following:

- Two community members attended to inquire about the possibility of building a skateboard park in town.
- There was a discussion of possibly reducing the hours of the Town Beach this summer.
- Seasonal help positions will be posted soon.
- Summer camp will not be able to use the high school this summer due to the construction project. The fields will still be available.
- Boat slip fees were discussed.
- The Sip and Stroll will be held on Saturday, May 20th.
- The next meeting of the Parks and Rec commission will be held on January 9th at 6:00 p.m.

2. Calendar Committee - Kathy Baker noted that this committee met on December 14th and discussed possible days off in February and dates for Spring Break.

VII. **INFORMATION ITEMS**

A. District Priorities/Goals 2022-2023

Dr. Craw spoke of District Priorities and Goals and spoke of five main categories. He asked that the following goals be voted on by the Board sometime in January.

- Teaching and Learning
- Healthy Learning Environment
- Superintendent's Entry Plan
- Strategic Planning
- Resources to support learning

B. Fiscal Year 2024 Capital Improvement Plan

Dr. Craw spoke of a 10-year plan for capital improvements. Director of Business and Operations Carrie DePuy spoke of improvements that were made for the last fiscal year and spoke of specific improvements that need to be done at the Middle School.

C. Request to Board of Finance for Surplus Funds

Dr. Craw spoke of a vote taken by the Board of Education to request from the Board of Finance a transfer of \$356,280.60 from the General Fund to the BOE Capital and Non-Recurring Fund. This represents the expenditure surplus. He spoke of a list of priority items and asked that the BOE upgrade their request to \$531,255 to also include the revenue surplus.

MOTION: Ed Sbordone made a motion that the BOE request from the Board of Finance \$531,255 from the 2021-2022 surplus. 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

D. New Fairfield High School/Consolidated Building Project Update

Director of Business and Operations Carrie DePuy gave an update on the school building projects. She noted that the high school project is on time and on budget. Due to the construction project, no one will be allowed to use the building this summer. The playground is open at the elementary school. In order to reduce some costs involved with the old Consolidated building, the oil tank will be drained, and the building will not be heated this winter. It is hopeful that the building will be demolished this April or May. The bus loop is still in progress at MHHS/Consolidated School.

E. Transportation Update

Carrie DePuy noted that there was a productive meeting with the residents of Middleton Drive. Some of the buses have been rerouted and there seems to be an improvement with the traffic.

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

1. Policy 1312 - Public Complaints

G. New Course Proposals (Second Review)

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 December 8, 2022, as recommended by the administration. Ed Sbordone seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

B. New Fairfield Public Schools 2022-2023 Revised Calendar

MOTION: Kimberly LaTourette made a motion to recommend to the full Board the approval of the 2022-23 revised school calendar 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. Acceptance of Donation

MOTION: Greg Flanagan made a motion to recommend to the full Board to accept with gratitude the New Fairfield Youth Basketball donation of \$3,000, to assist with the purchase of new uniforms for the boys' high school basketball team. Kimberly LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

IX. PUBLIC PARTICIPATION - None

X. FUTURE AGENDA ITEMS - None

XI. BOARD MEMBER COMMENTS

Kathy Baker wished everyone Happy Holidays!

Ed Sbordone spoke of the District Priority and Goals and asked that they be presented to the Chairman of the BOF. He wished everyone a Happy New Year!

Greg Flanagan congratulated Meeting House Hill School for being named School of Distinction by the State of Connecticut. He further spoke of the vaping policies and was encouraged to hear that the Board is addressing this problem.

Samantha Mannion thanked everyone for facilitating a great visit to the elementary school last Friday, December 9th. She wished everyone Happy Holidays.

Stephanie Strazza thanked Kathy Baker, Karen Gruetzner and James D'Amico for reviewing and revising the dress code policy.

Dominic Cipollone wished everyone Happy Holidays. He encouraged all adults to address the vaping issue if they see it, and he thanked Dr. Craw for sharing goals.

XII. ADJOURNMENT

MOTION: Dominic Cipollone made a motion to adjourn the meeting at 7:52 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

3 Brush Hill Road, New Fairfield, CT 06812
Phone: 203 312-5770 Fax: 203 312-5609 www.newfairfieldschools.org

January 3, 2023

To: New Fairfield Board of Education

From: Kenneth G. Craw, Ed. D, Superintendent

Re: 2023-24 Proposed District Calendar (attached)

Background

Attached please find the recommendation for the 2023-24 New Fairfield Public Schools District Calendar drawn from the work of the NFPS Calendar Committee, a representative body of the BOE, administration, faculty, staff and parents (listed below). The Calendar Committee met on November 2, 2022, and December 14, 2022. The Committee's charge is to analyze options for the 2023-24 calendar and advise the Superintendent on recommendations to the BOE.

NFPS Calendar Committee 2023-24 Members in alphabetical order:

Tammy Allen (NFEA)
Kathy Baker (BOE)
Kenneth Craw (Superintendent)
Karin Graziano (PTO)
Kyle Kressu (NFEA)
Amanda Lombard (PTO)
Julie Luby (Assistant Superintendent)
Scott Rohwedder (NFAA)
Arlene Rollman (Para Assoc.)
Lori Vengalli (Secr. Assoc.)

Recommended 2023-24 Calendar

The recommended Calendar for 2023-24 is similar to the 2022-23 Calendar with a post-Labor Day first day of school for students, thus allowing as much time as possible for completion of the high school construction project. For ease of review by the BOE, listed below are the essential points for each month of the proposed calendar.

1. August/September 2023 –
 - a. One day for high school teacher moving into the new building (August 28 or 29)
 - b. Three teacher work days for meetings, set up and professional learning (August 30, 31 & September 1) precede the first day for students.
 - c. First Day for Students– Tuesday, September 5

- d. Two School Closure Days
 - i. Labor Day – Monday, September 4
 - ii. Yom Kippur – Monday, September 25

Comment: Rosh Hashanah begins at sundown on Friday, September 15 and runs until the evening of Sunday, September 17. This year the holiday falls completely on the weekend.

- 2. October 2023 –
 - a. School Closure – Columbus Day - Monday, October 9
 - b. 9-12 Parent Conferences - Early Dismissal - Wednesday, October 11 (afternoon and evening conferences) (also PSAT day)
 - c. 9-12 Parent Conferences - Late Arrival - October 12
 - d. Data Day - Early Dismissal - October 25
- 3. November 2023 —
 - a. K-8 Parent Conferences – Early Dismissal – Wednesday, November 1
 - b. K-8 Evening Conferences – Full Day of School - Thursday, November 2
 - c. K-8 Parent Conferences – Early Dismissal – Friday, November 3
 - d. Election Day/Professional Development – Tuesday, November 7
 - e. Thanksgiving Vacation –
 - i. No Students or Teachers - Wednesday, November 22
 - ii. Thanksgiving Break – Thursday, November 23 and Friday, November 24

Comment: It is preferable that the evening and afternoon K-8 parent conferences are not on the same day due to the high volume of conferences. There are only two shortened days to facilitate conferences.

- 4. December 2023 –
 - a. Data Day - Early Dismissal – Wednesday, December 6
 - b. Winter Recess – Friday, December 22 (early dismissal) through Monday, January 1
- 5. January 2024 –
 - a. School Closure - Observe New Year’s Day - Monday, January 1, 2024
 - b. Students and teachers return from break - Tuesday, January 2.
 - c. School Closure - Dr. Martin Luther King, Jr. Day – Monday, January 15
 - d. Data Day - Early Dismissal - January 24
- 6. February 2024 —
 - a. February Break – Friday, February 16 through Tuesday, February 20
 - i. Students are on a 5-day break.

- ii. Teachers have professional development on Friday, February 16 and Tuesday, February 20.
- iii. School Closure – Presidents’ Day - Monday, February 19

7. March 2024 —

- a. 9-12 Parent Conferences - Early Dismissal - Thursday, March 7 (afternoon and evening conferences)
- b. 9-12 Parent Conferences - Late Arrival - Friday, March 8
- c. Data Day - Early Dismissal – March 22
- d. K-8 Parent Conferences – Early Dismissal – Tuesday, March 26
- e. K-8 Evening Conferences – Full Day of School – Wednesday, March 27
- f. K-8 Parent Conferences– Early Dismissal – Thursday, March 28
- g. School Closure - Good Friday - March 29

8. April 2024 —

- a. Spring Recess – Monday, April 8 – Friday, April 12

Comment: Area school districts are split between taking the second or third week of April for their break. The Committee is recommending the second week of April and suggests alternating between the second and third weeks for future calendars.

9. May 2024 –

- a. Data Day - Early Dismissal - Friday, May 24
- b. School Closure - Memorial Day – Monday, May 27

10. June 2024 —

- a. Final Day for Students – Thursday, June 13

Comment: This schedule would provide up to seven days for school closures due to inclement weather. New Fairfield typically wants to have students finished before the final week of June; however, the seventh inclement weather day is listed as Monday, June 24.

Please note the statement at the bottom right-hand side of the proposed calendar regarding loss of school days due to inclement weather:

“Inclement weather emergency days will be made up on June 14-24 as needed. If more than 7 days are needed, days will be taken from spring vacation beginning with April 12th. The last day for students is expected to be no later than June 24th. Students will not be in school more or less than 180 days.”

Modifications to the 2022-23 District Calendar

1. At its regular meeting on December 15, the BOE adjusted the 2022-23 calendar to reflect the observance of the New Year's Day holiday on Monday, January 2, 2023, due to the fact that New Year's fell on a Sunday. All schools and offices were closed on January 2 and the day was added to the end of the calendar.
2. Based on feedback from the K-8 administrators, a minor adjustment has been made to the upcoming March 2023 parent conferences. It is preferable that the evening and afternoon K-8 parent conferences are not on the same day. The schedule will be communicated to families as follows:
 - a. K-8 Parent Conferences - Early Dismissal - Wednesday, March 22, 2023
 - b. Evening Conferences - Full Day of School - Thursday, March 23, 2023
 - c. K-8 Parent Conferences - Early Dismissal – Friday, March 24, 2023

ATTACHMENTS

1. 2023-24 Proposed District Calendar and Parent Conference Schedule
2. April Break Calendar Survey of Area Districts
3. 2022-23 Current Adopted District Calendar

NEW FAIRFIELD PUBLIC SCHOOLS - 2023-2024 Calendar *draft*

August (0)				
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	31	

28 -29 - New Teacher Orientation
 28 or 29 – NFHS Certified Staff Only Reports
 30 - First Day for Teachers
 31 – Professional Development Day

September (18)				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

1 - Professional Development Day
 4 - Labor Day
 5 - First Day for Students
 25 - Yom Kippur

October (21)				
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			

9 - Columbus Day
 25 - Data Day - *Early Dismissal

November (18)				
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	

7 - Election Day - Professional Development Day
 10 - Veterans Day observed (full day of school)
 22-24 - Thanksgiving Recess

December (16)				
M	T	W	Th	F
				1
4	5	*6	7	8
11	12	13	14	15
18	19	20	21	*22
25	26	27	28	29

6 - Data Day - *Early Dismissal
 22 - *Early Dismissal
 25-29 - Holiday Vacation

January (21)				
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		

1 – New Year’s Day
 15 - Martin Luther King Day
 24 - Data Day - *Early Dismissal

February (18)				
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	

16 – Professional Development Day
 19 - Presidents’ Day
 20 - Professional Development Day

March (20)				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	*22
25	26	27	28	29

22 - Data Day - *Early Dismissal
 29 – Good Friday

April (17)				
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			

8 -12 - Spring Vacation

May (22)				
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

24 - Data Day - *Early Dismissal
 27 - Memorial Day

June (9)				
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

13 - Last Day for Students/Staff
 ◆14 - ◆24 - Snow/emergency days
 ◆*24 - Last Possible Day for Students/Staff (includes 7 snow/emergency days) *Early Dismissal

Incident weather/emergency days will be made up on June 14th through June 24th as needed. If more than 7 days are needed, days will be taken from spring vacation beginning with April 12th. The last day for students is expected to be no later than June 24th. Students will not be in school more than 180 days. In the event that any of the teacher work days (11/7, 2/16 & 2/20) must be cancelled, it will be rescheduled for the same day of the week, one week later, and a student day will be added to the end of the school year.

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:
 _____ 2022

2023-24 PARENT CONFERENCES SCHEDULE

October 2023

- 9-12 Parent Conferences - Early Dismissal - Wednesday, October 11 (afternoon and evening conferences) (also PSAT day)
- 9-12 Parent Conferences - Late Arrival – Thursday, October 12

November 2023

- K-8 Parent Conferences - Early Dismissal - Wednesday, November 1
- K-8 Evening Conferences - Full Day of School - Thursday, November 2
- K-8 Parent Conferences - Early Dismissal - Friday, November 3

March 2024

- 9-12 Parent Conferences - Early Dismissal - Thursday, March 7 (afternoon and evening conferences)
- 9-12 Parent Conferences - Late Arrival - Friday, March 8
- K-8 Parent Conferences - Early Dismissal - Tuesday, March 26
- K-8 Evening Conferences - Full Day of School - Wednesday, March 27
- K-8 Parent Conferences - Early Dismissal - Thursday, March 28

April Break 2023-2024 School Year

District	Proposed Dates
Bethel	April 8th-12th
Brookfield	April 15th-19th
Newtown	April 8th-12th
New Fairfield	April 15th-19th
Region 12*	April 8th-12th
Region 15	April 15th-19th
Ridgefield*	April 15th-19th
Danbury (not adopted yet)	Leaning toward April 15th-19th
Sherman	Leaning toward April 8th-12th
Monroe*	April 15th-19th
New Milford	April 15th-19th final draft (not adopted yet)
Trumbull*	April 8th-12th

*BOE has approved calendar

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

Students

Dress and Grooming

The Board of Education (Board) dress code policy aims to maintain a safe and stable learning environment while allowing students to respectfully express their individuality. It is applicable to the school environment, as well as all school sponsored activities.

The Board encourages students to dress in clothing appropriate to the school situation. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The District is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student and that dress code enforcement does not increase marginalization or suppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance or body type/size.

Restrictions on freedom of student dress may be applied whenever the mode of dress in question:

1. Is unsafe either for the student or those around the student.
2. Is disruptive to school operations and the education process in general.
3. Depicts or advocates violence, criminal activity, use of alcohol or drugs, pornography or hate speech.
4. Contains or can be construed to be racist, misogynistic, lewd, vulgar, obscene, defamatory, or threatening.
5. If breasts, genitalia and buttocks are not covered by opaque materials.

No restrictions on freedom of dress, grooming and adornment will be imposed which:

1. Reflect discrimination as to civil rights.
2. Enforce particular codes of morality or religious tenets.
3. Attempt to dictate or adjudicate style or taste.
4. Do not fall within the direct or implied powers of the Board of Education.

Staff Responsibility: All school staff must be notified of the policy at the beginning of the school year with a refresher in early spring in regards to its purpose and spirit. Teachers and staff are not empowered to discuss the dress code with individual students and should not discuss dress code concerns among themselves. They should notify the school administration of any concerns. Only the school administration (Principal or their designee) are is permitted to address dress code concerns.

Enforcement: If there is a dress code concern, only the school administration (Principal or their designee) are is permitted to address the concern with the student. They must enforce it consistently and in a sensitive manner that does not reinforce or increase marginalization of any group based on race, sex, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Students

Dress and Grooming

Consequences:

The only consequence for the student shall be that they correct the situation. If a student continues to violate the policy, this would be dealt with under the respective school's code of conduct.

Legal Reference: Connecticut General Statute § 10-233 et seq.

Policy adopted: June 6, 2002
Policy amended: October 6, 2005
Policy revised: May 2, 2019
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

NFPS Capital Improvement Plan -Three Year Overview

Capital Non-Recurring	Priority	2022/23	2023/24	2024/25	
-----------------------	----------	---------	---------	---------	--

New Fairfield Middle School 1995

Cafeteria HVAC RTU	12	\$291,267	\$0	\$0	Complete
Roof Replacement - Phase 1	11	\$0	\$0	\$0	
Roof Replacement - Phase 2	10	\$0	\$0	\$0	
Roof Replacement - Phase 3	8	\$0	\$0	\$0	
Roof Replacement - Phase 4	7	\$0	\$0	\$0	
Building Management System	19	\$0	\$0	\$0	
Fire Alarm	14	\$0	\$0	\$255,581	28 years - at end of useful life. Replacement encouraged before it becomes problematic
Radio Distribution System	14	\$0	\$0	\$0	Complete. Camera & radio update
UST Removal & Replacement	16	\$0	\$317,470	\$0	Tank Removal Required by State by 2025
Conceptual Design & Estimating Services	15	\$0	\$0	\$0	
Boilers	11	\$0	\$0	\$0	
Pool HVAC System	12	\$0	\$0	\$480,543	35 years - inefficient unit - replacement recommended
Old HS Gym HVAC System	11	\$0	\$0	\$549,192	50+ years old - replacement recommended as unit is inefficient and beyond its useful life
Exterior Envelope	10	\$0	\$25,000	\$75,000	Initial phase of replacement for windows, doors and masonry
Interior Updates	7	\$0	\$62,000	\$0	MS Flooring update. Remove existing and replace in MS cafeteria and G Lobby
Instructional Technology	12	\$0	\$0	\$0	
Furniture (FF&E) - Phase 1	11	\$0	\$0	\$0	
Furniture (FF&E) - Phase 2	10	\$0	\$0	\$0	
TBD	0	\$0	\$0	\$0	

It is highly recommended that NFMS is considered for renovation as new.

NFMS Total		\$291,267	\$404,470	\$1,360,316	
-------------------	--	------------------	------------------	--------------------	--

Districtwide

BOE Central Office	14	\$0		\$1,202,157	Convert HS Cafeteria to Central Office
Security - Phase 2	12	\$82,367	\$0	\$0	Radio & Video surveillance
Security - Phase 3	12	\$0	\$0	\$49,778	Radio & Video surveillance
2015 Dump Body Truck Plow and Sander	11	\$0	\$60,255	\$0	Current truck is costing significant funds to repair -

NFPS Capital Improvement Plan -Three Year Overview

2015 Rack Body Truck Plow	11	\$0	\$0	\$0	
2011 Transportation Van	10	\$0	\$45,850		Declining value, repair cost, age - recommended for replacement
MS/HS Lower Lot Paving	8	\$0	\$0	\$0	
A/C (MHHS)	0	\$0	\$33,000	\$0	
TBD	0	\$0	\$0	\$0	
TBD	0	\$0	\$0	\$0	
Districtwide Total		\$82,367	\$139,105	\$1,251,935	



NEW FAIRFIELD PUBLIC SCHOOLS

3 Brush Hill Road, New Fairfield, CT 06812
Phone: 203 312-5770 Fax: 203 312-5609 www.newfairfieldschools.org

December 16, 2022

To: Wes Marsh, Chair, Board of Finance

From: Kenneth G. Craw, Ed. D, Superintendent

Cc: New Fairfield Board of Education

Re: Surplus Funds

At its December 15 regular meeting, the BOE approved a request to the BOF to transfer surplus monies into a BOE non-lapsing account for educational and capital purposes, as allowed by CT Statute Section 10-248a.¹ More specifically, the BOE is seeking \$358,663 from the expenditure surplus and \$172,592 from the revenue surplus for a total request of \$531,255.

We respectfully ask that the BOF consider the BOE's request at your next meeting on Wednesday, December 21, 2022. The funds will be applied toward the items listed on the following page and will not only address critical needs for the district, but will also reduce the FY 24 BOE capital and operating budget requests.

Carrie DePuy, Business Manager, and I will be available for the December 21 meeting to answer questions the BOF may have regarding this request.

Thank you in advance for your consideration.

¹ Sec. 10-248a. Unexpended education funds account. For the fiscal year ending June 30, 2020, and each fiscal year thereafter, notwithstanding any provision of the general statutes or any special act, municipal charter, home rule ordinance or other ordinance, the board of finance in each town having a board of finance, the board of selectman in each town having no board of finance or the authority making appropriations for the school district for each town may deposit into a nonlapsing account any unexpended funds from the prior fiscal year from the budgeted appropriation for education for the town, provided (1) such deposited amount does not exceed two per cent of the total budgeted appropriation for education for such prior fiscal year, (2) each expenditure from such account shall be made only for educational purposes, and (3) each such expenditure shall be authorized by the local board of education for such town.

List of BOE Items For Surplus Funds

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	



**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.

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

