

Board of Education Regular Meeting 2024

Thursday, April 4, 2024 7:00 PM

New Fairfield Community Room, 33 Route 37, New Fairfield, CT. In the event of inclement weather, this meeting will change to remote and a virtual link will be provided on our website and distributed. , 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF THE MINUTES

III.A. March 18, 2024 - Special

III.B. March 21, 2024 - Regular

IV. APPROVAL OF THE AGENDA

V. **PUBLIC PARTICIPATION** - *The Board welcomes public participation. Pursuant to our Board Policy, public participation is limited to no more than three (3) minutes per speaker and a total of no more than thirty (30) minutes total for the entire meeting. Individuals who wish to speak longer are encouraged to attend any and all related subcommittee meetings where most of the board's groundwork is done. We value your input, but due to these time limitations, we ask you to be concise and to observe the rules of common courtesy. [9320(a) of Board Bylaws]*

VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS

VI.A. Chairman's Report

VI.B. Superintendent's Report

VI.C. Student Representatives' Report

VI.D. Committee Reports

VI.D.1. Curriculum (*Tim Blair*)

VI.D.2. Special Education Ad Hoc (*Kimberly LaTourette*)

VI.E. Liaison Reports

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

VII. INFORMATION ITEMS

VII.A. New Fairfield Middle School Feasibility Study
Presentation and Discussion

VII.B. FY 25 Budget Update

VII.C.
Temporary Bus Parking Lot Update

VII.D. STRIDES Program Expansion

VIII. **ACTION ITEMS**

VIII.A. Personnel Report

VIII.B. 2024-27 Sherman Contract

VIII.C. Healthy Food Certification

VIII.D. Board of Education Policies

VIII.D.1. Policy 4115 – Educator and Leader Evaluation and Support

VIII.D.2. Bylaw 9323 – Construction of the Agenda

VIII.D.3. Bylaw 9324 – Advance Delivery of Meeting Materials

VIII.E. Paraprofessional Leave of Absence Request *(To be voted on after Executive Session)*

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

XIII. **ADJOURNMENT**

**NEW FAIRFIELD BOARD OF EDUCATION
MINUTES OF SPECIAL MEETING
March 18, 2024**

Board Members Present: Dominic Cipollone, Kathy Baker, Sue Huwer, Kim LaTourette, Samantha Mannion, Ed Sbordone

Time Meeting Called to Order: 4:14 p.m.

Motion for Executive Session: Motion to convene in executive session at 4:15 p.m. for the purpose of discussing confidential student matter made by Dominic Cipollone seconded by Samantha Mannion. Approved 6-0.

Move that the Board enter executive session to discuss a confidential student matter. Only those invited by the Board to attend may be present in the executive session. The Board invites the following individuals (in addition to Board members and its counsel, Elisa Bartlett, into the executive session:

Dr. Kenneth G. Craw, Superintendent
Karen Gruetzner, Middle School Principal
Marc Scocozza, School Resource Officer
Elisa Bartlett, Procedural Advisor for the Board
Julie Reznik, Attorney for the Administration
Parents of the students who are the subject of the hearing
Anthony J. Yorio, Jr., Attorney for the Parents

Motion to Exit Executive Session: Motion to exit executive session made at 6:00 p.m. by Dom Cipollone, seconded by Kathy Baker. Approved 6-0.

At 6:02 p.m., Dominic Cipollone, made the following motion in open session:

Moved that the Board finds that the Students who are the subject of this hearing are not residents of New Fairfield and are not entitled to the accommodations provided under Board Policy 5118 - Nonresident Attendance Without Tuition, Sections 2 or 3. As such, they are not entitled to attend New Fairfield Public Schools at the public expense. The Students can appeal this decision through their parents in accordance with Connecticut General Statutes Section 10-186.

Ed Sbordone seconded.

Recording of vote: 5 - 0 - 1 Aye 5 - Dominic Cipollone, Kathy Baker, Kim LaTourette, Samantha Mannion, Ed Sbordone Nay – 0 Abstain 1 – Sue Huwer.

Dominic Cipollone moved to adjourn the meeting at 6:30 p.m., seconded by Kathy Baker. Motion approved 6-0.

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

The New Fairfield Board of Education held a regular meeting on Thursday, March 21, 2024, at 7:00 pm via Zoom.

MINUTES – March 21, 2024

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

ABSENT: None

ALSO PRESENT: Superintendent of Schools Dr. Kenneth Crow, Assistant Superintendent of Curriculum and Instruction Dr. Kristine Woleck, Director of Business and Operations Carrie DePuy, Elementary School Principal Allyson Story, Elementary School Assistant Principal Dr. Jennifer Hilderbrand, Pupil Personnel Director Maria Kennedy, BOF member Cheryl Reedy, BOF Alternate member Peggy Katkocin

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. March 7, 2024 - 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 reported on the following:

- Thanked BOF members for attending this meeting.
- There will be a tour of the new high school for BOF and BOE members on Tuesday, March 26th at 9:30 a.m.
- Wished the Fine Arts Department good luck with the spring musical *Matilda*.
- Appreciated the letter that was sent today regarding athletic field safety.
- Encouraged everyone to attend the next BOF meeting that will be held on Wednesday, March 27th at 7:30 p.m.

B. Superintendent's Report - Dr. Kenneth Crow

- Acknowledged that March is BOE member appreciation month and thanked the BOE members that weren't present at the March 7th meeting for their hard work to the Board.
- May 6th to 10th is Educator Appreciation week.
- Thanked the School Resource Officers for all their hard work.
- Thanked the administrators for stepping up where needed.

C. Student Representative Reports

Senior Representative Brennan Hearty noted that:

- Friday, March 22nd will be an early dismissal day.

- SATs will be held the high school from March 25th to March 27th.
- Yearbooks will be on sale at the high school until April 1st.

Junior Representative Emilia Sedlak noted that:

- The spring musical *Matilda* will be held from March 21st to March 24th.

D. Committee Reports

1. Business Operations/Resource Management - Greg Flanagan noted that this subcommittee met on March 21st and reviewed budget vs. actual. They are aligned with previous years expenditures. Deficits are running in business machines and copy paper and in Special Education. Year-end projections are expecting an approximate \$200,000 deficit for this fiscal year. A spending freeze has been instituted at this point.

A motion regarding Sherman tuition was approved by the subcommittee and will be brought to the full board at the next meeting.

2. Field Fees - Ed Sbordone noted that this committee met on March 11th and discussed Field Fees and the status of the turf field and track. It was noted that the turf field and track are in need of replacement. No specific amount was discussed but it was decided that there will be an increase in Field Fees. The subcommittee discussed a possible flat fee per team for Field Fees.

E. Liaison Reports

1. Board of Finance - Ed Sbordone noted that the BOF met several times since the last BOE meeting.

March 13 - Discussed both the BOE and BOS budgets. No votes were taken at this meeting.

March 19 - Medical Subcommittee Meeting - Consultant Tom Kowalchik from USI noted that medical claims are trending lower than last year. The subcommittee discussed wellness initiatives. Ed Sbordone asked that the Wellness Initiative Program be discussed at a future BOE meeting.

March 20 - The following was discussed at the March 20th meeting:

- Public comment in support of both the operating and capital budgets for the BOE.
- Tom Kowalchik presented medical claims to the full board. He noted that since there was a reduction of claims for this year, it's possible to have a 4% reduction in contributions for next year's budget. The BOF discussed medical contributions, but no decision has yet to be made.
- The audit was approved at this meeting.
- Elected officials' salaries were discussed but no decision has been made yet.
- Cheryl Reedy presented a proposal for the 2024-2025 budget that will bring the increase from 9.52% to 5.67%. She spoke of other funding sources for the budget.
- BOF members were asked to bring proposals for the budget to the March 27th meeting.

The next meeting of the BOF will be held on Wednesday, March 27th at 7:30 p.m. at the Community Room at the Senior Center. The budget mark-up will be on Wednesday, April 3rd.

2. Parks and Recreation Committee - Kim LaTourette noted that this committee met on March 11th and discussed Field Fees, upkeep of pavilion at Rebel Turf and the waiting list for the boat slips. They also discussed repairs needed for fences around town. Three people are needed for the Outdoor Cinema crew this summer and Waterfront directors are needed for this summer.

Summer Camp will be held this year from Monday, June 24th to Wednesday, July 31st.

The Sip and Stroll will be held on Saturday, May 4th from 4 p.m. to 8 p.m.

VII. INFORMATION ITEMS

A. Fiscal Year 2024-2025 Budget Update

Dr. Craw gave a brief update regarding the budget:

- The expenditure surplus for 2022-2023 was only \$13,360 which represents 0.04% of the total budget. Dr. Craw thanked everyone for their hard work in staying within this budget.
- He noted that enrollment has not changed in the last few years. He spoke of the reduction of 5.6 FTE in the district for the 2023-2024 fiscal year.
- He spoke of changes in staff and meeting the needs of the students.

Dr. Woleck spoke of the curriculum and specifically Advanced Placement Courses and Early College Experience classes.

Carrie DePuy spoke of grants and funding. She spoke of how the loss of ARPA and ESSER funds and loss of entitlement grants affects the 2024-2025 budget.

B. Temporary Bus Parking Lot Update

Dr. Craw noted this committee will meet again on March 22nd, and he will give an update at the next regular BOE meeting.

C. Board of Education Policies (*Second Reading*)

1. Policy 4115 - Educator and Leader Evaluation and Support
2. Bylaw 9323 - Construction of the Agenda
3. Bylaw 9324 - Advance delivery of Meeting Materials

VIII. ACTION ITEMS

A. Personnel Report

MOTION: Kathy Baker made a motion to recommend to the full Board approval of the Personnel Report for March 14, 2024, as recommended by the administration. Ed Sbordone seconded the motion.

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

B. 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. Kimberly LaTourette seconded the motion. **IN**

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

1. Policy 4121 - Substitute Teachers
2. Policy 5118 - Nonresident students

C. Acceptance of Donation

1. New Fairfield Rebels Booster Club

MOTION: Kathy Baker made a motion to recommend to the full Board to accept with gratitude the New Fairfield Rebels Booster Club donation of \$3,000 for the purchase of Lacrosse walls and goal dolly. Kimberly LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone,

Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone

2. New Fairfield Thrift Shop

MOTION: Kimberly LaTourette made a motion to recommend to the full Board to accept with gratitude the New Fairfield Thrift Shop donation of \$2,435.46 for the purchase of a new riser for Meeting House Hill School chorus performances. Samantha Mannion seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone

D. Retirement Settlement

MOTION: Ed Sbordone made a motion to recommend to the full Board approval to award the retirement settlement bonus per Article 48 for those eligible teachers who, by Friday, April 12, 2024, tender their resignation to be effective at the end of the school year. Tim Blair seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone

IX. PUBLIC PARTICIPATION

BOF Alternate member Peggy Katkocin spoke of the need to maintain a balance between what is needed and what the taxpayers can afford. She spoke of the items that serve the most number of residents, including the police, firefighters, public works and education. She encouraged everyone to support the schools and to let the BOF know opinions on the budget.

X. FUTURE AGENDA ITEMS

- Review of Wellness Program.

XI. BOARD MEMBER COMMENTS

Sue Huwer asked about the time frame for other BOE members to make comments on policies. Members of the BOE thanked Dr. Craw, Dr. Woleck and Carrie DePuy for their expertise. Greg Flanagan thanked Cheryl Reedy for her BOF proposal at the BOF meeting.

XII. ADJOURNMENT

MOTION: Dominic Cipollone made a motion to adjourn the meeting at 8:25 p.m. Greg Flanagan seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone

Respectfully submitted,
Suzanne Kloos

New Fairfield Middle School



FEASIBILITY STUDY - MARCH 2024

JCJARCHITECTURE

TABLE OF CONTENTS

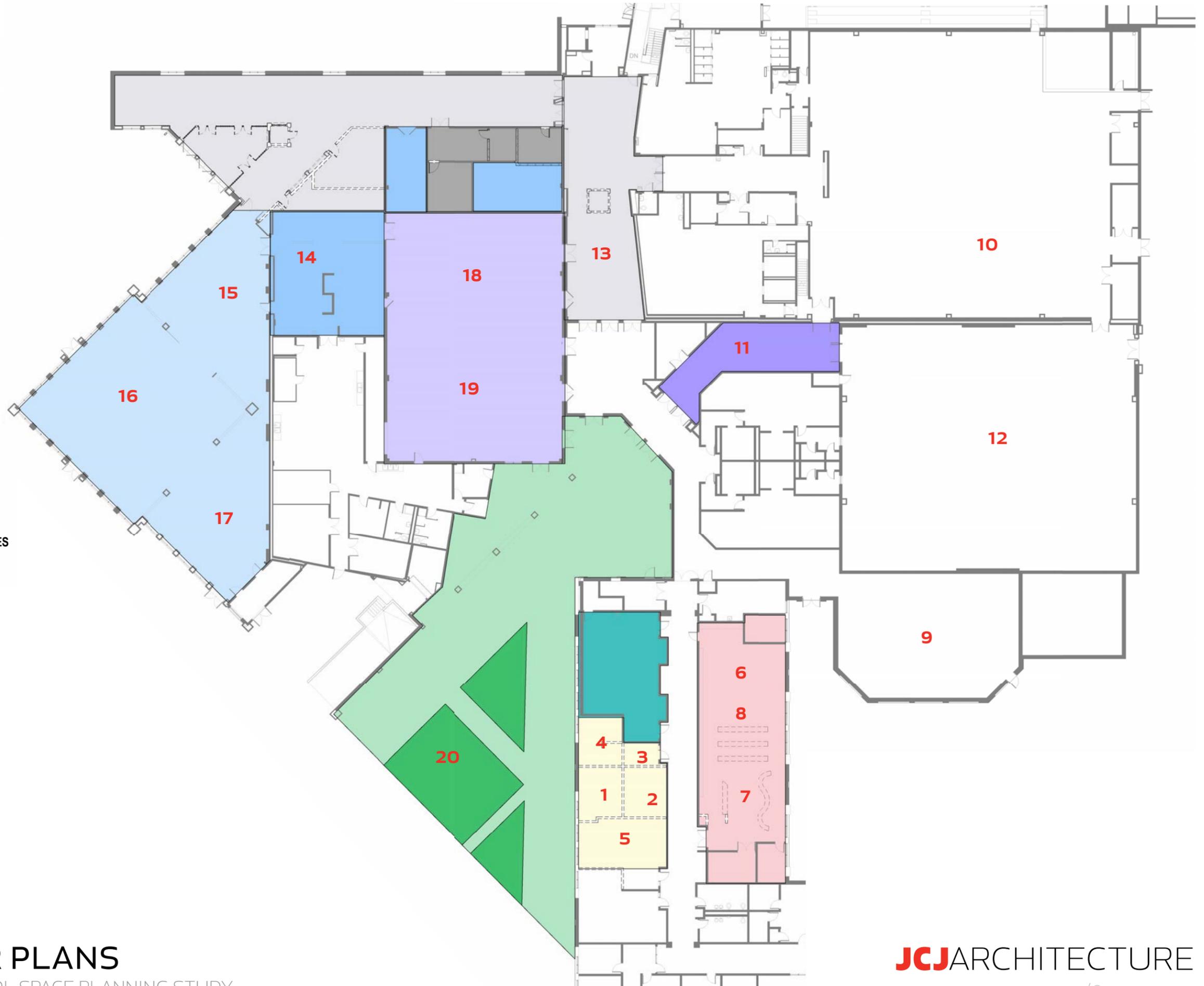
1. EXISTING CONDITIONS
2. CONCEPT LAYOUTS
3. PRECEDENT IMAGERY
4. ROUGH ORDER OF MAGNITUDE COSTS

1. EXISTING CONDITIONS

LEGEND

- CAFETERIA
- CAFETERIA SUPPORT
- CIRCULATION
- CLASSROOM - ART ROOM
- CLASSROOM - LIBRARY
- CLASSROOM - MAKER SPACE
- MEP / STORAGE
- MUSIC ROOM - CHOIR
- MUSIC ROOM - STRINGS
- OFFICES
- PLAYSCAPE
- PLAYSCAPE CIRCULATION

OO NUMBERS TAGGED TO EXISTING PHOTOS - SEE FOLLOWING PAGES



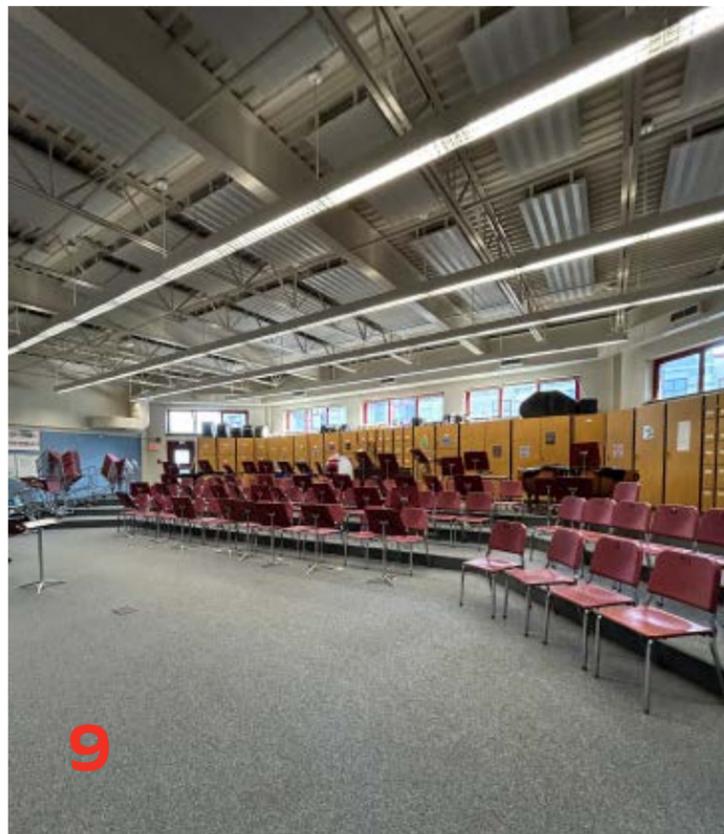
EXISTING FLOOR PLANS

NEW FAIRFIELD MIDDLE SCHOOL SPACE PLANNING STUDY

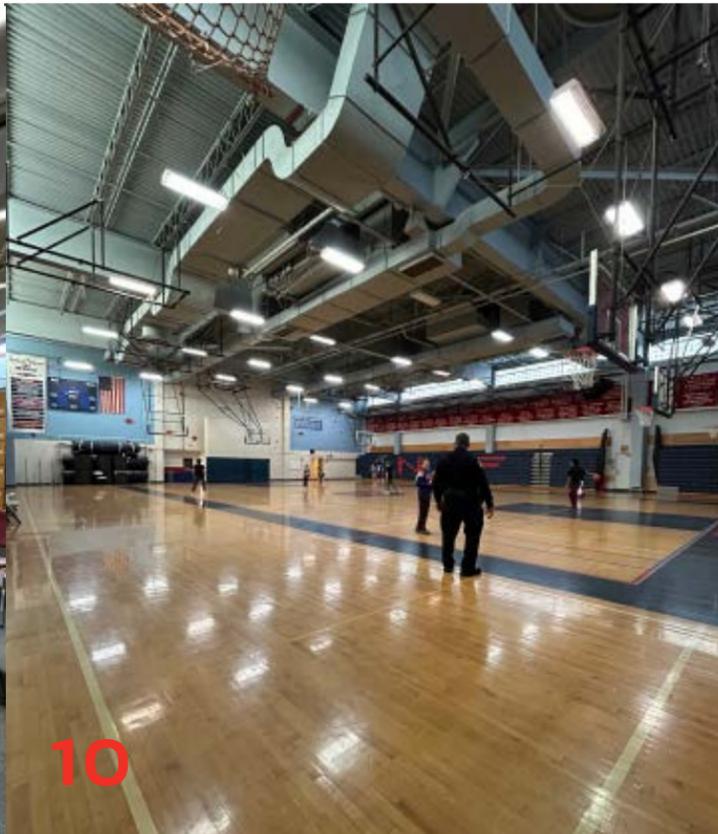


EXISTING CONDITIONS

NEW FAIRFIELD MIDDLE SCHOOL SPACE PLANNING STUDY



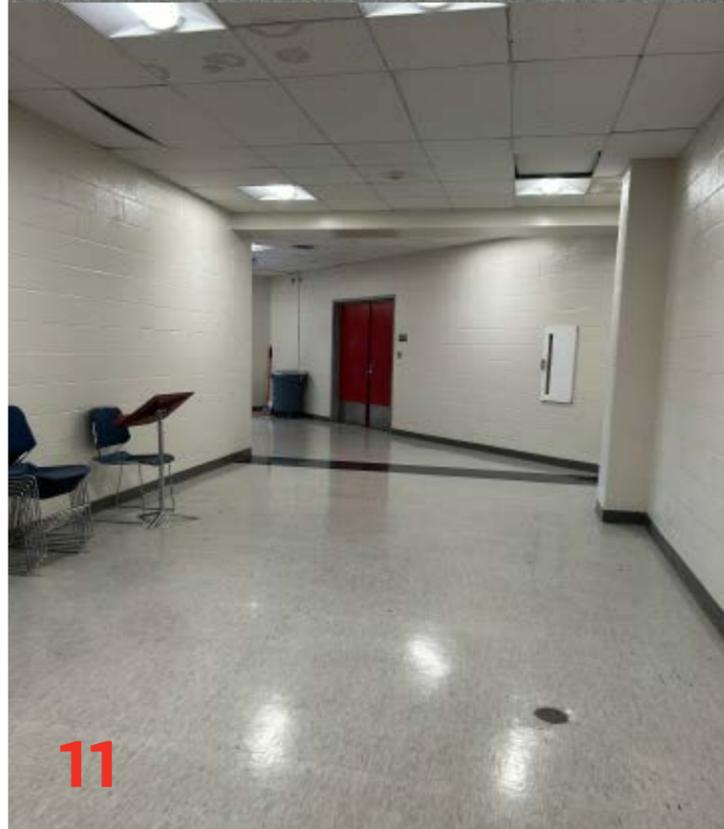
9



10



13



11



12

EXISTING CONDITIONS

NEW FAIRFIELD MIDDLE SCHOOL SPACE PLANNING STUDY



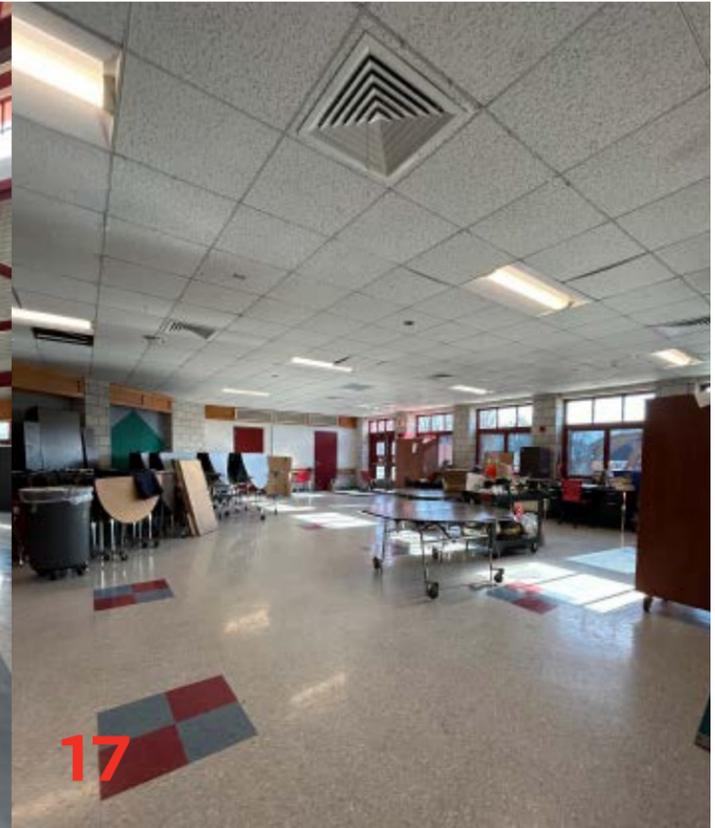
14



15



16



17



18



19



20

EXISTING CONDITIONS

NEW FAIRFIELD MIDDLE SCHOOL SPACE PLANNING STUDY

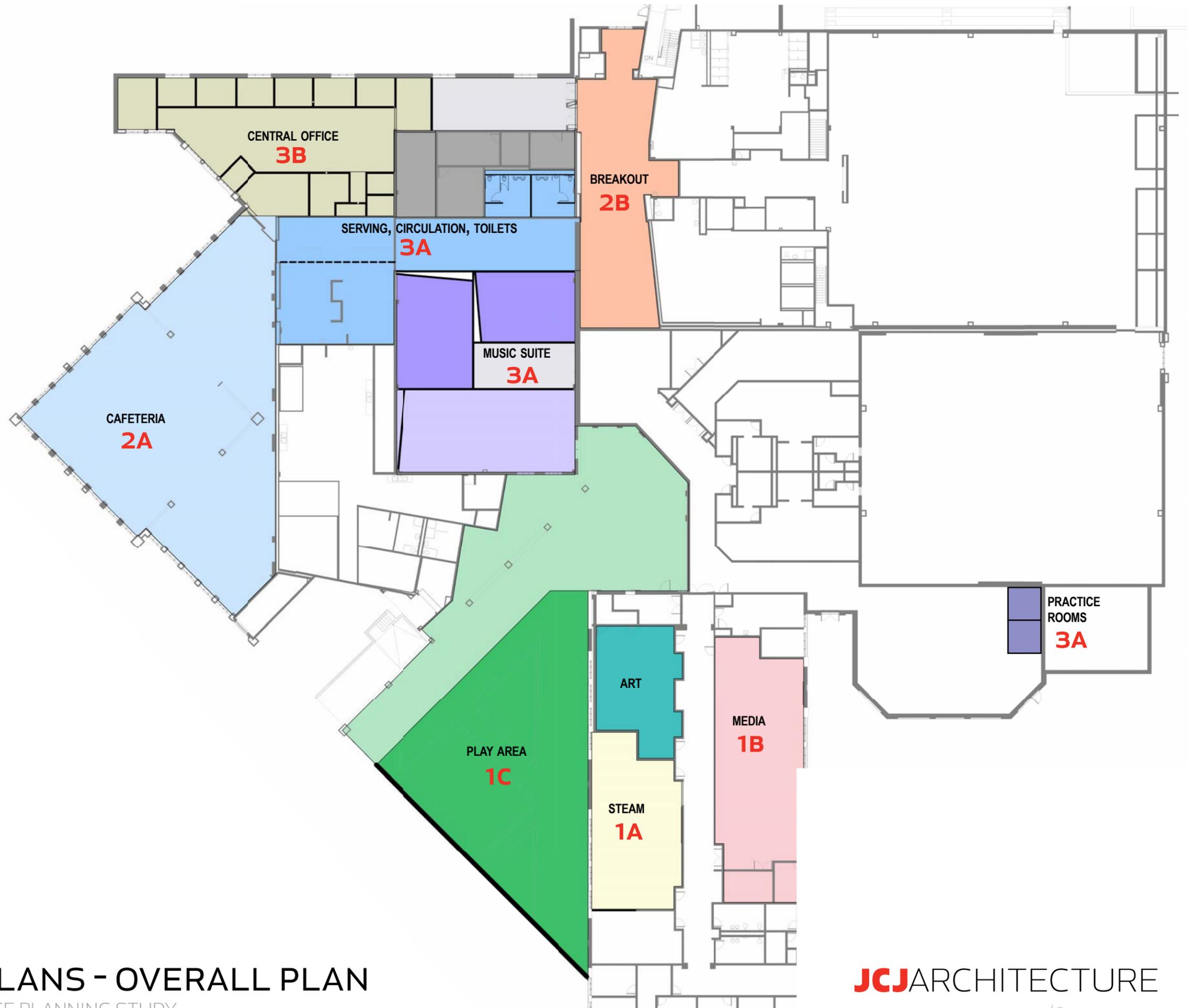
JCJ ARCHITECTURE

2024-02/© JCJ ARCHITECTURE

2. CONCEPT LAYOUTS

LEGEND

- BREAKOUT SPACE
- CAFETERIA
- CAFETERIA SUPPORT
- CIRCULATION
- CLASSROOM - ART ROOM
- CLASSROOM - MEDIA CENTER
- CLASSROOM - MAKER SPACE
- MEP / STORAGE
- MUSIC ROOM - CHOIR
- MUSIC ROOM - STRINGS
- OFFICES
- PLAY AREA
- PLAY AREA CIRCULATION
- PHASES OF WORK



PROPOSED FLOOR PLANS - OVERALL PLAN

NEW FAIRFIELD MIDDLE SCHOOL SPACE PLANNING STUDY

JCJ ARCHITECTURE

2024-02 / © JCJ ARCHITECTURE

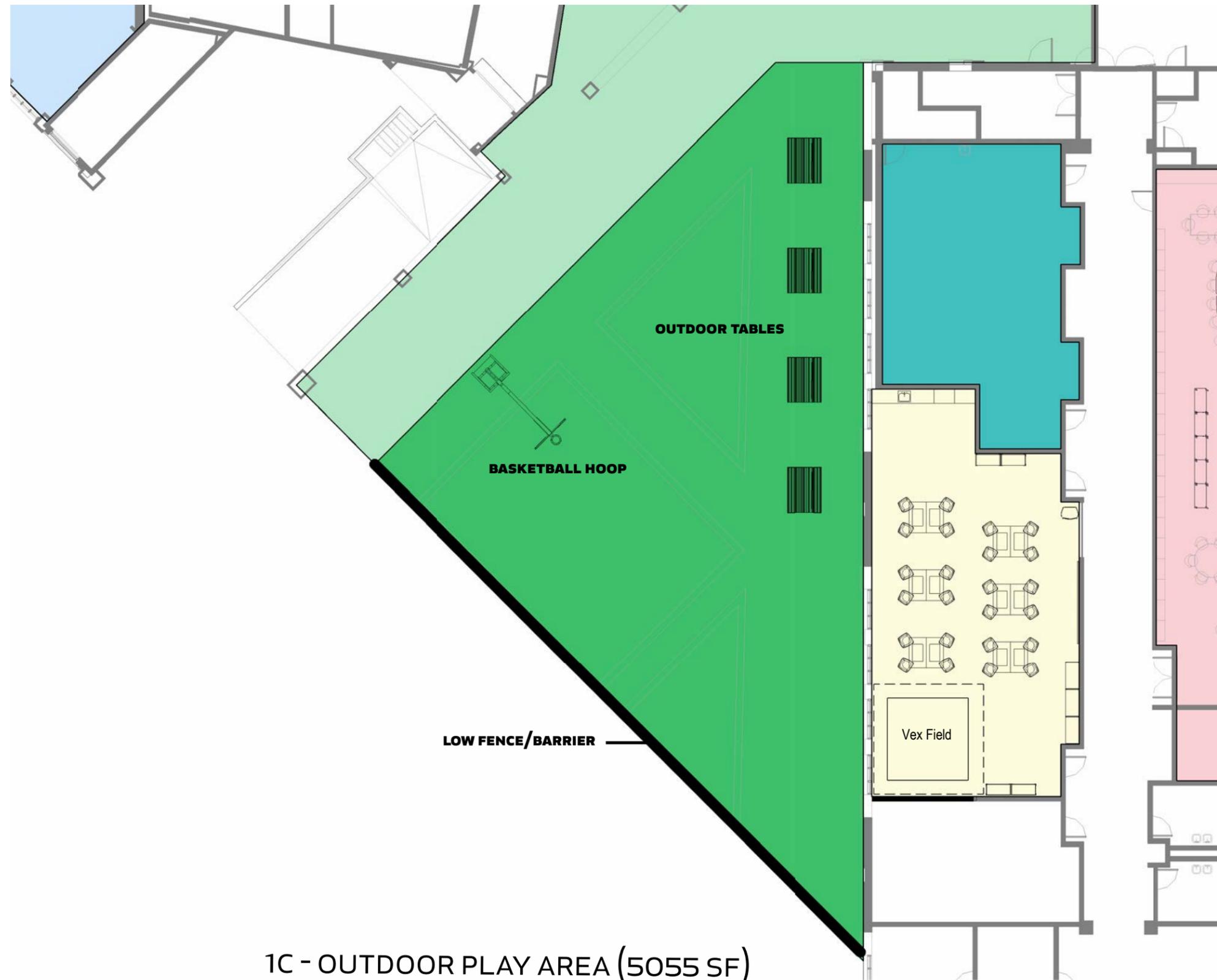


1A - STEAM ROOM (1615 SF)

1B - MEDIA CENTER (2380 SF)

PROPOSED FLOOR PLANS - PHASE 1

NEW FAIRFIELD MIDDLE SCHOOL SPACE PLANNING STUDY



PROPOSED FLOOR PLANS - PHASE 1

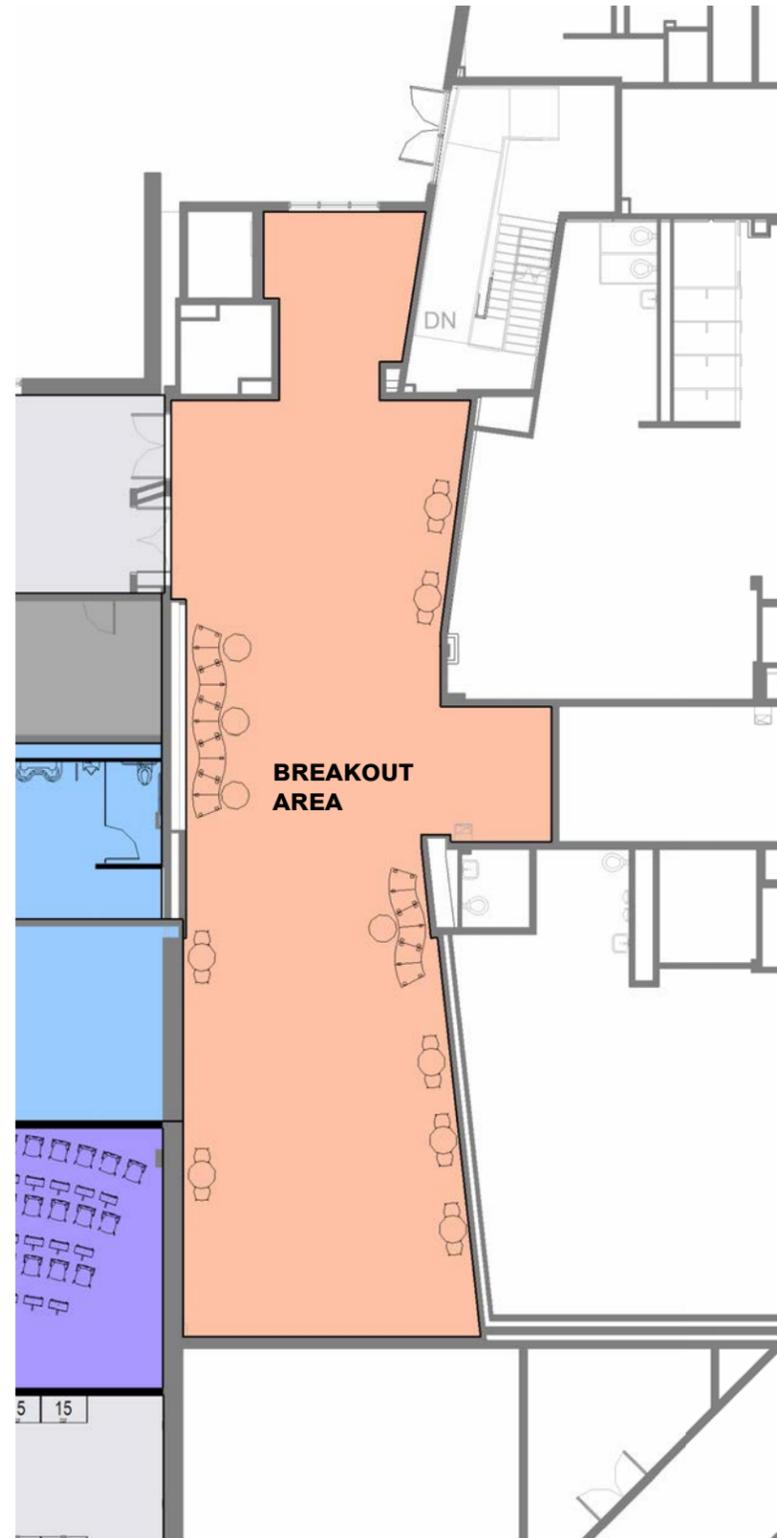
NEW FAIRFIELD MIDDLE SCHOOL SPACE PLANNING STUDY



2A - CAFETERIA &
MEETING SPACE (6,675 SF)

PROPOSED FLOOR PLANS - PHASE 2

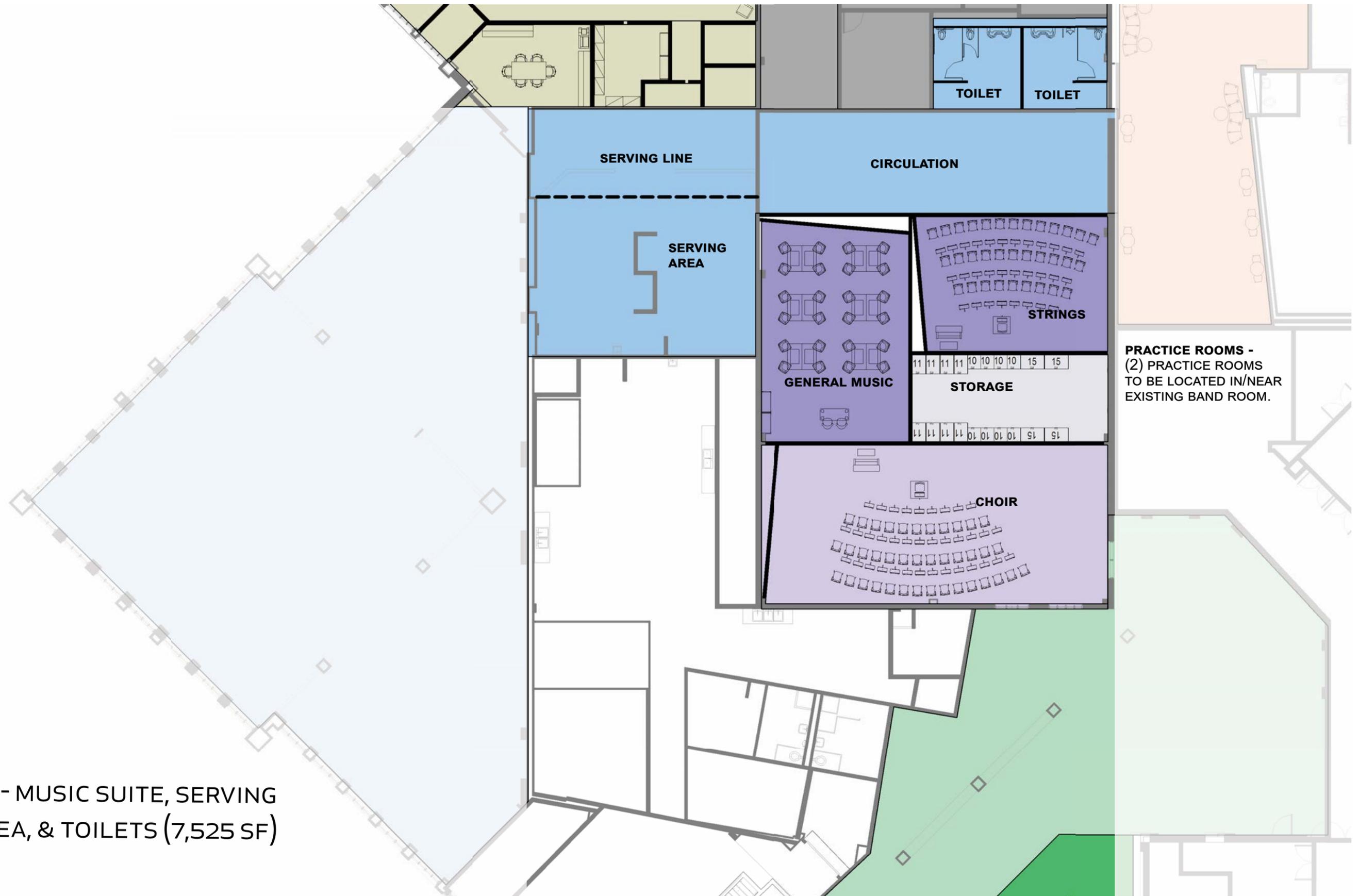
NEW FAIRFIELD MIDDLE SCHOOL SPACE PLANNING STUDY



2B - BREAKOUT AREA (2330 SF)

PROPOSED FLOOR PLANS - PHASE 2

NEW FAIRFIELD MIDDLE SCHOOL SPACE PLANNING STUDY



3A - MUSIC SUITE, SERVING AREA, & TOILETS (7,525 SF)

PROPOSED FLOOR PLANS - PHASE 3

NEW FAIRFIELD MIDDLE SCHOOL SPACE PLANNING STUDY

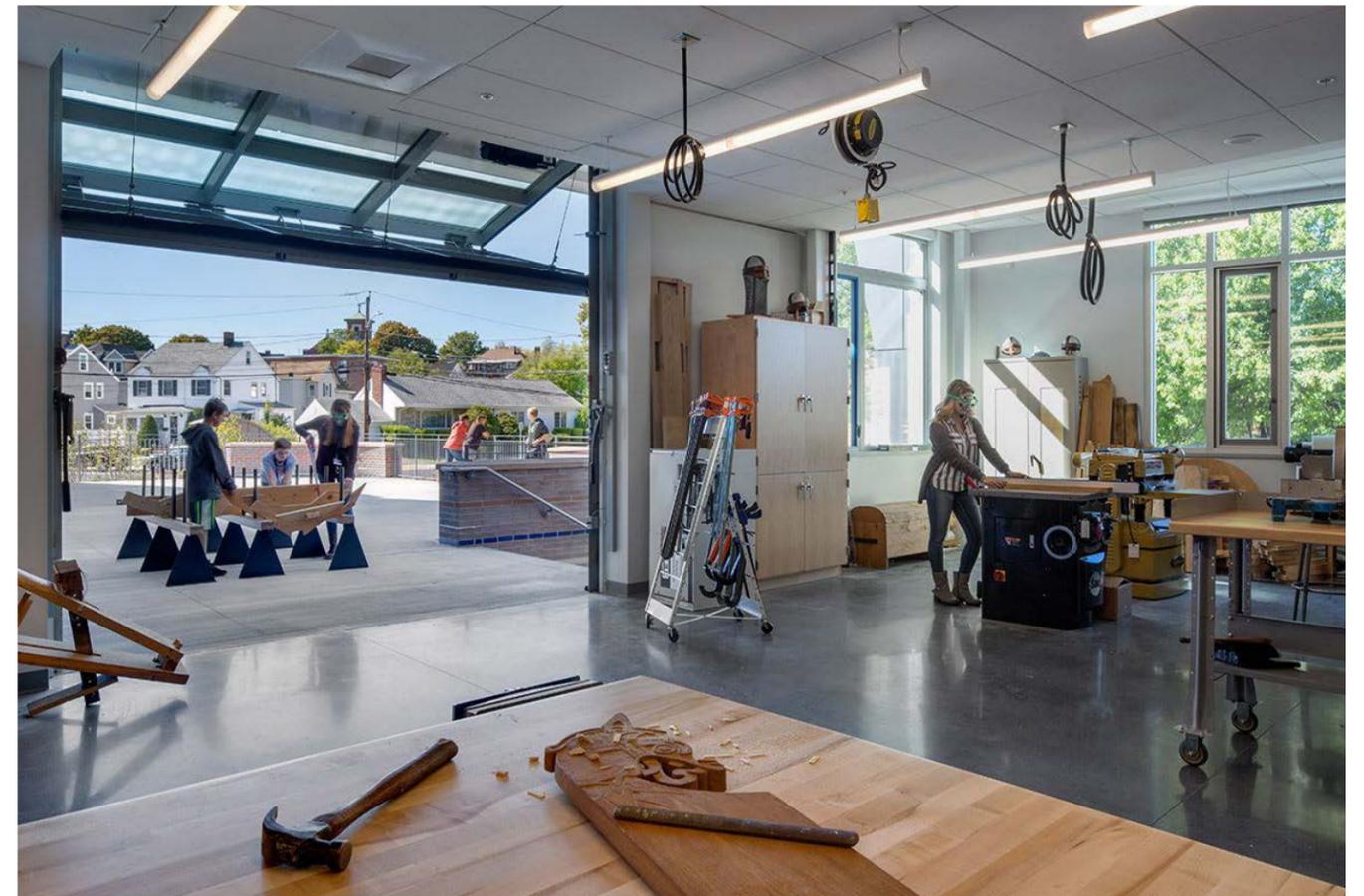


3B - OFFICE SUITE (3575 SF)
6 OFFICES & 6 WORK STATIONS IN OPEN AREA

PROPOSED FLOOR PLANS - PHASE 3

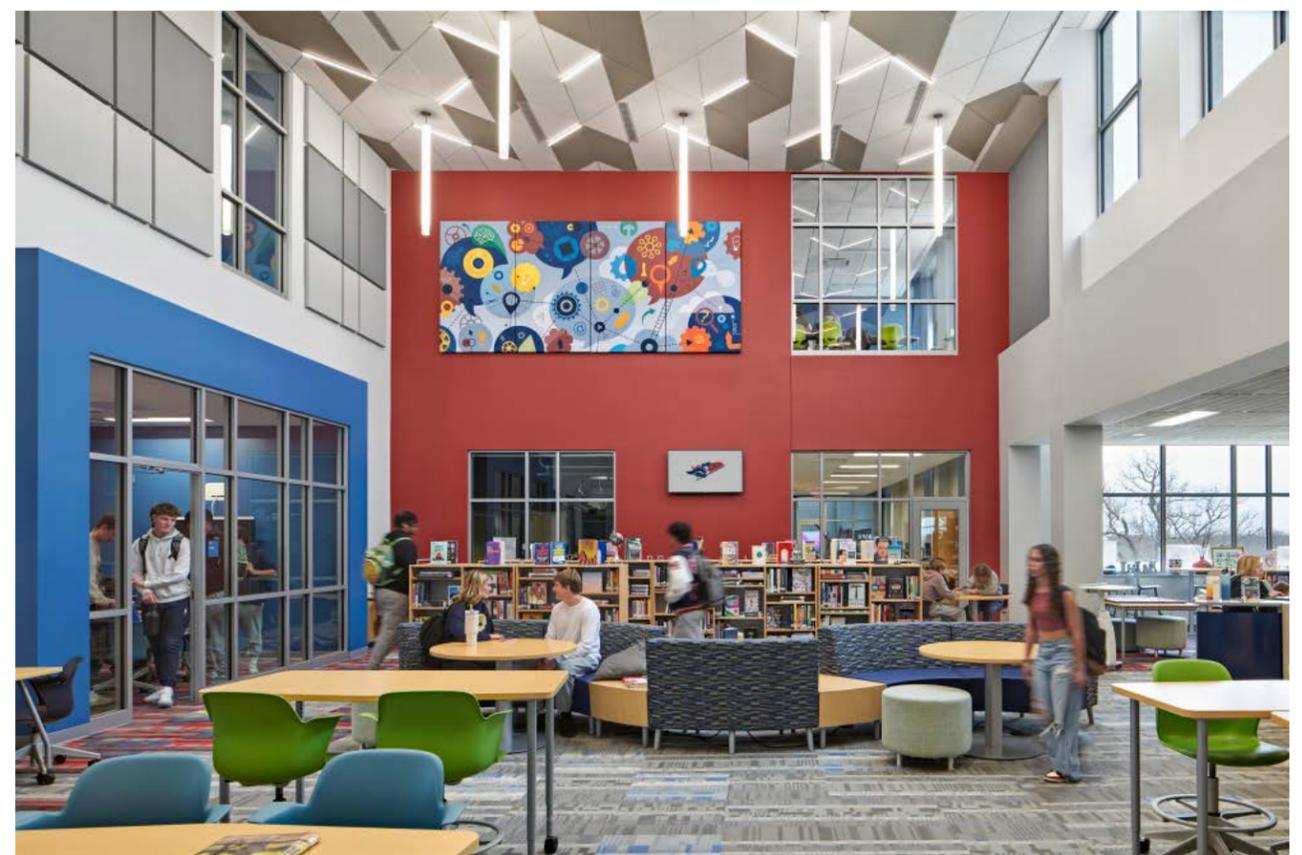
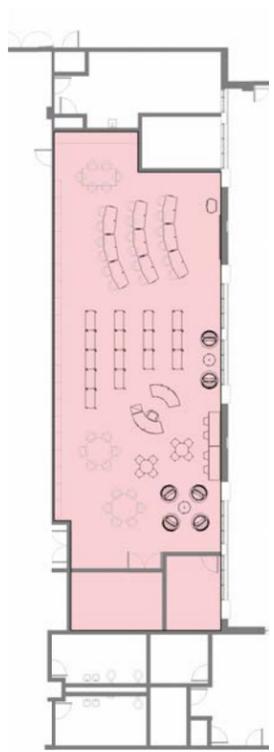
NEW FAIRFIELD MIDDLE SCHOOL SPACE PLANNING STUDY

3. PRECEDENT IMAGERY



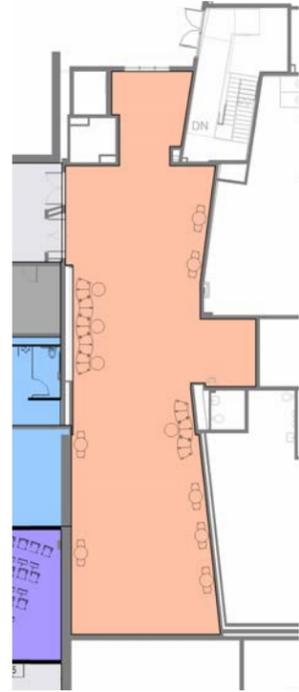
PRECEDENT IMAGERY - MAKERSPACE

NEW FAIRFIELD MIDDLE SCHOOL SPACE PLANNING STUDY



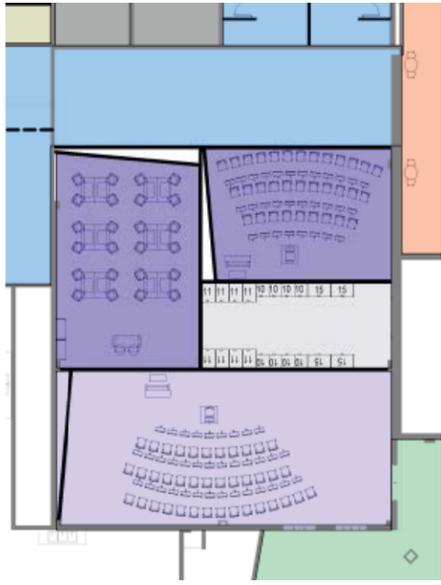
PRECEDENT IMAGERY - MEDIA CENTER

NEW FAIRFIELD MIDDLE SCHOOL SPACE PLANNING STUDY



PRECEDENT IMAGERY - BREAKOUT SPACES

NEW FAIRFIELD MIDDLE SCHOOL SPACE PLANNING STUDY



PRECEDENT IMAGERY - MUSIC SPACES

NEW FAIRFIELD MIDDLE SCHOOL SPACE PLANNING STUDY



PRECEDENT IMAGERY - OUTDOOR PLAY AREA

NEW FAIRFIELD MIDDLE SCHOOL SPACE PLANNING STUDY

JCJ ARCHITECTURE

2024-02 / © JCJ ARCHITECTURE

4. ROUGH ORDER OF MAGNITUDE COSTS

March 29, 2024

PHASE 1A - STEAM ROOM
FEASIBILITY STUDY ESTIMATE OF PROBABLE COSTS

Summary

The following represents an order of magnitude estimate of total project costs for construction and other associated costs for the renovation of spaces identified within the New Fairfield Middle School. The costs have been established based on conversations with the district staff and include some self performed work. The budgets shown are conceptual and should be used for general planning and budgetary purposes only.

Total Building Area - Renovation

1,615 nsf

CONSTRUCTION COSTS **\$63,000 - \$81,000**

Building Construction **\$57,000 - \$73,000**

STEAM Classroom 1 @ 1,615 nsf \$35.00 - \$45.00 sf \$57,000 - \$73,000

Subtotal Construction (includes GC & OH) **\$57,000 - \$73,000**

Program/Design Contingency 5.0% **\$3,000 - \$4,000**

Construction Contingency 5.0% **\$3,000 - \$4,000**

CONSTRUCTION COSTS ESCALATION **\$1,000 - \$1,000**

Escalation to Mid-Point of Construction 6.00% 0.25 yrs **\$1,000 - \$1,000**

TOTAL CONSTRUCTION COST **\$40 - \$51** *sf* **\$64,000 - \$82,000**

EQUIPMENT **\$34,000 - \$45,000**

Technology, Security 5.00% of Total Construction Cost **\$4,000 - \$5,000**

Fixtures, Furnishings & Equipment **\$30,000 - \$40,000**

OTHER COSTS **\$0 - \$0**

Building Permit Fees \$ - per \$1,000 **\$0 - \$0**

Builders Risk Insurance 0.00% of Total Construction Cost **\$0 - \$0**

Performance & Payment Bond 0.00% of Total Construction Cost **\$0 - \$0**

TOTAL SOFT COSTS **\$34,000 - \$45,000**

TOTAL PROJECT COST* **\$61 - \$79** **\$98,000 - \$127,000**

*Total Project Costs are rounded.

March 29, 2024

PHASE 1C - PLAY AREA
FEASIBILITY STUDY ESTIMATE OF PROBABLE COSTS

Summary

The following represents an order of magnitude estimate of total project costs for construction and other associated costs for the renovation of spaces identified within the New Fairfield Middle School. The costs have been established based on conversations with the district staff and include some self performed work. The budgets shown are conceptual and should be used for general planning and budgetary purposes only.

Total Building Area - Renovation

5,050 nsf

CONSTRUCTION COSTS **\$32,000 - \$92,000**

Site Work **\$26,000 - \$76,000**

Play Area 1 @ 5,050 nsf \$5.00 - \$15.00 sf \$26,000 - \$76,000

Subtotal Construction (includes GC & OH) \$26,000 - \$76,000
Program/Design Contingency 10.0% \$3,000 - \$8,000
Construction Contingency 10.0% \$3,000 - \$8,000

CONSTRUCTION COSTS ESCALATION **\$0 - \$1,000**

Escalation to Mid-Point of Construction 6.00% 0.25 yrs \$0 - \$1,000

TOTAL CONSTRUCTION COST **\$6 - \$18** *sf* **\$32,000 - \$93,000**

EQUIPMENT **\$0 - \$0**

Technology, Security 0.00% of Total Construction Cost \$0 - \$0
 Fixtures, Furnishings & Equipment \$0 - \$0

OTHER COSTS **\$0 - \$0**

Building Permit Fees \$ - per \$1,000 \$0 - \$0
 Builders Risk Insurance 0.00% of Total Construction Cost \$0 - \$0
 Performance & Payment Bond 0.00% of Total Construction Cost \$0 - \$0

TOTAL SOFT COSTS **\$0 - \$0**

TOTAL PROJECT COST* **\$6 - \$18** **\$32,000 - \$93,000**

*Total Project Costs are rounded.

March 29, 2024

PHASE 2A - CAFETERIA & MEETING SPACE
FEASIBILITY STUDY ESTIMATE OF PROBABLE COSTS

Summary

The following represents an order of magnitude estimate of total project costs for construction and other associated costs for the renovation of spaces identified within the New Fairfield Middle School. The costs have been established based on conversations with the district staff and include some self performed work. The budgets shown are conceptual and should be used for general planning and budgetary purposes only.

Total Building Area - Renovation

6,675 nsf

CONSTRUCTION COSTS **\$64,000 - \$145,000**

Building Construction **\$54,000 - \$121,000**

Cafeteria & Meeting Area 1 @ 6,675 nsf \$8.00 - \$18.00 sf \$54,000 - \$121,000

Subtotal Construction (includes GC & OH) **\$54,000 - \$121,000**
Program/Design Contingency **10.0%** **\$5,000 - \$12,000**
Construction Contingency **10.0%** **\$5,000 - \$12,000**

CONSTRUCTION COSTS ESCALATION **\$4,000 - \$9,000**

Escalation to Mid-Point of Construction 6.00% 1.00 yrs \$4,000 - \$9,000

TOTAL CONSTRUCTION COST **\$10 - \$23 sf \$68,000 - \$154,000**

EQUIPMENT **\$100,000 - \$130,000**

Technology, Security, Broadcast Equipment allowance \$80,000 - \$100,000
 Fixtures, Furnishings & Equipment \$20,000 - \$30,000

OTHER COSTS **\$0 - \$0**

Building Permit Fees \$ - per \$1,000 \$0 - \$0
 Builders Risk Insurance 0.00% of Total Construction Cost \$0 - \$0
 Performance & Payment Bond 0.00% of Total Construction Cost \$0 - \$0

TOTAL SOFT COSTS **\$100,000 - \$130,000**

TOTAL PROJECT COST* **\$25 - \$43 \$168,000 - \$284,000**

*Total Project Costs are rounded.

March 29, 2024

**PHASE 2B - BREAKOUT AREA
FEASIBILITY STUDY ESTIMATE OF PROBABLE COSTS**

Summary

The following represents an order of magnitude estimate of total project costs for construction and other associated costs for the renovation of spaces identified within the New Fairfield Middle School. The costs have been established based on conversations with the district staff and include some self performed work. The budgets shown are conceptual and should be used for general planning and budgetary purposes only.

Total Building Area - Renovation

2,330 nsf

CONSTRUCTION COSTS **\$14,000 - \$39,000**

Building Construction **\$12,000 - \$35,000**

Breakout Area 1 @ 2,330 nsf \$5.00 - \$15.00 sf \$12,000 - \$35,000

Subtotal Construction (includes GC & OH) \$12,000 - \$35,000
Program/Design Contingency 5.0% \$1,000 - \$2,000
Construction Contingency 5.0% \$1,000 - \$2,000

CONSTRUCTION COSTS ESCALATION **\$1,000 - \$2,000**

Escalation to Mid-Point of Construction 6.00% 1.00 yrs \$1,000 - \$2,000

TOTAL CONSTRUCTION COST **\$6 - \$18** *sf* **\$15,000 - \$41,000**

EQUIPMENT **\$21,000 - \$33,000**

Technology, Security 5.00% of Total Construction Cost \$1,000 - \$3,000
 Fixtures, Furnishings & Equipment \$20,000 - \$30,000

OTHER COSTS **\$0 - \$0**

Building Permit Fees \$ - per \$1,000 \$0 - \$0
 Builders Risk Insurance 0.00% of Total Construction Cost \$0 - \$0
 Performance & Payment Bond 0.00% of Total Construction Cost \$0 - \$0

TOTAL SOFT COSTS **\$21,000 - \$33,000**

TOTAL PROJECT COST* **\$15 - \$32** **\$36,000 - \$74,000**

*Total Project Costs are rounded.

March 29, 2024

PHASE 3A - MUSIC SUITE, SERVING AREA & TOILETS
FEASIBILITY STUDY ESTIMATE OF PROBABLE COSTS

Summary

The following represents an order of magnitude estimate of total project costs for construction and other associated costs for the renovation of spaces identified within the New Fairfield Middle School. The costs have been established based on conversations with the district staff and include some self performed work. The budgets shown are conceptual and should be used for general planning and budgetary purposes only.

Total Building Area - Renovation 7,525 nsf

CONSTRUCTION COSTS \$2,475,000 - \$2,655,000

Building Construction						\$2,063,000 - \$2,213,000
Music Suite	1 @	4,325 nsf	\$300.00 - \$320.00	sf		\$1,298,000 - \$1,384,000
Circulation	1 @	1,050 nsf	\$250.00 - \$270.00	sf		\$263,000 - \$284,000
Kitchen/Servery	1 @	1,675 nsf	\$200.00 - \$220.00	sf		\$335,000 - \$369,000
Toilet Rooms	1 @	475 nsf	\$350.00 - \$370.00	sf		\$167,000 - \$176,000

Subtotal Construction (includes GC & OH)						\$2,063,000 - \$2,213,000
Program/Design Contingency		10.0%				\$206,000 - \$221,000
Construction Contingency		10.0%				\$206,000 - \$221,000

CONSTRUCTION COSTS ESCALATION \$297,000 - \$319,000

Escalation to Mid-Point of Construction	6.00%	2.00 yrs				\$297,000 - \$319,000
---	-------	----------	--	--	--	-----------------------

TOTAL CONSTRUCTION COST \$368 - \$395 sf \$2,772,000 - \$2,974,000

EQUIPMENT \$414,000 - \$458,000

Technology, Security		2.00% of Total Construction Cost				\$56,000 - \$60,000
Broadcast Equipment						\$80,000 - \$100,000
Fixtures, Furnishings & Equipment		10.00% of Total Construction Cost				\$278,000 - \$298,000

OTHER COSTS \$56,000 - \$60,000

Building Permit Fees	\$	- per \$1,000				\$0 - \$0
Builders Risk Insurance		1.00% of Total Construction Cost				\$28,000 - \$30,000
Performance & Payment Bond		1.00% of Total Construction Cost				\$28,000 - \$30,000

TOTAL SOFT COSTS \$470,000 - \$518,000

TOTAL PROJECT COST* \$431 - \$464 \$3,242,000 - \$3,492,000

*Total Project Costs are rounded.

March 29, 2024

PHASE 3B - OFFICE SUITE
FEASIBILITY STUDY ESTIMATE OF PROBABLE COSTS

Summary

The following represents an order of magnitude estimate of total project costs for construction and other associated costs for the renovation of spaces identified within the New Fairfield Middle School. The costs have been established based on conversations with the district staff and include some self performed work. The budgets shown are conceptual and should be used for general planning and budgetary purposes only.

Total Building Area - Renovation 3,575 nsf

CONSTRUCTION COSTS				\$1,287,000 - \$1,372,000	
Building Construction				\$1,073,000 - \$1,144,000	
Office Suite	1 @	3,575 nsf	\$300.00 - \$320.00	sf	\$1,073,000 - \$1,144,000
Subtotal Construction (includes GC & OH)				\$1,073,000 - \$1,144,000	
Program/Design Contingency		10.0%			\$107,000 - \$114,000
Construction Contingency		10.0%			\$107,000 - \$114,000
CONSTRUCTION COSTS ESCALATION				\$154,000 - \$165,000	
Escalation to Mid-Point of Construction		6.00%	2.00 yrs		\$154,000 - \$165,000
TOTAL CONSTRUCTION COST				\$403 - \$430 sf \$1,441,000 - \$1,537,000	
EQUIPMENT				\$174,000 - \$185,000	
Technology, Security		2.00% of Total Construction Cost			\$29,000 - \$31,000
Fixtures, Furnishings & Equipment		10.00% of Total Construction Cost			\$145,000 - \$154,000
OTHER COSTS				\$28,000 - \$30,000	
Building Permit Fees		\$ - per \$1,000			\$0 - \$0
Builders Risk Insurance		1.00% of Total Construction Cost			\$14,000 - \$15,000
Performance & Payment Bond		1.00% of Total Construction Cost			\$14,000 - \$15,000
TOTAL SOFT COSTS				\$202,000 - \$215,000	
TOTAL PROJECT COST*				\$460 - \$490 \$1,643,000 - \$1,752,000	

*Total Project Costs are rounded.

**NEW FAIRFIELD BOARD OF EDUCATION
PERSONNEL REPORT**

**Period Ending: March 28, 2024
Board of Education Meeting: April 4, 2024**

	LAST NAME	FIRST NAME	POSITION	LOCATION	REASON
	NEW HIRES - CERTIFIED				
1	Martinez	James	Interim Assistant Principal	MS	Replacing Cheryl Faga-Milo (Resignation)
2	Volovski	Jessica	Special Education Teacher	HS	Replacing Melissa Busnel (Leave of Absence)
	NEW HIRES - NON-CERTIFIED				
	SEPARATION				
3	Brady	James	Math Teacher	HS	Resignation - 6/30/2024
4	Faga-Milo	Cheryl	Assistant Principal	MS	Resignation
5	Quist	Pamela	Grade 3 Teacher	MHHS	Retirement - 6/30/2024
6	Randall	Timothy	Paraprofessional	HS	Resignation

AGREEMENT

THIS AGREEMENT between the BOARD OF EDUCATION OF THE TOWN OF SHERMAN in the County of Fairfield and State of Connecticut (hereinafter referred to as "Sherman Board"), and the BOARD OF EDUCATION OF THE TOWN OF NEW FAIRFIELD, in the County of Fairfield and State of Connecticut (hereinafter referred to as "New Fairfield Board").

WITNESSETH

WHEREAS, the Town of Sherman does not maintain a High School, and has for a period of time sent its students in the ninth, tenth, eleventh, and twelfth grades, hereinafter called "High School Students", to the Town of New Fairfield, upon payment of tuition; and

WHEREAS, the New Fairfield Board and the Sherman Board desire to enter into a similar agreement for the purpose of providing an educational program for public high school students of the Town of Sherman pursuant to the provisions of 10-35 of the Connecticut General Statutes.

NOW THEREFORE, in consideration of the mutual covenants herein contained, the parties hereto agree as follows:

- 1) The New Fairfield Board agrees to accept such High School Students from the Town of Sherman, to include exceptional children, as shall meet the same mental, physical, and disciplinary standards required of New Fairfield students at its High School, for one (1) year commencing with the school year **July 1, 2024 and ending June 30, 2027**. The Sherman Board of Education agrees to notify the New Fairfield Public School System on **March 15** of the names of those students then resident in the Town of Sherman who intend to be enrolled at New Fairfield High School for the following academic year and the New Fairfield Board need only accept those students for whom timely notification has been received.
- 2) The Sherman Board agrees to pay a fixed rate tuition for each High School student enrolled as follows: \$16,093 for the 2024-2025 school year, \$16,575 for the 2025-2026 school year, and \$17,072 for the 2026-2027 school year.

(a) "High School Operating Expense" defined:

High School Operating Expenses shall include all expenses directly attributable to high school programs and services, including instructional costs, health services, field trips, plant operation and maintenance, student activities, capital outlay, the per-pupil share of expenses for general control and for the administrative and special services staff of the New Fairfield Central Office, system-wide plant operation and maintenance, transportation, debt ratio, and fixed charges applicable to personnel working in those departments.

(b) "Transportation" defined:

Transportation is defined as morning pick up, at a designated time, at the Sherman School to New Fairfield High School and returning to the Sherman School from New Fairfield High School at the end of the scheduled school day.

(c) "Computation and Billing:"

The Sherman Board shall be billed four times each year on **September 1, December 1, March 1, and June 1** and shall pay such bills within thirty (30) days after the bill is received by the Sherman Board. If a Sherman student is a member of the New Fairfield High School for a full

year, then the Sherman Board shall be billed for a full year's tuition. If a Sherman student is a member of the New Fairfield High School for a partial year, then Sherman shall be billed on a pro rata basis. Thereafter, unpaid bills will accrue interest at the rate of 1% per month that the bills remain unpaid. If any fee is disputed, the Superintendents of both towns will meet to review and mediate the dispute.

- 3) The Parties agree that Sherman will pay to New Fairfield an additional fixed rate supplement to the basic tuition for any Sherman student identified as eligible for services under the Individuals with Disabilities Act 20, U.S.C, 1400 et seq. and Conn. Gen. Stat. 10-76a et. Seq. The special education supplement to the tuition shall be as follows for the duration of this Agreement: \$3,111 for the 2024-2025 school year, \$3,205 for the 2025-2026 school year, and \$3,300 for the 2026-2027 school year.

(a) "Exceptional Student" defined:

An Exceptional Student is defined as a student whose educational program is eligible for State reimbursement under the Special Education Laws of the State of Connecticut.

The Parties further agree that Sherman is solely responsible for whatever additional costs may be incurred for the evaluation, identification and education of such exceptional students, including but not limited to the costs of out-of-district placements, additional one-to-one staff or service providers, consultants, extended school year programs, evaluations or accommodations, including assistive technology devices. Sherman shall also pay whatever such additional costs as may be incurred for the evaluation, identification, and education of students, who although not identified as exceptional students, have been found eligible for accommodations and or modifications under Section 504 of the Rehabilitation Act. Notwithstanding any other provisions of this Agreement, New Fairfield shall not be required to implement unique special education, or general education, programs in order to service the education of students, including exceptional students.

- 4) The Sherman Board agrees to make its personnel available without charge to participate in Planning and Placement Team (PPT) meetings and to testify at Board, State Board of Education, or court proceedings relating to exceptional students who reside in the Town of Sherman and attend New Fairfield High School or such students who are being considered for exceptional student classification.
- 5) Foreign exchange students residing in Sherman and attending New Fairfield High School on a full-time basis shall be considered tuition students.
- 6) The New Fairfield Board of Education agrees to provide the Sherman Board of Education with student performance data in electronic format. Data will be exported into an excel spreadsheet from the student information system software used by New Fairfield High School. Data will include standardized test results and student academic achievement reports for the midyear and final report cards. Academic achievement reports will include for each student: name and year (fr, so, jr, sr); course name and level; quarterly grades attained and final averages. Academic achievement reports will be provided by **February 28th** for first semester courses and by **July 15th** for second semester courses. Standardized test scores will be reported within 15 days after having been received by New Fairfield High School.
- 7) Notwithstanding anything herein contained to the contrary, the responsibility of the New Fairfield Board under the provisions of this contract shall be limited to providing a course of instruction within the confines of the High School or any adjunct thereto, and said New Fairfield Board shall not be responsible for any course of instruction or treatment rendered to students elsewhere.

- 8) It is understood and agreed that in the event that either party shall be unable to perform its obligations under this contract because of any act of God, war, national emergency, requirements of applicable law or regulations, or any similar event beyond the control of such party, performance under this contract will be excused to the extent of such inability.
- 9) Either Board of Education may terminate this Agreement by providing written notification to the other party no later than **January 1st** of any year of the contract.
- 10) In the event that a change in the laws of the State of Connecticut substantially affects the rights and obligations of either or both of the parties under any provision or provisions of this Agreement, either party may request an amendment of the provision or provisions of the Agreement so affected.
- 11) Should this Agreement terminate by expiration or pursuant to Paragraph (8) of this Agreement, any and all Sherman high school students who are students at New Fairfield High School at the time of such termination shall be allowed to complete their high school education at New Fairfield High School on the same terms and conditions as provided herein.
- 12) Students must abide by all regulations of the New Fairfield Public Schools as determined by the Board of Education, administration, and staff of the New Fairfield Public Schools.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seal this
 _____ day of _____ 2024.

**FOR THE BOARD OF EDUCATION OF THE TOWN OF
 SHERMAN**

By _____
 Its Duly Authorized Representative

Mary Fernand
Witness

**FOR THE BOARD OF EDUCATION OF THE TOWN OF
 NEW FAIRFIELD**

By _____
 Its Duly Authorized Representative

Gail DeFeo
Witness

It is recommended that the district replace their current #4115 with CABE's updated sample.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

The Board recognizes the critical role an effective professional evaluation and support system plays in ensuring student growth and success and promoting reflective practice through job-embedded professional learning and goal setting. The Board empowers the superintendent to ensure that each educator and leader has the opportunity for continuous learning and feedback, to develop and grow, individually and collectively, through the educator and leader evaluation and support system so that all of the district's students experience growth and success. Connecticut General Statutes 10-151b requires that the superintendent shall annually evaluate or cause to be evaluated each teacher.

Educator and leader practice discussions shall be based on a set of national or state performance standards set by professional organizations agreed upon by the district's Professional Development and Evaluation Committee (PDEC). The district's PDEC shall work to mutually agree upon a standard-based best practice observation model.

On or before July 1, 2024, the Board of Education shall adopt and implement an Evaluation Program consistent with the Evaluation Guidelines adopted by the State Board of Education. The teacher evaluation and support program shall be developed through mutual agreement between the (local/regional) Board of Education and the district's PDEC. If the Board of Education and the PDEC are unable to come to a mutual agreement, they shall consider the model teacher evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model teacher evaluation and support program.

If the Board of Education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the Board shall adopt and implement a teacher evaluation and support program developed by the Board, provided the program is consistent with the guidelines adopted by the State Board of Education.

While the District may create its own rubrics for use in this process, it must demonstrate that those rubrics are aligned with or tied to an externally referenced standard.

Definitions:

Educator includes **teachers** and student and educator support **specialists** who provide instruction and support services to students and staff. Educators serving in a teaching role or serving in a role providing support services hold a valid certificate or permit issued by the State Board of Education.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

Definitions: (continued)

Leader includes school and district administrators who are responsible for providing instructional leadership and for developing, implementing, and evaluating systems and policies within the school district. Leaders serving in an administrative position hold a valid certification endorsement for Intermediate Administration or Supervision (#092) issued by the State Board of Education.

Single Point Competency is a description of a standard of behavior or performance, framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance, similar to a traditional rubric. The primary reason for using this approach is that it supports a focus on understanding the goal and the performance's strengths and weaknesses without the complication of interpreting those elements into a rating. This shift in practice is designed to make it easier for the participants to focus the energy of the process on the evidence, why that evidence looks the way it does, and what can be done to support improvement rather than a debate or negotiation on the rating.

The **PDEC** (Professional Development and Evaluation Committee's) responsibilities include its participation in the development and adoption of a teacher evaluation and support plan for the district. The district's representative PDEC shall be composed of at least one representative from the teachers', administrators', and paraeducators' bargaining units, and other appropriate school personnel, and shall ensure Educator and Leader practice discussions are based on a set of national or state performance standards set by professional organizations and agreed upon by the Committee. PDEC shall work to mutually agree upon a state or national standard-based best practice observation model, which will require Board approval. Any district-created rubric used in this process must demonstrate alignment or be tied to an externally referenced standard.

Guiding Principles:

Educator and leader practice discussions are based on a set of national or state performance standards set by professional organizations agreed upon by the PDEC, which will mutually agree upon a standards-based best practice observation model.

The primary goal of the educator evaluation and support system is to strengthen individual and collective practices to increase student learning, growth, and achievement and will need to:

- Be consistent with emerging research and best practices in the field of education;
- Include a focus on professional learning to develop systems of continuous improvement for educator and leader practice and student outcomes; and
- Address the continued impact of the pandemic on all members of the educational community and families;

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

Guiding Principles: (continued)

- Allow for differentiation of roles (teachers, counselors, instructional coaches...);
- Focus on things that matter (identify high leverage, mainstream goal focus areas);
- Connect to best practices aimed at the development of the whole child;
- Focus on educator growth and agency, meaningfully engaging professionals by focusing on growth and practice in partnership with others aligned to a strategic focus;
- Provide multiple pathways for participation to improve educator practice in a way that is meaningful and impactful;
- Provide specific, timely, accurate, actionable, and reciprocal feedback.

Vision:

All of the district's educators and leaders have the opportunity for *continuous learning* and *feedback* to develop and grow individually and collectively, through the educator and leader evaluation and support system to ensure all students experience growth and success.

Process:

Evaluation and support shall be an ongoing, cyclical progress monitoring process and shall include references to standards and criteria, a process for goal setting, a focus on professional practice and student growth, and an environment that nurtures feedback and engagement. Minimally evaluator and educator/leader/team conference shall occur in the fall, winter, and spring of each school year:

- Educators and leaders will meet with their supervisor no fewer than three times a year (fall goal setting, mid-year review, end of the year reflection). The meetings shall be approached in a spirit of continuous improvement, reflection, and collaboration. In addition, meetings shall provide opportunities for evaluator and evaluatee constructive feedback. Goals should always be connected to standards recommended by PDEC and approved by the Board.
- The first meeting shall focus on goal setting, which can be proposed either by an individual or by a collaborative group, depending on the goal.
- The mid-year review shall provide the educator(s) and supervisor the opportunity to review the extent to which the established goal is being reached and reflect on ways additional attention and support may be provided to adjust the goal or support its successful attainment.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

Process: (continued)

- The end-of-the-year meeting shall be used to reflect on the current year and how it might inform/launch the next evaluation cycle.
- An appropriate summary of the educator/leader growth achieved through the process and considerations for future work shall be provided by the evaluator annually. This summary should be tied to the agreed-upon standards and goals determined through this process.

Multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal-setting process may include but not be limited to:

- For the Educator: Considering additional evidence relevant to one or more competencies related to student learning and growth may be part of the process and discussion. Multiple measures should be adjusted and be appropriate to the role of the educator in the process (educator, counselor, instructional coach, etc.).
- For the Leader: Considering additional evidence relevant to one or more competencies including but not limited to promoting a positive, safe, and equitable learning culture, engaging in instructional-focused interactions, facilitating collaboration and professional learning, as well as managing operations, personnel, and resources strategically may be part of the process and discussion. Multiple measures should be adjusted and be appropriate per the role of the leader in the process (assistant superintendent, principal, department chair, etc.).

To ensure participants focus the discussion and feedback on the desired practice rather than a rating outcome, **Single Point Competencies** will be preferred. This will allow for the promotion of clear, research-based expectations while ensuring a tie to standards

- Current rubrics may be used as talking points for feedback and deepening reflection on practice – but are encouraged to be framed or converted as single points for increased clarity. PDEC will be responsible for developing or adopting external, state, or national standards-based models for district use.
- The district will establish a clearly articulated vision of highly effective instruction and educational practice focusing on growth.

Best practice should allow for Goals and standards to be consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations). Coherence improves the collective effectiveness of practice.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

Process: (continued)

- This will encourage individual educators and leaders to reflect on how they are contributing to the goals, mission, and vision of the district, whether developing individual, departmental, or grade-level team-based goals.
- The goals-setting process should encourage consideration of the growth of the whole child – considering growth indicators in a variety of areas critical to the overall well-being of students.

Goal-Setting Process

Requirements for Goal Setting – *Educators*

- The goal-setting process must follow the timelines and frameworks created by the PDEC consistent with the standards established during this process.
- Goals and feedback must be based on evidence, observations, and artifacts of professional practice as aligned to the lens of the agreed-upon standards.
- Educators and their evaluators must mutually agree upon a one, two, or three-year goal and develop a plan for professional development and support consistent with the educator’s professional status and goals. All educators must be assigned a primary evaluator, who holds a #092 certificate.
- The district’s PDEC shall determine protocols for each level of educator (novice, provisional, professional, transfers to the district, part-time or partial year, educator or leader in need of support, etc.)

(For consideration of best practices)

- Goals setting may allow for differentiated timelines (1, 2, or 3 years) and differentiated partnerships (perhaps in teams or collaboration with another educator) depending upon the role of the educator and aligned with a plan for professional learning and growth.
- The plan allows for discussion and exploration of how goals may/should be aligned with district-wide and individual professional development, professional learning communities, and other integrated efforts to support the goals, mission, and vision established within the district.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support (continued)

Requirements for Goal Setting Process – Leaders

- The goal-setting process shall follow the timelines and frameworks created by the PDEC consistent with the standards established during this process.
- Goals and feedback shall be based on evidence, observations and artifacts of professional practice as aligned to the lens of the agreed upon standards.
- Mutually agree upon a one, two, or three-year goal and develop a plan for professional development and support that is consistent with the leader’s professional status and goals. All leaders shall be assigned a primary evaluator who holds either a #092 or #093 certificate.
- The district PDEC shall determine protocols for each level of leader (level of experience, role, transfers to the district, part-time or partial year, leader in need of support, etc.)

(For consideration of best practices)

- Goal setting may allow for differentiated timelines (1, 2, or 3 years) and differentiated partnerships (perhaps in teams or collaboration with another leader) depending upon the role of the leaders and aligned with a plan for professional learning and growth.
- There may be discussion and exploration of how goals may/should be aligned with district-wide and individual professional development, a theory of action, PLC work, and other integrated efforts to support the goals, mission, and vision established within the district.

Professional Practice and Educator Growth

- Feedback to the educator shall consider multiple and varied quantitative and qualitative evidence indicators.
- Dialogue through the professional growth process should begin with educator self-reflection/self-assessment of the impact of professional learning and educator practice on student growth and identifying the next steps.
- Within the required process structure, the district’s PDEC may identify a minimum or recommend the number of observations aligned with the current professional needs of the educator (novice, provisional, professional).
 - PDEC shall create the district’s plan for the nature and number of observations and/or reviews of practice and required artifacts.
- There should be multiple pieces of evidence, which may include artifacts, observations of practice, student feedback, and reflections of the educator on student growth as part of the educator feedback process.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support (continued)

Professional Practice and Leader Growth

- Feedback to leaders must consider multiple and varied quantitative and qualitative indicators of evidence.
- Dialogue through the professional growth process should begin with leader self-reflection/self-assessment of impact of professional learning and leadership practice on organizational health as well as the identification of next steps.
- Within the required process structure, the district’s PDEC may identify a minimum or recommend the number of observations aligned with the current professional needs of the leader (new or experienced).
 - PDEC shall create the district’s plan for the nature and number of observations and/or reviews of practice and required artifacts.
- There should be multiple pieces of evidence, which may include artifacts, observations of practice, teacher, leader and staff feedback, and reflections of the leader on organizational growth as part of the leader feedback process.

Evaluator/Observer/Stakeholder Feedback and Engagement

- Feedback, tied to standards, identifies strengths and areas of focus for advancement.
 - PDEC will determine clear timelines for both written and verbal feedback.
 - PDEC will determine a process for appropriate feedback and how to use informal and formal feedback from stakeholders.
- In-person beginning-of-the-year, mid-year, and end-of-year check-in is required for all educators with a timeline determined by PDEC.
- A check-in cycle for the purpose of discussing what is occurring in the classroom/school or district and to identify additional mutually agreed upon needs is required. It is required that a balance of written and verbal feedback be provided periodically.
- For the Educator, the cycle of check-ins should provide opportunities for discussion linking student growth and development with observations of practice and performance.
- For the Leader, the cycle of check-ins should provide opportunities for discussion linking organizational growth and development with observations of practice and performance.

Process Elements – Educator

- PDEC shall articulate agreed-upon processes for both formal and informal observations.
- At a minimum, initial goal-setting meetings, and mid and end-of-year reflective progress reviews must be held for all educators.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

Process Elements – Educator (continued)

- A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a **corrective support plan**. The corrective support plan must include indicators of success for transitioning out of the plan.
 - PDEC shall establish a clearly articulated corrective support model, which will be distinct from the typical educator growth model;
 - The corrective support model shall include:
 - Clear objectives specific to the well-documented area of concern;
 - Resources, support, and interventions to address the area of concern;
 - Timelines for implementing the resources, support, and interventions; and
 - Supportive actions from the evaluator.
- The district PDEC plan should include differentiated supports and be responsive to educator needs.
 - Utilize and document differentiated support prior to movement to a corrective support plan.
 - Ongoing training to ensure all stakeholders understand tiers, supports, and process (model of a corrective structure with tier 1, 2, and 3 supports should be provided in the appendix).
- The PDEC agrees upon orientation, training, and support elements for evaluators and educators on the critical components of success.

In addition to these required elements, PDEC should consider the following best practices as additional process elements:

- Intermediate support should be in place prior to an educator having to be placed on a corrective support plan.
- Corrective support should not be initiated without appropriate evidence of concern
- Ensure coaching/mentoring is available for new educators.
- Educators involved in a formal induction process should have an evaluation pathway that is aligned but separate from their induction process to reduce the work burden on the beginning educator and support their transition to provisional and professional educator status.
 - The intention of the Educator and Leader Evaluation Plan should be to reduce the burden of evaluation on beginning educators without compromising the distinct separation between induction and evaluation.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

Process Elements – Educator (continued)

- There should be regular check-ins/interactions with evaluators and mentors for beginning educators.
- Establish procedures and guidelines for PDEC operations, which include membership, quorum, and consensus criteria.
- PDEC should create a reflective process through PDEC, survey, etc. that reviews the TEVAL plan and process and provides for constructive feedback, reflection, assessment, and revision as needed.

Process Elements – Leader

- At a minimum, an initial goal-setting meeting, mid-year, and end-of-year reflective progress should be held for all leaders.
- There should be ongoing, on-site, evidence-driven visits or reviews of practice for each leader whose purpose/focus is aligned with the leader's goals in this process. PDEC should determine the minimum number of visits as appropriate.
- PDEC shall agree upon orientation, training, and support elements for evaluators and leaders on the critical components for success.
- A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback shall lead to advancing levels of support with a defined process for placing a leader on a corrective support plan with indicators of success for transitioning out of the plan.
- The corrective support plan shall be developed in consultation with the leader and their exclusive bargaining unit representative for administrators chosen pursuant to section C.G.S. §10-153b.
 - The district PDEC should establish a clearly articulated corrective support model that is separate from the normal educator growth model.
 - The corrective support model shall include:
 - Clear objectives specific to the well documented area of concern;
 - Resources, support, and interventions to address the area of concern;
 - Timeframes for implementing the resources, support, and interventions; and
 - Supportive actions from the evaluator.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

Process Elements – Leader (continued)

- The district PDEC plan should include differentiated supports and be responsive to leader needs.
 - Utilize and document differentiated supports prior to movement to a corrective support plan.
 - Ongoing training to ensure all stakeholders understand differentiated supports and process (model of a corrective structure should be provided in the appendix).
 - Support models should always include clear objectives specific to the well documented area of concern, timeframes, interventions, supportive actions from the evaluator.

In addition to these required elements, PDEC should consider the following best practices as additional process elements:

- Coaching and/or mentoring should be strongly considered an option for a new leader.
- Intermediate supports should be in place before placing a leader on a corrective action plan.
- A support plan should not be initiated without appropriate evidence of concern.
- PDEC should create a reflective process, either through PDEC, survey, etc. that reviews the TEVAL plan and process and provides for reflection, assessment, and revision as needed.
- Establish policy or procedures and guidelines for PDEC operations that includes membership, quorum, and consensus criteria.

Dispute Resolution

- The Board of Education shall, in mutual agreement with the PDEC, include a process for resolving disputes in cases where the evaluator and educator/leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan.
- Any claims that the district has failed to follow the established procedures of the educator/leader evaluation and support program shall be subject to the grievance procedures set forth in the then-current collective bargaining agreements between the Board of Education and the relevant bargaining unit.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support (continued)

Local and State Reporting

- The superintendent shall report:
 - The status of teacher evaluations to the Board of Education on or before June first of each year; and
 - The status of the implementation of the educator/leader evaluation and support program; including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education on or before September 15 of each year.

The term “teacher”, “educator” or “leader” shall include each professional employee of the Board of Education, below the rank of superintendent, who holds a certificate or permit issued by the State Department of Education.

Appendix: (PDF File)

[Connecticut Guidelines for Educator and Leader Evaluation and Support 2023](#)

Legal Reference: Connecticut General Statutes
10-145b Teaching certificates.
10-151a Access of teacher to supervisory records and reports in personnel file.
10-151b Evaluation by superintendent of certain educational personnel. (amended by PA 04-137, P.A. 10-111, P.A. 12-116, PA 12-2 (June Special Session), PA 13-245, PA 15-5 (June Special Session)
10-151c Records of teacher performance and evaluation not public records.
10-220a(b) In-service training. Professional development. Institutes for educators. Cooperative and beginning teacher programs, regulations.
PA 11-135 An Act Concerning Implementation Dates for Secondary School Reform.
PA 12-116 An Act Concerning Education Reform (as amended by PA 13-145 An Act Concerning Revisions to the Reform Act of 2012.)
Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support (continued)

Legal Reference: Connecticut General Statutes (continued)
Connecticut’s System for Educator Evaluation and Development (SEED)
state model evaluation system.
“Flexibility to Guidelines for Educator Evaluation” adopted by
Connecticut State Board of Education, February 6, 2014
34 C.F.R. 200.55 Federal Regulations.
PL 114-95 – Every Student Succeeds Act §9213
Public Act 23-159 (An Act Concerning Teachers and Paraeducators)

Policy adopted:

cps 10/23

Existing bylaw 9323, updated to reflect changes made by P.A. 23-160.

Bylaws of the Board

Construction of the Agenda

The Superintendent in cooperation with the Chairperson of the Board of Education shall prepare an agenda for each regular meeting. Three members of the Board of Education may contact the Superintendent and request any item to be placed on the agenda no later than 72 hours prior to the legally required public posting of the agenda. If three or more members request an item be placed on the agenda, the Superintendent ~~in consultation with~~ and the Board Chair, shall place the item on the agenda.

Actions by the Board

No action will be taken unless the subject acted upon was listed in the agenda published for that meeting. However, an item of business not included on the agenda of a regular meeting may be considered and/or acted upon after a two-thirds vote of the members present and voting to add such business to the agenda.

Posting of the Agenda

At least 24 hours prior to the time of the regular meeting, the agenda shall be posted in the Board room of the District, in each school in a place readily available to parents, teachers and the general public, in the Office of the Town/City Clerk, posted on the District's Internet website, and shall be filed in the Superintendent's office.

In addition to posting Board of Education meeting agendas on its website 24 hours prior to the meeting, any associated documents that may be reviewed by members of the Board at such meeting will be made available on the Board's website prior to the meeting.

Legal Reference: Connecticut General Statutes

1-21 Meetings of government agencies to be public.

Public Act 23-160 An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes.

Bylaw adopted by the Board: June 23, 1999
 Bylaw revised: May 3, 2007
 Bylaw revised: April 1, 2021
 Bylaw revised:

NEW FAIRFIELD PUBLIC SCHOOLS
 New Fairfield, Connecticut

*Replace New Fairfield's current Bylaw #9324 with CABE's model Bylaw which includes a new requirement marked with *.*

Bylaws of the Board

Advance Delivery of Meeting Materials

The Board meeting materials shall be disseminated as follows:

1. The complete Board of Education agenda and the appropriate materials pertaining thereto shall be sent to each Board member, Board clerk, and student representatives.

The agenda will be available to the public at the administration building after 3:00 P.M. 4:00 P.M. on ~~Fridays~~ **Mondays** preceding each regular Board of Education meeting. An agenda will also be available to each member of the press on ~~Friday~~ **Monday** afternoons.

*In addition to posting Board of Education meeting agendas on its website 24 hours prior to the meeting, any associated documents that may be reviewed by members of the Board at such meeting will be made available on the Board's website prior to the meeting.

2. Two copies of the agenda shall be sent to each building principal, one copy of which is to be posted upon the bulletin board in each school office.
3. Copies of the agenda shall be forwarded through school mail to presidents of each bargaining unit and presidents of PTA/PTO organizations.

(cf. 9323 - Construction/Posting of Agenda)

Legal Reference: Public Act 23-160 An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes

Bylaw adopted by the Board:

rev 9/23