

Curriculum/Instruction Subcommittee

Monday, September 29, 2025 7:00 PM

Meeting Access: Curriculum Subcommittee (9/29/25 at 7:00 p.m.) Web:
<https://zoom.us/j/93310691401> Dial In: (929) 205-6099 Meeting ID: 933 1069
1401, 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. APPROVAL OF THE MINUTES

II.A. May 27, 2025 – Regular

III. INFORMATION/ACTION ITEMS

III.A. Middle School World Language Program
(Curriculum / Instruction goals)

III.B. Summer Reading Review (Curriculum / Instruction
goals)

III.C. Summer Curriculum Project Review & Next Steps
(Curriculum / Instruction / Wellness goals)

IV. OTHER

V. ADJOURNMENT

BOARD OF EDUCATION, NEW FAIRFIELD, CT
Curriculum Subcommittee Meeting

Name of Subcommittee: Curriculum

Meeting type: Regular

Date of Meeting: 5/27/25

Minutes submitted by: Greg Flanagan

Members present: Kathy Baker (*arrived 7:31 p.m.*), Tim Blair, Greg Flanagan, Sue Huwer

Members absent:

Other attendees: Ken Craw, Kristine Woleck, James D'Amico, Heidi Edel, Terry Lauchman

Meeting Access: Curriculum Subcommittee (5/27/25 at 7:00 p.m.) Web: <https://zoom.us/j/93213997449>

Dial In: (929) 205-6099 Meeting ID: 932 1399 7449

Meeting called to order: at 7:01 p.m.

II. APPROVAL OF MINUTES

- A. April 28, 2025 – Regular tabled until later in the meeting

III. INFORMATION / ACTION ITEMS

A. New Fairfield High School SEE (Senior Enrichment Experience)

We heard from Dr. Woleck and James D'Amico about our current SEE projects consist of (external internships, teaching assistant, & independent career research-interview based projects) and the requirements (3 weeks long, 30 hours/week for total of 90 hours; submit weekly reports; present at SEE Project Fair on June 10th). In 2027, the State will no longer require the one credit mastery-based diploma assessment. We then heard how admin is exploring a number of ideas going forward. Comparisons were shared about other school programs from DRG A & DRG B (specifically Brookfield, Newtown, Monroe, Weston, Joel-Barlow (Region 9)). SEE Study Group to further research and develop models during 25-26 school year for initial implementation in 26-27 school year.

B. Transcript Course Designations - We heard from Dr. Woleck how we currently reflect 8th grade coursework on hour high school transcripts. Our research included Outreach to DRG A, DRG B, and surrounding districts; 12 districts responded: 6 districts responded that courses taken in middle school are not indicated on the high school transcript in any way. No districts factor middle school courses into GPA. Further reach out to some colleges and universities noted that none of them use any middle school coursework in considering student acceptances. (Boston University, Clemson University, Quinnipiac University, Southern Connecticut State University, University of Delaware, Worcester Polytechnic Institute). Member of the public Terry Lauchman indicated that she was a teacher in a district in NY and they do things differently and she felt New Fairfield students could be at a disadvantage in applying for colleges without reflecting some middle school work on transcripts. She specifically noted UCONN as a school who would look for MS coursework. It was concluded that research would continue and further on the best way to move forward.

C. NFHS World Language (French): Quebec Trip Proposal - Heidi Edel summarized on her past trips to France and Quebec in the past and was requesting permission to bring a Quebec trip option for 2025-26 school year to the full board for a vote.

IV. ACTION ITEMS

- A. Motion:** To elevate Ed Sbordone to full member for the remainder of the meeting.

Made by: Greg Flanagan

Seconded by: Sue Huwer

Recording of vote: Vote - Unanimous to do so

- B. Motion:** To approve the minutes of April 28, 2025, as presented

Made by: Sue Huwer

Seconded by: Greg Flanagan

Recording of vote: All in favor

C. *Kathy Baker joined the meeting.

Motion: To bring the Quebec Trip to the full Board

Made by: Kathy Baker

Seconded by: Sue Huwer

Recording of vote: All in favor

V. **OTHER** – None

VI. **ADJOURNMENT**

Motion to adjourn: Made by: Greg Flanagan

Seconded by: Sue Huwer

Recording of vote: All in favor

Meeting adjourned at: 8:03 p.m.



World Language Continuous Improvement Plan

New Fairfield Public Schools
Board of Education Curriculum Subcommittee
September 29, 2025



World Languages Enrollment at New Fairfield Middle School

2025-26		
	Spanish	French
6th Grade	122	30
7th Grade	79	47
8th Grade	127	31



World Languages at New Fairfield Public Schools, 2025-26

	Spanish	French	Italian	Chinese
6th Grade	EOD	EOD		
7th Grade	EOD	EOD		
8th Grade	EOD	EOD		
High School	✓	✓	✓	✓

EOD = Every Other Day

Recommended timeline for expanding NFPS World Language program



2025-2026

- Grade 6-8, full year course, EOD
- Curriculum design, Spanish/French, daily (*for MS implementation*)

2026-2027

- 6th Grade: EOD
- 7th & 8th Grade: Daily Spanish/French program implementation
- Research K-5 Spanish instructional models

2027-2028

- Possible Grade 3-5 Spanish curriculum design/instructional model implementation
- Enhancements to HS Spanish/French curriculum (to continue)

2028-2029

- Possible K-2 Spanish instructional model implementation



Introductory World Language Courses

Introductory courses are designed to provide students with foundations of the four basic skills of language acquisition:

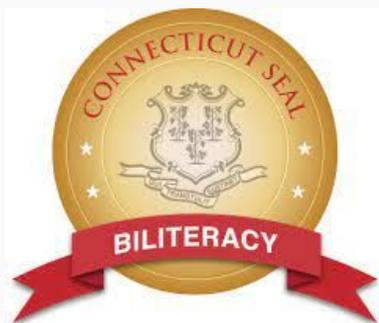
- Reading comprehension
- Listening comprehension
- Speaking
- Writing.

Students are expected to attain a level of proficiency equal to Novice High.



The overall goal of NFPS World Language is to develop proficiency and to be effective, confident communicators in the target language.

Success is measured in part by the number of graduates to achieve a Seal of Biliteracy by their graduation date.

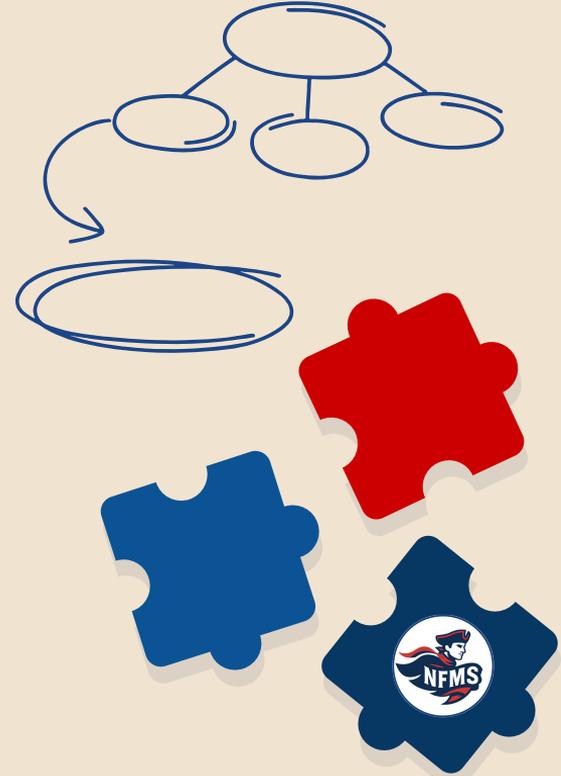


26-27

Scheduling

Priorities

Daily World Language





26-27 Scheduling Priorities: World Language

01

Rationale

02

Our Process



03

**26-27 Schedule
Implications**

04

**Facilities &
Curriculum**



01

Our Rationale



Pathway to proficiency: Daily world language instruction promotes student achievement of advanced levels / higher proficiency across an academically rigorous curriculum.



02

Our Process



24-25 School Year: Incoming 6th-Grade students full year EOD Spanish/French.

Exploratory Language was eliminated as a course.

Scheduling: Scheduling committee met periodically over the course of past year.

Facilities and Space planning: Lower level classrooms, Phase 1 / Phase 2

6-12 WL Curriculum Revisions ongoing



03

Schedule Implications



Priorities:

- Instructional minutes
- WIN
- Common planning time
- Special Education / Intervention
- Performing Arts
- The teaming model
- Daily Community Conversations



03

Schedule Implications



Research and Development

- Considered an 8-period day versus maintaining a 7-period day
- Evaluated schedules from area middle schools with similar demographics and structures



WIN Periods*



Period	A	B
1		Spanish-7 (Red Team)
2		Spanish-7 (Blue Team)
3	Spanish-7 (Red Team)	
4	Spanish-7 (Blue Team)	
5		
6		
7		



Unified Arts Periods

*Reduction of WIN from 4 days/rotation to 2 days/rotation



04

Facilities & Curriculum

25-26: Lower Level classrooms returned to NFMS instructional space.

26-27: Instructional space flexibility supports WL instruction.

Curriculum research / design ongoing



THANK YOU!

The background is a light teal color with scattered white stars and green leafy branches. In the top left, there is a stack of three books with purple, red, and green covers. In the top center, an open book with a red bookmark is shown. In the top right, two yellow sticky notes are floating. On the right side, a hand is holding a stack of three books with red and white covers. In the bottom left, a hand is holding an open book with a yellow cover. In the bottom center, an open book with a yellow bookmark is shown. In the bottom right, another open book with a yellow bookmark is shown.

New Fairfield Public Schools

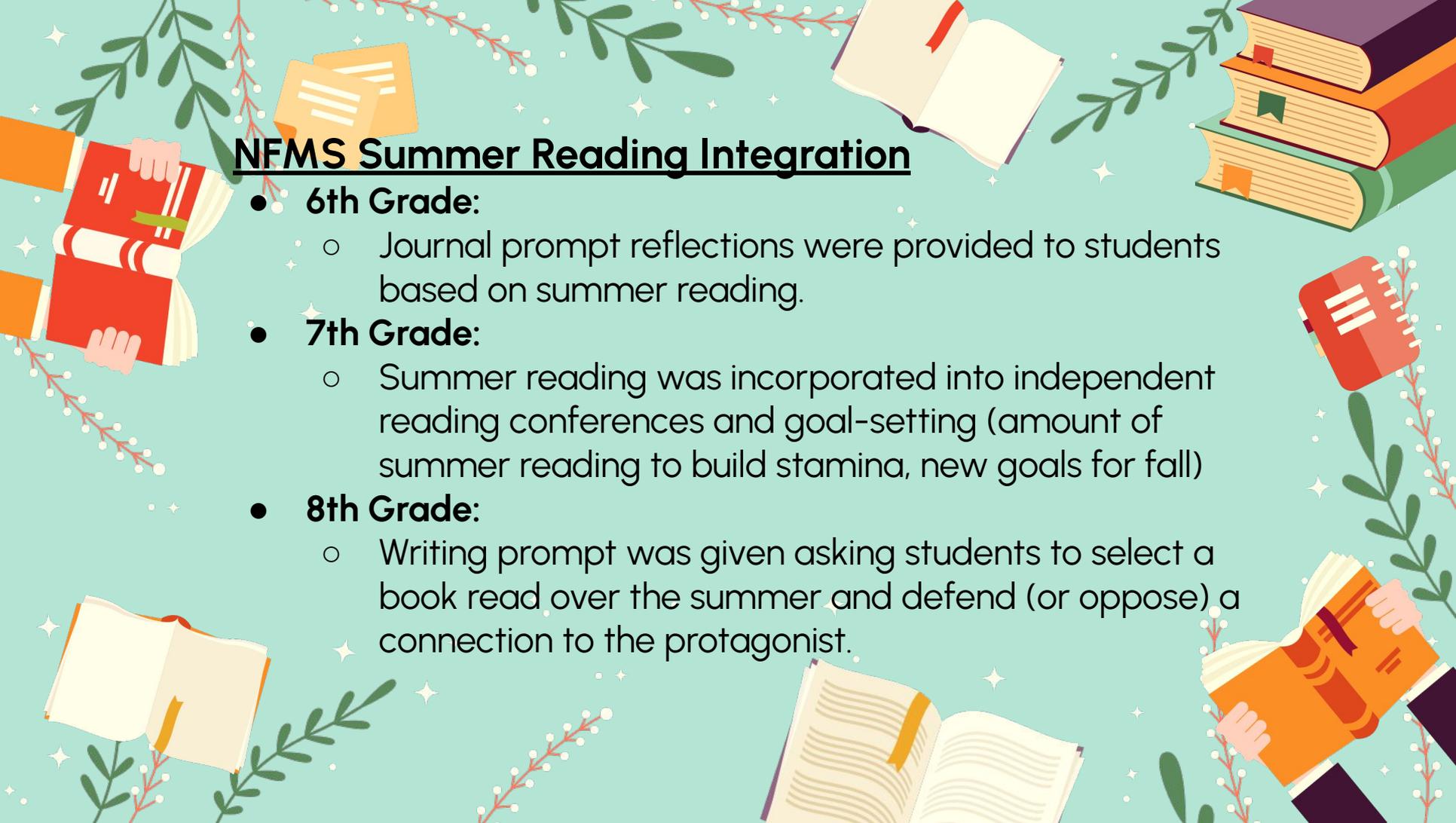
Summer Reading

2025

NFHS Summer Reading Integration

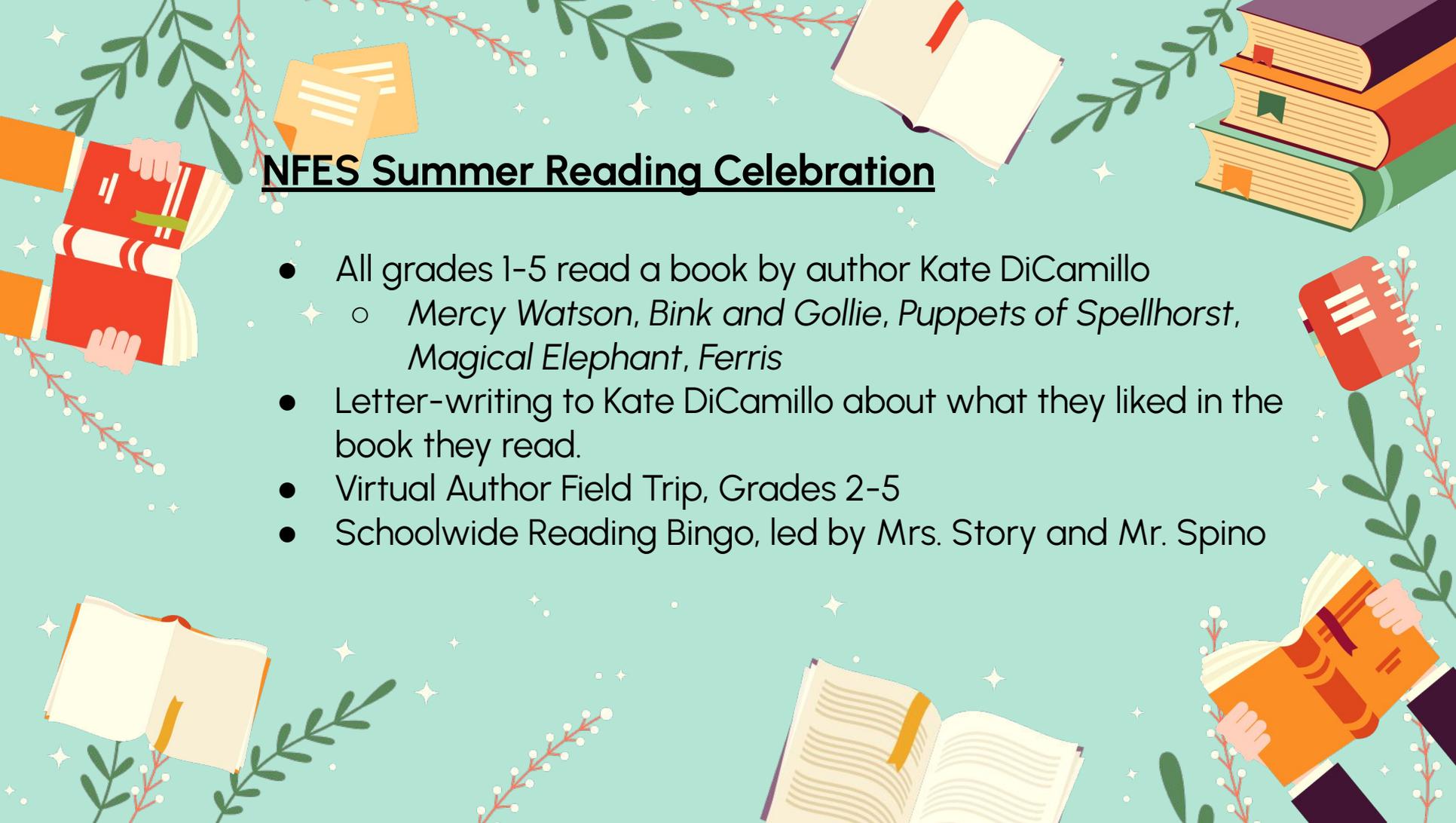
- Summer reading was used as the source for a **literary analysis writing baseline**.
- Students drafted an **analytical essay** based on a book read over the summer.
- Teachers at each grade level used a **common assignment prompt** asking students to identify:
 - ◆ A theme in the story
 - ◆ How a character's conflict supported development of the theme
- **A shared rubric** was used to check-in on the following skills:
 - ◆ thesis statement
 - ◆ evidence selection and integration of evidence
 - ◆ analysis of evidence used
 - ◆ organization of ideas



The background is a light teal color with scattered white stars and green leafy branches. There are several illustrations of books: a stack of three books (purple, red, green) in the top right; a red book being held by hands in the top left; a red spiral notebook in the middle right; an open book with a yellow bookmark in the bottom center; and another open book with a yellow bookmark in the bottom left.

NFMS Summer Reading Integration

- **6th Grade:**
 - Journal prompt reflections were provided to students based on summer reading.
- **7th Grade:**
 - Summer reading was incorporated into independent reading conferences and goal-setting (amount of summer reading to build stamina, new goals for fall)
- **8th Grade:**
 - Writing prompt was given asking students to select a book read over the summer and defend (or oppose) a connection to the protagonist.

The background is a light teal color with scattered white stars and green leafy branches. There are several illustrations of books: a stack of three books in purple, red, and green on the top right; a stack of two books in red and white on the left; and several open books in various colors (orange, purple, yellow) scattered around. Hands are shown holding some of the books, suggesting a focus on reading and sharing.

NFES Summer Reading Celebration

- All grades 1-5 read a book by author Kate DiCamillo
 - *Mercy Watson, Bink and Gollie, Puppets of Spellhorst, Magical Elephant, Ferris*
- Letter-writing to Kate DiCamillo about what they liked in the book they read.
- Virtual Author Field Trip, Grades 2-5
- Schoolwide Reading Bingo, led by Mrs. Story and Mr. Spino



Summer Curriculum Work Summary

September, 2025
New Fairfield Public Schools



Project Summary

Summer Projects: **12** projects

Staff Participants / Contributors: **73** staff members

Total Summer Work Days: **198** days (*approx. 990 work hours*)



Summer Curriculum Projects, 2025

K-12 Science Curriculum
K-12 Social Studies Curriculum
9-12 Mathematics Course Enhancements (Statistics, Precalculus, Geometry)
K-12 Digital Literacy Skills Progression
NFPS AI Boot Camp
K-5 Computational Fluency Tools / Gr. 3-5 Comprehension Resources
6-8 Executive Functioning Resources
Developmental Guidance Curriculum
The Anxious Generation Study Group



Curriculum



Instruction



Wellness

2024-2029: Five-Year Curriculum Design Map



	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
ELA / English	Monitor / Revise <small>(K-5 Implementation)</small>	Research <small>(6-12)</small>	Design	Implement	Monitor / Revise
Mathematics	Monitor / Revise	Monitor / Revise	Research <small>(K-5 Implementation)</small>	Design <small>(K-5 Implementation)</small>	Implement <small>(K-5 Implementation)</small>
Social Studies	Research	Design	Implement	Monitor / Revise	Monitor / Revise
Science	Design	Implement	Monitor / Revise	Monitor / Revise	Research
World Language	Research	Design	Implement	Monitor / Revise	Monitor / Revise
PE / Health	Monitor / Revise	Research	Design	Implement	Monitor / Revise
Fine & Performing Arts	Monitor / Revise	Monitor / Revise	Research	Design	Implement
CTE (Career and Technical Education)	Design	Implement	Monitor / Revise	Monitor / Revise	Research
Digital Literacy	Research <small>(Spring 2025)</small>	Design	Implement	Monitor / Revise	Monitor / Revise