

## Board of Education Regular Meeting

Thursday, November 6, 2025 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. October 16, 2025 - Regular

### IV. APPROVAL OF THE AGENDA

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

### VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS

#### VI.A. Chairman's Report

#### VI.B. Superintendent's Report

#### VI.C. Student Representatives' Report

#### VI.D. Committee Reports

##### VI.D.1. Business Operations/Resource Management (*Greg Flanagan*)

##### VI.D.2. Curriculum

##### VI.D.3. Policy (*Samantha Mannion*)

#### VI.E. Liaison Reports

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

##### VI.E.2. Parks and Recreation Committee (*K. LaTourette, G. Flanagan*)

### VII. INFORMATION ITEMS

#### VII.A. New Fairfield High School/Consolidated School Building Project Update

VII.A.1. Propane

VII.B. K-12 Science Curriculum Renewal

VII.C. NESDEC Enrollment Projections

VII.D. Board of Education 2026 Regular Meeting Dates

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

VII.E.1. Policy 1321.2 – Public Videotaping of Educational Activity

VIII. **ACTION ITEMS**

VIII.A. Personnel Report

VIII.B. New Fairfield Public Schools 2026-27 Calendar

VIII.C. Board of Education Policies

VIII.C.1. Policy 5135.1 - Bus Conduct

VIII.C.2. Policy 5118.2 – Educational Opportunities for Military Children

VIII.C.3. Policy 5144.12 – Challenging Behavior Response Policy

VIII.D. Acceptance of Donations

VIII.D.1. New Fairfield Diamond Club

VIII.D.2. New Fairfield High School Class of 2025

VIII.E. Ratification of the Agreement between the New Fairfield Board of Education and the New Fairfield Paraeducators of CSEA, Chapter 141 SEIU Local 2001, CTW - July 1, 2025 – June 30, 2029 (*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 DOCUMENTS RELATED  
TO PARAEDUCATORS CONTRACT  
NEGOTIATIONS**

**XIII. ADJOURNMENT**

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

The New Fairfield Board of Education held a regular meeting on Thursday, October 16, 2025, at 7:00 p.m. in the New Fairfield Community Room, 33 Route 37, New Fairfield, CT.

**MINUTES – October 16, 2025**

**PRESENT:** Dominic Cipollone (Chairman), Kathy Baker, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone, and Stephanie Strazza

**ABSENT:** Greg Flanagan

**ALSO PRESENT:** Superintendent of Schools Dr. Kenneth Craw, Assistant Superintendent of Curriculum and Instruction Dr. Kristine Woleck, High School Principal James D’Amico, Elementary School Principal Allyson Story, Director of Pupil Personnel Services Monika Krepsztul, and Director of Business and Operations Carrie DePuy

**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. September 30, 2025 - regular meeting - Approved by consensus.

**IV. APPROVAL OF AGENDA** - Approved by consensus.

**V. PUBLIC PARTICIPATION** - None

**VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS**

A. Chairman’s Report - Dominic Cipollone spoke of the home/school connection and encouraged families to get involved in their students’ education by asking questions every day.

B. Superintendent’s Report - Dr. Kenneth Craw spoke of the Community Read of the book *The Anxious Generation* by Jonathan Haidt. Staff members have been meeting at various times to discuss the book and there will be a discussion open to the public on November 14<sup>th</sup> at 9:15 a.m. sponsored by the Elementary School. A discussion solely for families of students will be held on November 21<sup>st</sup> sponsored by the High School/Middle School.

C. Student Representative Report

Senior Representative Ella Skogstrom spoke of the following:

- October 17<sup>th</sup> - World Language Department Field Trip to the Met
- October 23<sup>rd</sup> - Senior Kick Start
- October 23<sup>rd</sup> and 24<sup>th</sup> - Parent/Teacher conferences
- October 30<sup>th</sup> to November 2<sup>nd</sup> - The Fall Play “Clue”
- November 1<sup>st</sup> is College Application Fee Free Day for Connecticut.
- November 1<sup>st</sup> - Fall Vendor Festival at the High School
- November 12<sup>th</sup> - CTE Career Road Show
- November 19<sup>th</sup> - Connecticut Community College Visit Day

Junior Representative Hailey Lofaro spoke of the following:

- October 20<sup>th</sup> - Student Empowerment Day Conference
- The PSAT will be held soon.

D. Committee Reports

1. Business Operations/Resource Management - Ed Sbordone noted that this subcommittee met on October 16<sup>th</sup> and discussed the following:

- Fiscal Year 2027 Budget Assumptions
- Budget vs. Actual as of September 30<sup>th</sup> encumbrances. Approximately 78% of the yearly budget has been encumbered for this year compared to 70% for the same time last year. The reason for the increase was that the district prepaid the First Student Bus contract to get a discount.

E. Liaison Reports - None

## VII. INFORMATION ITEMS

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

Director of Business and Operations Carrie DePuy noted that playground repair is completed and is ready for inspection.

B. Student Outcomes 2025

High School Principal James D'Amico gave a presentation showing the variety of pathways taken by the students of the Class of 2025. He showed a graph that entailed the number of students attending four-year colleges, two-year colleges and military, employment, or other pathways. He spoke of the colleges that are most attended by New Fairfield students of the Class of 2025 and how the high school is incorporating "Student Voice" to support students and make the transition from high school as smooth as possible.

C. New Fairfield Public Schools 2026-2027 Draft Calendar

Dr. Craw spoke of the latest draft of the 2026-2027 calendar and noted that it is on for first read tonight and will be on the agenda as an action item in November. It was noted that the STRIDES program will follow the same calendar.

D. FY 2027 Budget Assumptions

Dr. Craw noted that the budget is a "needs" based budget and spoke of parameters that affect the budget including district goals, class sizes, and a commitment to capital projects.

E. Board of Education Policies (Second Reading)

1. Policy 5131.1 - Bus contract
2. Policy 5118.2 - Educational Opportunities for Military Children
3. Policy 5144.12 - Challenging Behavior response policy

## 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 October 9, 2025, as recommended by the administration. Kimberly LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone, and Stephanie Strazza

B. Acceptance of Donation

1. New Fairfield Diamond Club

**MOTION:** Kathy Baker made a motion to recommend to the full Board to accept with gratitude the New Fairfield Diamond Club donation of \$3,961.83 to purchase a new sound system for the baseball field.

Stephanie Strazza seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone, and Stephanie Strazza

## 2. New Fairfield Baseball Club

**MOTION:** Kathy Baker made a motion to recommend to the full Board to accept with gratitude the New Fairfield Baseball Club donation of \$1,500 to purchase clay for the varsity softball field. Kimberly LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone, and Stephanie Strazza

### C. Shared Services MOU

Dr. Craw spoke of the model of the shared services.

**MOTION:** Ed Sbordone made a motion to recommend to the full Board to authorize the Superintendent to enter into the Shared Services agreement with the Town as presented. Samantha Mannion seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone, and Stephanie Strazza

### D. Ratification of the Agreement between the New Fairfield Board of Education and the New Fairfield Paraeducators of CSEA, Chapter 141 SEIU Local 2001, CTW- July 1, 2025-June 30, 2029

Dr. Craw noted that the agreement between the New Fairfield Board of Education and the New Fairfield Paraeducators has not yet been ratified. The tentative agreement was agreed upon in August, but no date has been set for the contract to be ratified.

## IX. PUBLIC PARTICIPATION

Jennifer Pappas asked for the reason why the Paraeducators contract has not yet been ratified.

## X. FUTURE AGENDA ITEMS

The Board will discuss the paraeducator agreement and a propane update at a meeting soon.

## XI. BOARD MEMBER COMMENTS

Sue Huwer asked about the contract for the fixing of the propane at the high school.

Samantha Mannion spoke of the good working relationship of the current BOE and hoped that the same board will be in place after the election. She reminded everyone to vote on November 4<sup>th</sup>.

Stephanie Strazza encouraged all to attend the play “Clue” at the high school from Oct. 30<sup>th</sup> to Nov. 2<sup>nd</sup>.

Amy Johnson thanked Principal James D’Amico for the presentation. She reminded everyone that that Homecoming Football game will be held on October 17<sup>th</sup>.

The Board thanked Stephanie Stazza for stepping up to fill the vacancy on the Board until the election.

## XII. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING DOCUMENTS RELATED TO PARAEDUCATORS CONTRACT NEGOTIATIONS - No Executive Session was necessary

## XIII. ADJOURNMENT

**MOTION:** Dominic Cipollone made a motion to adjourn the meeting at 7:47 p.m. Amy Johnson seconded the motion. **IN FAVOR:** Kathy Baker, Dominic Cipollone, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone, and Stephanie Strazza

Respectfully submitted,  
Suzanne Kloos

# NFPS K-12 Science Curriculum

## A systems approach

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**New Fairfield Public Schools**  
**Board of Education Presentation**  
**November 6, 2025**





# NFPS Curriculum Design Model





# What is Curriculum?

**Curriculum** is the way in which learning content standards and performance expectations are designed and organized at the district, grade, or course level to define what students should understand, know, and be able to do.

Standards serve as anchors for curriculum; but curriculum is designed to **frame meaning** for those standards, **deepen understanding**, and **ensure relevance and transfer of learning** for students.



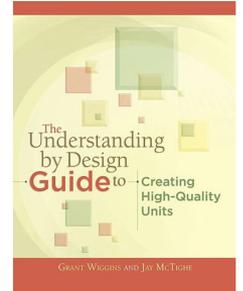
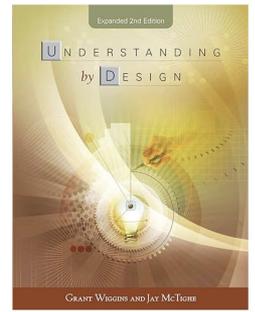
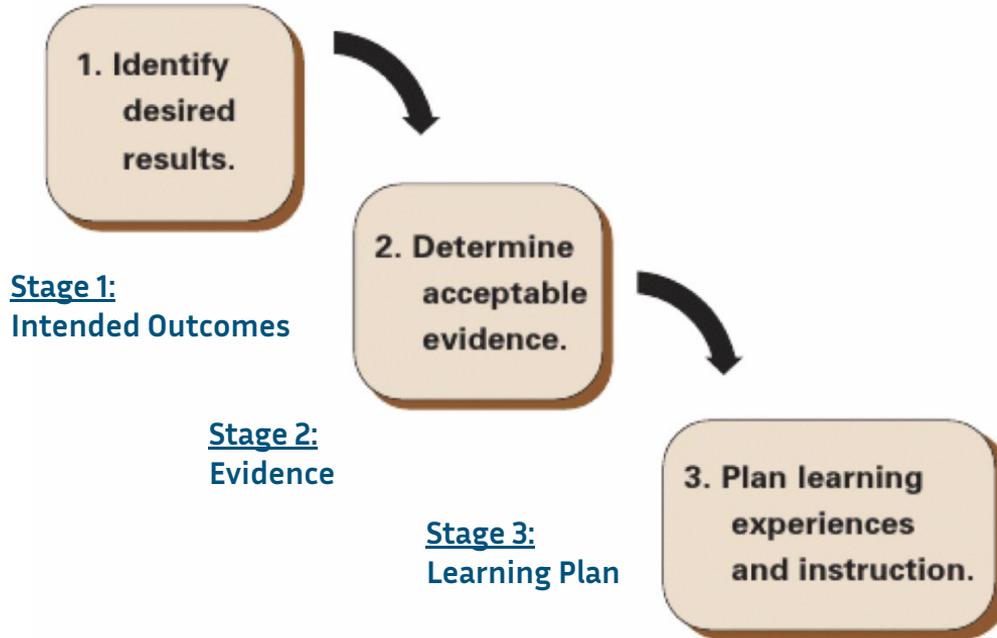


# Guiding Principles

- Curriculum reflects and is grounded in a shared **vision** for teaching and learning.
- **Systems** and **structures** for curriculum foster coherence and consistency.
- A curriculum design process is strengthened through **collaboration** and **communication**.



# Understanding by Design





# NEW FAIRFIELD PUBLIC SCHOOLS

|                    |                         |              |
|--------------------|-------------------------|--------------|
| <b>Unit Title:</b> | <b>Curriculum Area:</b> |              |
| <b>Course</b>      | <b>Grade:</b>           | <b>Time:</b> |

**Overview / Storyline:**

**About the Student:**

## STAGE ONE: INTENDED OUTCOMES

| Standards | Transfer Goal(s) |
|-----------|------------------|
|-----------|------------------|

*This curriculum is aligned with:*

**Priority Content Standards**

**Practice Standards (as applicable)**

*Students will use their learning to ...*

### Meaning

| Enduring Understandings (EUs)            | Essential Questions (EQs) |
|--|---------------------------|
| <i>Students will understand that ...</i> |                           |

### Acquisition

| Knowledge                     | Skills                              |
|-------------------------------|-------------------------------------|
| <i>Students will know ...</i> | <i>Students will be able to ...</i> |

**NFPS Vision of a Learner Competencies**

# Stage 1 Unit Design Example

| Stage 1: Learning Goals  |   |                     |
|--|---|---------------------|
| Established Goals  | Transfer  |                     |
| Standards  | Long-Term Transfer Goals  |                     |
| <p><b>Next Generation Science Standards</b></p> <p>Performance Expectations: Middle School Life Sciences</p> <ul style="list-style-type: none"> <li>Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. <i>(MS-LS1-1)</i></li> <li>Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. <i>(MS-LS1-2)</i></li> <li>Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. <i>(MS-LS1-3)</i></li> </ul>           | <p>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>Students will use their learning to model phenomena from multiple perspectives for understanding and communication to others. <i>(T1)</i></li> </ul>  |                     |
|  | Meaning   |                     |
|  | Understandings  | Essential Questions |
| <p>What specifically do you want students to understand? What inferences should they make? Students will understand that...</p> <ul style="list-style-type: none"> <li>All living organisms are composed of cells that carry out essential functions such as energy transfer, growth, and response to stimuli, even if these functions are not always immediately observable (e.g., dormant seeds). <i>(U1)</i></li> <li>The structure of cells and their organelles is directly related to their functions. These specialized structures work together to sustain life processes, enable growth, and support reproduction. <i>(U2)</i></li> </ul> | <p>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</p> <ul style="list-style-type: none"> <li>How do we know if something is living or nonliving, and what evidence can we use to prove it? <i>(Q1)</i></li> <li>Why do plant and animal cells have different structures, and how do these differences help them do their jobs and support life? <i>(Q2)</i></li> <li>How do cells get the energy they need to function? <i>(Q3)</i></li> </ul> |                     |

## Stage 1 Unit Design Example (continued)

| Acquisition of Knowledge & Skill   |   |
|--|---|
| Knowledge  | Skills  |
| <p>What facts and basic concepts should students know and be able to recall? Students will know...</p> <ul style="list-style-type: none"> <li>■ All living things share characteristics, including having one or more cell(s) and the ability to grow, reproduce, respond to stimuli, and use energy. (K1)</li> <li>■ Dormant organisms, like seeds, are alive but may not display all characteristics of life immediately. (K2)</li> <li>■ Cell Theory states that all living things are made of cells, cells are the basic unit of structure and function in organisms, and all cells come from pre-existing cells. (K3)</li> <li>■ Cells have specialized structures (organelles) that perform essential functions, including the nucleus, mitochondria, chloroplasts, cell membrane, cell wall, and vacuole. (K4)</li> <li>■ Plant and animal cells share many organelles, but plant cells have unique structures like chloroplasts, large central vacuoles, and cell walls. (K5)</li> <li>■ Photosynthesis converts light energy into chemical energy, producing glucose and oxygen. Cellular respiration breaks down glucose to release energy in the form of ATP, with carbon dioxide and water as</li> </ul> | <p>What discrete skills and processes should students be able to use? Students will be skilled at...</p> <ul style="list-style-type: none"> <li>■ Observing and identifying structures of plant and animal cells using a microscope. (S1)</li> <li>■ Comparing and contrasting plant and animal cells, including organelles and their function. (S2)</li> <li>■ Planning and investigating to observe the effects of environmental factors (light, water, nutrients) on plant growth. (S3)</li> <li>■ Analyzing and interpreting data on plant growth to identify patterns and explain the relationship between environmental factors and cellular activity. (S4)</li> <li>■ Developing models to show how cells form tissues, organs, and systems in both plants and animals. (S5)</li> <li>■ Constructing and interpreting models of cellular processes, such as photosynthesis and cellular respiration. (S6)</li> <li>■ Constructing evidence-based arguments to answer the question, "Is a corn kernel alive?" using observations, models, and data. (S7)</li> </ul> |

# About the Learner

- Prior knowledge and experiences
- Possible student misconceptions

## About the Learner

By the end of the 5th-grade unit, students understand that patterns like day and night, seasonal changes, and star visibility are caused by Earth's rotation and orbit. They know that gravity is a force pulling objects toward Earth's center and can explain how it influences objects in space. Students can model Earth's systems and their interactions, describe how natural processes shape the land, and analyze patterns in natural events. These skills enable them to investigate and predict phenomena like lunar phases, eclipses, and the motion of celestial bodies in the 6th-grade unit.

### Possible Misconceptions:

- Gravity only exists on Earth.
- The phases of the Moon are caused by Earth's shadow.
- Seasons are caused by Earth's changing distance from the Sun.

## About the Learner

Students entering Unit 5: *Plate Tectonics* bring a foundation from 6th grade where they investigated the forces shaping Earth's surface, including gravity's role in patterns and motion, and modeled large-scale interactions like the water cycle and erosion that connect Earth's systems. Building on this understanding of Earth's dynamic systems, students are prepared to explore tectonic plate movement, its role in shaping landforms, and its influence on ecosystems, using their skills in data analysis and pattern recognition to connect past geological events to present-day phenomena.

### Possible Misconceptions:

- The Earth's surface is static, and continents have always been in their current locations.
- Earthquakes and volcanoes are random events, unrelated to plate movements.
- Plate tectonics is caused by external forces, such as weather or human activity.
- All fossils are found in sedimentary rock and are not affected by geological processes like plate movement.
- Continental drift happens quickly, like sudden shifts in position, rather than over millions of years.

# Curriculum Storyboards

## Grade 7 Science Units

### MS Science 7: Exploring Life's Connections

| Unit 1: Uncovering the Role of Cells in Life   | Unit 2: Understanding Genetic Inheritance and Variation  | Unit 3: How Adaptations Drive Survival and Evolution   | Unit 4: Human Choices and Their Impact on Ecosystems   | Unit 5: Earth's History Through Fossils and Plate Tectonics  |
|--|--|--|--|--|
|   |   |   |   |   |
| <p><b>Is a corn kernel alive? How do you know?</b></p> <p>With a single popcorn kernel, we explore what it means to be alive.</p>  | <p><b>Why do some people love dark chocolate while others find it too bitter?</b></p> <p>Using PTC paper to explore why some people detect bitterness while others cannot, we record traits in our class and use Punnett squares to predict how they might appear in future generations.</p> | <p><b>Why did the peppered moth survive environmental changes, but the woolly mammoth did not?</b></p> <p>Using our understanding of genetics, we investigate these two fascinating mysteries about survival and extinction.</p> | <p><b>How could our snack choices affect the rainforest and animals that live there?</b></p> <p>Building on our 6th-grade understanding of ecosystems, we examine product labels and trace ingredients to their sources.</p> | <p><b>How could fossils from the same animal be found on continents separated by oceans?</b></p> <p>Finally, we become geoscientists, integrating all we have learned to solve Earth's greatest puzzles.</p> |
| <p>We use microscopes and sign experiments to compare plant and animal cells and create models to show their structure, function, and how they grow. By tracking changes over time as seeds and plants grow, we learn to see patterns in our observations as scientists.</p> | <p>By tracking changes over time as seeds and plants grow, we learn to see patterns in our observations as scientists.</p>   | <p>We study fossils, learn to analyze population data, and explore case studies to track how traits spread and how a species' ability to survive can change over time.</p>   | <p>Population data is analyzed to compare and evaluate different farming methods. With this evidence, we can support claims about the ecological impacts.</p>  | <p>We map fossil locations, analyze sedimentary rock formations, and track earthquake and volcanic data to develop evidence-based claims about Earth's changing surface.</p>                                 |

## Grade 3 Science Units

| UNIT 1<br>Life Cycles and Traits  | UNIT 2<br>Forces and Interactions  | UNIT 3<br>Interdependent Relationships in an Ecosystem  |
|---|--|---|
|  <p>FOCUS OF THE STORY</p>   |  <p>FOCUS OF THE STORY</p>  |  <p>FOCUS OF THE STORY</p>   |
| <p><b>Why do ants live in such big groups?</b></p> <p>We use what we know about how animals depend on each other to study how the ways some animals live allows them to thrive in their environment.</p> <p>One of these ways is living in groups so we study ants to help us understand all about that.</p> <p>But first, we map life cycles of plants and animals to see how their traits are shared with their offspring and how sometimes these traits might be different from a parent.</p> <p>That sets us up to look at situations where the traits of living things might give some an advantage in their habitat... yes, those groups of ants!</p> | <p><b>How can we turn a skateboard into an ice board?</b></p> <p>By designing bridges, testing models of a flying trapeze, and using magnets, we learn about forces that cause objects to stay still or move, even without touching the object.</p> <p>We study cause and effect with balanced and unbalanced forces, learn about gravity and magnetism, and track patterns in the way objects move.</p> <p>Then, we use all that we have learned to design a board that can travel across the ice on a frozen lake!</p> | <p><b>How can animal footprints be found on the floor of a watery cave?</b></p> <p>We study fossils as a way to understand the changes that have happened to living things and the earth over time.</p> <p>We use what we know about the animal traits and life cycles to understand ways that some animals adapted to changes in their habitat to survive... and how some did not.</p> <p>This leads us to look at weather (including severe weather) and climate to see how these can also impact all of us.</p> <p>We see that our choices make a difference in the environment for living things and what they do to survive.</p> |



### New Fairfield Public Schools Curriculum Unit Design Criteria - REFLECTION Tool

Curriculum Area / Course Title:

Grade Level:

Unit Title:

Date:

| Unit Overview   | Reflection Notes |
|---|------------------|
| The <i>unit overview</i> concisely tells the “story” of the unit in terms of content and concepts.  | Strengths        |
|   | Areas for Growth |
|   | Questions        |
| “ <i>About the student</i> ” provides unit-relevant insights regarding how students learn, prior knowledge, and/or misconceptions.  | Strengths        |
|   | Areas for Growth |
|   | Questions        |
| The unit makes connections to competencies of the NFPS <i>Vision of the Learner</i> .   | Strengths        |
|   | Areas for Growth |
|   | Questions        |
| Stage I - Desired Results   | Reflection Notes |
| <p><b>Standards</b><br/>Standards from current national or state curriculum standards are prioritized and aligned to the core concepts and learning (e.g., the essence) of the unit.</p> <p>Standards balance “content” and “practice” standards (if applicable).</p> | Strengths        |
|   | Areas for Growth |
|   | Questions        |
|   | Strengths        |
|   | Areas for Growth |
|   | Questions        |

*This tool is intended to be used by curriculum design teams for reflection and self-assessment during curriculum unit design.*



# K-12 Science



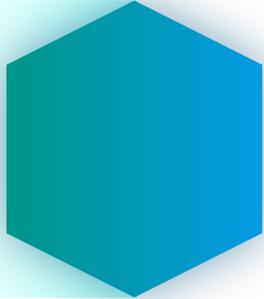


# K-12 NFPS Science Transfer Goals

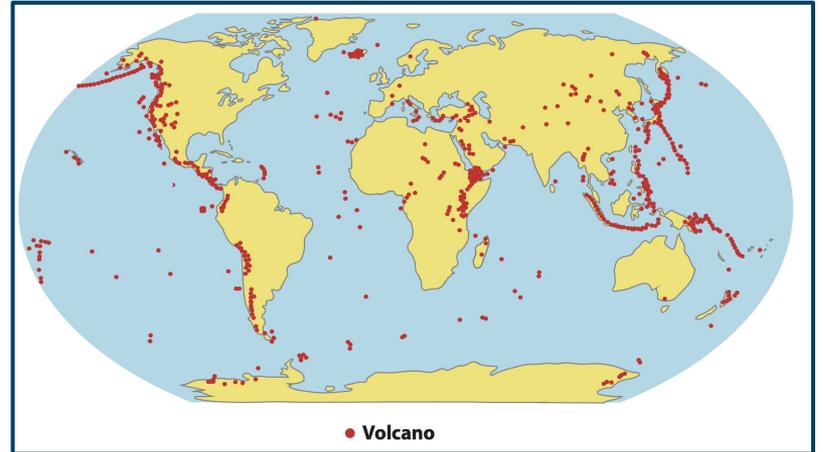
## Students will use their learning to:

- Question and seek answers as they make sense of real-world phenomena.
- Model processes and systems from multiple perspectives for understanding and communication to others.
- Collect and analyze data in order to derive meaning and support or refute an argument or claim.
- Engage in innovative thinking and design processes that can lead to solutions for complex problems in our world.





## Phenomena-Based Design



# Next Generation Science Standards (NGSS)

## Performance Expectations

Science & Engineering Practice Standards

Disciplinary Core Ideas

Crosscutting Concepts

## Domains

Life Science (LS)

Physical Science (PS)

Earth & Space Science (ESS)

Engineering, Technology, & Application of Science (ETS)



# K-5 Grade-Level Unit Mapping

|                     |                                       |   |  |
|---------------------|---------------------------------------|---|--|
| <b>Kindergarten</b> | Exploring Weather                     | Pushes and Pulls                        | Needs of Living Things   |
| <b>Grade 1</b>      | Waves: Light and Sound                | Animal Traits and Adaptations           | Sky Systems: Seeing Space                                      |
| <b>Grade 2</b>      | Interdependence of Plants and Animals | Properties of Matter                    | How the Earth Changes  |
| <b>Grade 3</b>      | Life Cycles and Traits                | Forces and Interactions                 | Relationships in an Ecosystem                                  |
| <b>Grade 4</b>      | Understanding Energy                  | Processes that Shape the Earth          | Structure, Function, and Information Processing: Animal Senses |
| <b>Grade 5</b>      | Structures and Properties of Matter   | It's All Connected: The Earth's Systems | Energy Flow: Food Webs and Ecosystems                          |

 Physical Science

 Life Science

 Earth & Space Science

# Doing the Work of a Scientist

## Why do ants live in colonies?

Fates of Traits Unit  
Performance Task  
Animal Groups & Survival



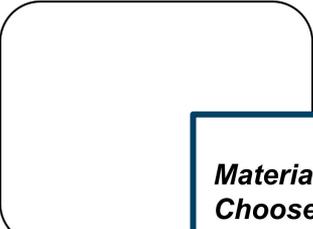
Name \_\_\_\_\_ Date \_\_\_\_\_

### Ice Cube Inquiry Planning Sheet

**Goal**  
I will design a way to for my ice cube to

---

Draw a diagram. Label your materials.



List all the materials you will use:

---



---



---

**Materials:  
Choose 3  
Or less**

clear cup  
paper cup  
foam cup

napkin  
paper towel



plastic wrap  
Foil  
waxed paper  
plastic bag  
fabric  
felt

paper plate  
foam plate  
foil dish  
cotton balls  
water

Other items  
may be  
approved  
by your  
teacher.

Try using each beak to get food. Which is better at getting food *without* getting rocks?



1. Your bird wants to eat food that is scattered in the rocks. Which beak will you use? Circle it.
2. How many pieces did you get? \_\_\_\_
3. Draw a line from each beak to the food it's best at getting.



Most animals use their eyes to see their environments. But some animals don't have eyes or cannot see well. They must use other parts to detect what is around them.

Bats send out sound waves. They sense how the waves bounce off of things around them. This is how they find food. It also helps them detect threats.



A star-nosed mole's eyes do not see well. But it has a nose to feel its surroundings. It can touch twelve objects in one second!

An eagle has large eyes and excellent sight. It can see food from almost two miles away.



# Learning Plans: Coherence, Clarity, Consistency

Learning Experience 4

**Learning Experience**

*Learning Experience 4*

[Mystery Science, Grade 5 Web of Life Unit, Lesson 3 - Decomposers and Matter Flow](#)

**Where do fallen leaves go?**

Students develop a model to describe the flow of matter between living things and the environment, with an emphasis on decomposers. In the activity, Decomposer Detectives, students gather information from suspects on the forest floor, and model the decomposition process of fallen leaves in order to solve the mystery of why those leaf piles seem to disappear.

After this lesson, students should go back to all the chains in their notebook so far and add a decomposer to the end if they do not have one already. Also, have them add decomposers as a section in their notebook and describe at least 2 ways they are important (as a formative assessment). Discuss with a partner.

**Formative Assessment: Science Notebook Entry - Food Chain**

[Food Chain Student Notebook Prompt](#)



Name \_\_\_\_\_ Date \_\_\_\_\_

**Formative Assessment: Science Notebook Entry - Food Chain**

Go back to all the food chains in your notebook so far and add a decomposer to the end if you do not have one already.

Also, add decomposers as a section in your notebook and describe at least 2 ways they are important.

# K-12 Vertical Articulation ... Physical Science Example

## Kindergarten

### Unit 2 - Exploring Pushes and Pulls



#### FOCUS OF THE STORY

How are big machines - like barges on the water or excavators on land - so strong?

We use blocks, balls, toy cars, and other objects to learn how pushes and pulls make an object move. We learn how these pushes and pulls make an object move faster, go farther, or change direction. Using all that we learn, we can help a tug-boat guide a big boat back out to sea!

## Grade 3

### Unit 1 - Forces and Interactions



#### FOCUS OF THE STORY

How can we turn a skateboard into an ice-board?

By designing bridges, testing models of a flying trapeze, and using magnets, we learn about forces that cause objects to stay still or move, even without touching the object. We learn about balanced and unbalanced forces, study gravity and magnetism, and track patterns in the ways objects move. Then, we use all that we have learned to design a board that can travel across the ice on a frozen lake!

## Grade 6

### Unit 4: Energy Transformations



#### FOCUS OF THE STORY

What makes a roller coaster go fast?

We apply what we know about forces to explore how energy is stored and transformed. Through experiments, we learn how gravity, friction, and magnetism affect motion and energy. At the end of the unit, we design and build a Rube Goldberg device—a machine that uses multiple steps to perform a simple task—showing how energy transfers and transforms in creative ways.

## Grade 8

### Unit 1: Forces, Motion, and Energy in Action



#### FOCUS OF THE STORY

Why do some collisions cause more damage than others?

We work together to understand how forces, motion, and energy interact by looking at real-world crashes. We explore how crashes happen and predict the damage they might cause through experiments and models. Then, we use what we learn to design and build devices that make crashes safer and reduce damage.

## HS Physics

### Unit 4: The Physics of Motion



#### FOCUS OF THE STORY

Why do elite athletes, vehicles, and spacecraft move the way they do?

We build on our understanding of forces, energy, and waves to explore the science of motion through hands-on experiments, real-world examples, and mathematical modeling. Whether studying the sprint of an athlete or the launch of a spacecraft, we uncover the forces and energy that shape motion and connect these principles to the world around us.



# Unit Curriculum Documents

| Unit 1: How Biomolecules Sustain Life  |                                    |                    |  |                             |
|--|------------------------------------|--------------------|--|-----------------------------|
| <b>Draft Date</b><br>11-18-2024 @ 05:57  | <b>Course</b><br>Science - Biology | <b>Grades</b><br>9 | <b>Subjects</b><br>Science & Engineering | <b>Team</b><br>Jean Gephart |
| Unit Description   |                                    |                    |  |                             |
| <b>Unit 1: How Biomolecules Sustain Life</b>   |                                    |                    |  |                             |
| <p>Building on their understanding of cells and energy transfer from 7th grade, students investigate how biomolecules sustain life through the question, "Why does fresh pineapple make your mouth tingle while canned pineapple doesn't?" Students conduct experiments to test food samples for biomolecules, model enzyme-substrate interactions, and analyze how water enables biochemical reactions. They discover that the enzyme bromelain in fresh pineapple breaks down proteins in the mouth but is denatured during the canning process. Through molecular modeling and food analysis investigations, students connect biomolecule structure to function and understand how enzymes catalyze the breakdown of macromolecules into usable forms for cellular processes.</p> |                                    |                    |  |                             |
| Focus of the Story   |                                    |                    |  |                             |
| <b>Why does fresh pineapple make your mouth tingle while canned pineapple does not?</b>  |                                    |                    |  |                             |
| <p>We set out to explore the microscopic world of the foods we eat and how they provide energy for our cells and bodies to function.</p> <p>In the lab, we test foods, investigate enzymes, and analyze how biomolecules interact in cells and what happens when biomolecules work properly and when they do not.</p> <p>As we experiment, model, and analyze, we connect what we eat to how our bodies function at the molecular level, eventually uncovering why pineapple creates its unique tingling effect. This knowledge sets the foundation for our next unit on how cells use these molecules.</p>  |                                    |                    |  |                             |

1

This unit was designed using Eduplanet21 - <https://eduplanet21.com/>

- Aligned all courses to NGSS
- Created through collaborative, iterative design process with teacher input.
- All curriculum documents accessible for teacher use.
- Units are currently being implemented.

# Life Science: Instruction

## MS Science 7: Exploring Life's Connections

| Unit 1: Uncovering the Role of Cells in Life  | Unit 2: Understanding Genetic Inheritance and Variation   | Unit 3: How Adaptations Drive Survival and Evolution  | Unit 4: Human Choices and Their Impact on Ecosystems   | Unit 5: Earth's History Through Fossils and Plate Tectonics   |
|---|---|---|--|---|
|   |    |    |   |    |
| <p><b>Is a corn kernel alive? How do you know?</b></p> <p>With a single popcorn kernel, we explore what it means to be alive.</p> <p>We use microscopes and design experiments to compare plant and animal cells and create models to show their structure, function, and how they grow. By tracking changes over time as seeds and plants grow, we learn to use patterns to answer questions as scientists.</p> <p>Circling back to our popcorn kernel, we argue whether or not corn kernels are alive and use what we have learned to support it.</p> | <p><b>Why do some people love dark chocolate while others find it too bitter?</b></p> <p>Using PTC paper to explore why some people detect bitterness while others cannot, we record traits in our class and use Punnett squares to predict how they might appear in future generations.</p> <p>Our data leads us to identify patterns in how traits pass from parents to children and create models to explain why family members are similar yet unique.</p> <p>Finally, we explore how bitterness detection, an inherited trait, inspired solutions to protect curious children from harm.</p> | <p><b>Why did the peppered moth survive environmental changes, but the woolly mammoth did not?</b></p> <p>Using our understanding of genetics, we investigate these two fascinating mysteries about survival and extinction.</p> <p>We study fossils, learn to analyze population data, and explore case studies to track how traits spread and how a species' ability to survive can change over time.</p> <p>By examining how environmental changes and human actions impact species, we predict which organisms might adapt or struggle in the future.</p> | <p><b>How could our snack choices affect the rainforest and animals that live there?</b></p> <p>Building on our 6th-grade understanding of ecosystems, we examine product labels and trace ingredients to their sources.</p> <p>Population data is analyzed to compare and evaluate different farming methods. With this evidence, we can support claims about the ecological impacts.</p> <p>Then, we argue and advocate for sustainable solutions and everyday human choices that help protect rainforests and wildlife.</p> | <p><b>How could fossils from the same animal be found on continents separated by oceans?</b></p> <p>Finally, we become geoscientists, integrating all we have learned to solve Earth's greatest puzzles.</p> <p>We map fossil locations, analyze sedimentary rock formations, and track earthquake and volcanic data to develop evidence-based claims about Earth's changing surface.</p> <p>We argue solutions to the fossil mystery and create campaigns showing how plate tectonics affects our daily lives.</p> |

## What does it mean to be alive?

🤔 Is a seed alive? 🤔



### 🧑🏫 INDIVIDUAL THINKING 🧑🏫

What are you thinking?

What ideas do you have about the seeds to explain your thinking?

What information or evidence do you need in order to be convinced (either way on the continuum)?

Make a claim (include 2 supporting details or ideas)...

### 🧑🏫 DISCUSS YOUR THINKING WITH YOUR GROUP Engaging in an Argument from Evidence

### 🧑🏫 GROUP THINKING 🧑🏫

What different ideas were discussed in your group?

# HS Biology

## Modeling

| HS Biology  |   |   |   |   |
|---|---|---|---|---|
| Unit 1: How Biomolecules Sustain Life   | Unit 2: Cells and Systems--Working Together, Powering Life                                      | Unit 3: Growth and Repair--Understanding Cell Division                                  | Unit 4: Genetics--The Blueprint of Life   | Unit 5: Ecosystems, Evolution, and Extinction                                       |
|  |               |      |  |  |
| Why does fresh pineapple make your mouth tingle while canned pineapple does not?  | How does what we eat affect our brain's ability to focus and learn?<br>We decode food labels to | Why do skin injuries heal, but brain injuries often cannot?<br>Building on what we know | How did papayas survive a devastating virus with the help of DNA?                   | How could a giant, extinct animal help fight climate change?                        |

Version 2  
Date: 03/17/2026 Period: 7

### Why does fresh pineapple make your mouth tingle while canned pineapple does not?

Show and explain how fresh pineapple causes a tingling sensation at the molecular level

Include your ideas about:

- Matter
- Elements
- Atoms
- Compounds
- Molecules
- Chemical reactions
- Effects of food processing (canned vs. fresh)



fresh pineapple



processed pineapple

the canned pineapple is likely very processed compared to the fresh one

the chemicals in the fresh pineapple that make the tingling are likely removed in the processed one

Model checklist:

- All arrows are labeled
- Each main idea is represented with a picture
- All pictures are labeled/explained
- Model is colored in
- Key included if needed

what is the chemical that causes the tingling?  
How does processing affect the pineapple?

Explanation checklist:

- Explain why fresh pineapple causes a tingling sensation
- Explain why canned pineapple does not
- Explain differences between fresh food and canned food
- Explain what is happening in your mouth chemically/at the molecular level
- Questions you still have about the phenomenon

The red dots are the chemicals that cause the tingling

amount of water in can molecules  
there might be more water in the can leading to a chemical reaction and that takes away the tingle.

Hydrophobic/polar  
hydrophilic } dissolve

the more water/water content might help dissolve the tingling

300



(pine apple) - Bromelain (Fresh)



CANED Pineapple

(mouth) → Saliva (H<sub>2</sub>O) AKA "water"

Hydrolysis (breaks down Proteins) → Proteins

macromolecule (protein) → Bromelain (Hydrolysis) + Saliva (H<sub>2</sub>O)

Fresh - The fresh pineapple has enzymes called Bromelain reacts with the proteins in your mouth, and the reaction causes the tingle!! (hydrolysis)

CANED - When the pineapple is canned it's heated and the Bromelain is denatured which makes it not able to chemically react with the proteins in your mouth (hydrolysis)

Denatured from heat  
Bromelain (mouth proteins won't produce a chemical reaction)

Protein tingle (denatured)  
(Fire/heat)

Saliva (H<sub>2</sub>O)

# Why does fresh pineapple make my mouth tingle and canned pineapple does not?

I can identify

**Biomolecules: enzyme (bromelain), substrate (protein), temperature effects on structure.**

**Label biomolecules and interactions in diagram.**



I can use

**Enzyme-substrate model to predict heated pineapple outcome (protein denaturation)**

**Apply the model to make testable predictions**



I can analyze

**Lactose intolerance: lactase enzyme breaks down lactose (carbohydrate biomolecule)**

**Transfer the model to the new body system**

# Assessment

## Is a Seed Alive? – CER Science Argument Assignment

### Essential Question:

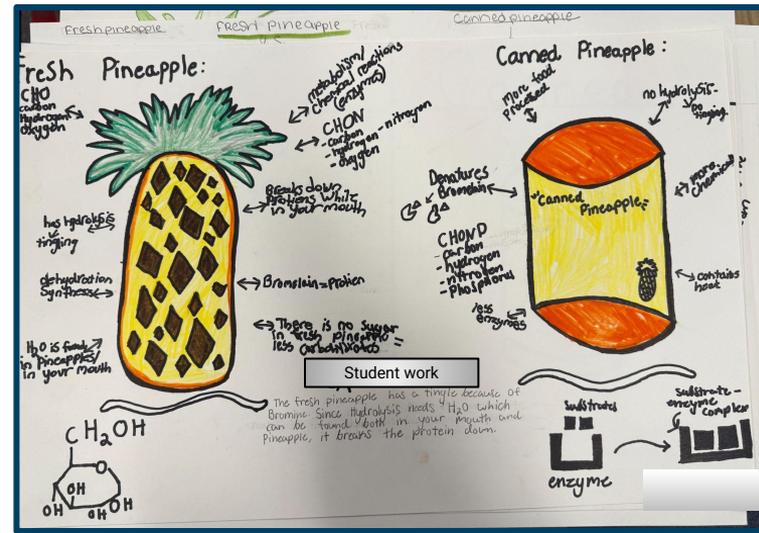
Is a seed alive?

Throughout this unit, you've gathered observations, read texts, conducted experiments, and explored the structure and function of cells and life processes. Now it's time to use that evidence to construct a scientific argument that answers the question above.

### Task:

Write a CER (Claim-Evidence-Reasoning) response to answer the question "Is a seed alive?" You must support your claim with:

- Data from your germination experiment and microscope observations
- At least **three pieces of text evidence** from our class readings or anchor charts
- Clear scientific reasoning using vocabulary and concepts from this unit



# Tiered assessments measure student understanding from foundational knowledge through transfer to novel contexts

The fundamental unit of life is the

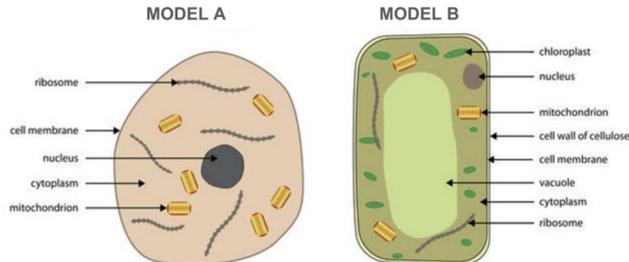
- organ
- water
- cell
- organism

Some organisms consist of one cell. Other organisms consist of multiple cells. Which of these is true of cells in a multicellular organism?

- All cells have the same function
- Every cell has a different function.
- Different types of cells have the same function.

Models A and B in Figure 2 show the structures found in different types of plankton cells. One model represents a plant cell, and the other represents an animal cell.

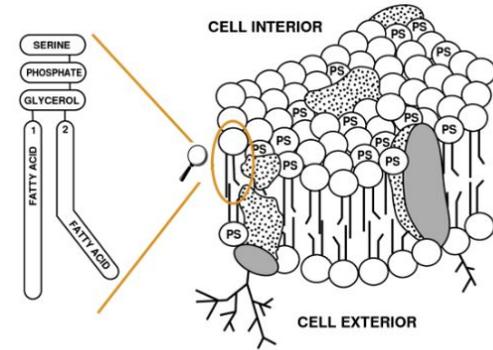
**Figure 2**  
Models of Typical Animal and Plant Cell



## How Might Sugar Help Stuff Stay in our Cells?

The cells in our body keep important things in and out, and maintain *homeostasis* (or balance) through the use of a cell membrane. This membrane is visualized in the GIF above, and is made up of a mix of lipid molecules known as *phospholipids*, which create a double layer of protection between the cell interior and the outside world (see Figure 1).

**Figure 1**  
Model of Cell Membrane



One component (or part) of these phospholipids is serine. Serine is an amino acid, one of 20 that can be used to build proteins and other complex molecules in the body. Its chemical structure is compared to that of glucose, a simple sugar that our body gets from almost every meal.

**Figure 2**  
Glucose and Serine Chemical Structures

5. Refer to Figure 2. Which of the following statements accurately describes the relationship between the structures found in these cells and their functions?

- A. Models A and B contain chloroplasts, which means both are capable of photosynthesis.
- B. Models A and B contains chloroplasts, which means both are capable of cellular respiration.
- C. Model B contains chloroplasts, which means only Model B is capable of photosynthesis.
- D. Model B contains chloroplasts, which means only Model B is capable of cellular respiration.



- **What excites you about what you have heard?**
- **What are you wondering?**



# NFPS Curriculum Blueprint

## Curriculum Blueprint

Courses by Subject



English Language Arts



Science & Engineering



Mathematics



Social Studies



World Language



Fine Arts



Health & Physical Education



# For Families

## Grade 2 Unit Summaries



### Unit 1 - The Interdependence of Plants and Animals

How can flowers bloom in one of the hottest, driest places on Earth? Second graders begin their year as scientists measuring and collecting data with plants to understand what they need to grow best. While studying the structure of plant seeds, they use models to understand seed dispersal and how animals play an important part in making sure plant seeds are able to spread and grow in new places. Students investigate how different seed structures function to allow seeds to do this in different ways. Finally, students examine the different habitats across the Earth - forests, oceans, deserts, grasslands, and swamps - and how different plants and animals are best suited for where they live.



### Unit 2 - Properties of Matter

How is a metal - like gold or silver - changed from solid to liquid? That real-world phenomenon launches second graders into their study of matter. Students use observation skills to describe different characteristics and properties of matter. They investigate the effects of heating and cooling on states of matter and which materials are good insulators of heat and which materials are not. They also study how different materials can change or be combined in ways that may be reversible or irreversible. Throughout this unit, students use what they learn about the properties of different materials to solve design problems, like designing an oven mitt and building a tower out of paper. They might even be able to keep an ice cube from melting!

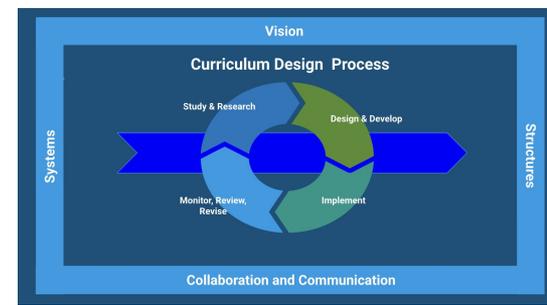


### Unit 3 - Earth's Systems: How the Earth Changes

How can rivers be different colors? In this unit, second graders integrate observation skills and mapping skills to study how the Earth's land and water has changed over time. They learn about erosion and use models to understand why there is sand on a beach and how water makes canyons through mountains. Students locate these landforms on maps to note the connections to nearby bodies of water. They conduct experiments to observe erosion and design solutions to prevent it, understanding that people can make choices to protect the land. While Earth's processes such as erosion are slow, students also learn about processes like earthquakes and volcanic eruptions that can cause much faster changes to the Earth.

# And Beyond ... Next Steps

- K-12 implementation, 2025-2026
- Design thinking & innovation (STEAM integration)
- Continued integration of VoL
- Ongoing professional learning / Feedback / LASW
- PreK connections



## *Vision of a Learner*





**Thank you!**





*New England School Development Council*

**New Fairfield Public Schools  
New Fairfield, CT**

**School Year 2025-26 Enrollment Projection Report**

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## Enrollment Summary

NESDEC is pleased to send you this report displaying the past, present, and projected enrollments for your District. It is important to update enrollment projections every year to identify changes in enrollment patterns. Ten-year projections are designed to provide your District with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. We received the enrollment data from the District, and we assume that the method of collecting this data has been consistent from year to year.

Birth data informs Kindergarten enrollment. Each year, NESDEC secures birth data from State sources, providing a snapshot in time as to actual and provisional births as reported by the State, and then uses this birth data to predict Kindergarten enrollments. We only use annual birth data to assure consistency in reporting from year to year. Estimated births, which are an average of the previous five years of birth data, are based on this same snapshot. NESDEC acknowledges the variability of the provisional and the estimated birth data, and notes that the projected Kindergarten enrollments may serve as a guide to future planning.

Enrollment projections are more reliable in Years #1-3 in the future. Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes. For more information, please refer to the Projection Methodology and Reliability section of this document.

The NESDEC enrollment projection fell within 1 student of the K-12 total, 2,013 students projected vs. 2,014 enrolled. Note: Ungraded students are not included in K-12 total.

Births increased by 12 from a previous ten-year average of 99 to a projected average of 111. In most districts, Grades 1-8 are very stable in enrollments. However, there have been increases in 8 of the 8 most recent years, leading to a net increase averaging 26 students per year.

Over the next three years, Grades K-5 enrollments are projected to increase by 66 students, Grades K-2 enrollments are projected to increase by 72 students, Grades 3-5 enrollments are expected to decrease by 6 students, Grades 6-8 enrollments are projected to decrease by 30 students, and Grades 9-12 enrollments are projected to decrease by 42 students, as students move through the grades.



# Historical Enrollment

School District: **New Fairfield, CT**

10/27/2025

| Historical Enrollment By Grade |         |             |    |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |       |
|--------------------------------|---------|-------------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|-------|
| Birth Year                     | Births* | School Year | PK | K   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | UNGR | K-12 | PK-12 |
| 2010                           | 117     | 2015-16     | 67 | 153 | 130 | 151 | 165 | 173 | 152 | 193 | 198 | 199 | 230 | 213 | 228 | 245 |      | 2430 | 2497  |
| 2011                           | 102     | 2016-17     | 77 | 136 | 153 | 138 | 152 | 164 | 172 | 152 | 190 | 201 | 188 | 226 | 211 | 235 |      | 2318 | 2395  |
| 2012                           | 100     | 2017-18     | 74 | 150 | 139 | 153 | 137 | 153 | 170 | 180 | 154 | 190 | 190 | 186 | 225 | 206 |      | 2233 | 2307  |
| 2013                           | 85      | 2018-19     | 77 | 112 | 157 | 139 | 156 | 141 | 161 | 174 | 184 | 158 | 183 | 189 | 194 | 223 |      | 2171 | 2248  |
| 2014                           | 95      | 2019-20     | 89 | 143 | 115 | 152 | 144 | 161 | 139 | 174 | 175 | 189 | 152 | 179 | 185 | 187 |      | 2095 | 2184  |
| 2015                           | 95      | 2020-21     | 71 | 119 | 149 | 116 | 153 | 149 | 169 | 144 | 179 | 174 | 181 | 151 | 182 | 194 |      | 2060 | 2131  |
| 2016                           | 93      | 2021-22     | 68 | 129 | 137 | 153 | 132 | 159 | 153 | 176 | 160 | 183 | 169 | 178 | 147 | 189 |      | 2065 | 2133  |
| 2017                           | 98      | 2022-23     | 76 | 126 | 140 | 142 | 156 | 135 | 169 | 157 | 179 | 160 | 183 | 178 | 182 | 164 |      | 2071 | 2147  |
| 2018                           | 110     | 2023-24     | 84 | 146 | 128 | 146 | 138 | 156 | 142 | 173 | 157 | 180 | 160 | 177 | 176 | 191 |      | 2070 | 2154  |
| 2019                           | 97      | 2024-25     | 83 | 123 | 151 | 132 | 145 | 146 | 167 | 137 | 174 | 156 | 188 | 163 | 176 | 181 |      | 2039 | 2122  |
| 2020                           | 91      | 2025-26     | 80 | 124 | 123 | 153 | 134 | 147 | 152 | 171 | 138 | 177 | 153 | 189 | 164 | 189 |      | 2014 | 2094  |

\*Birth data provided by Public Health Vital Records Departments in each state.

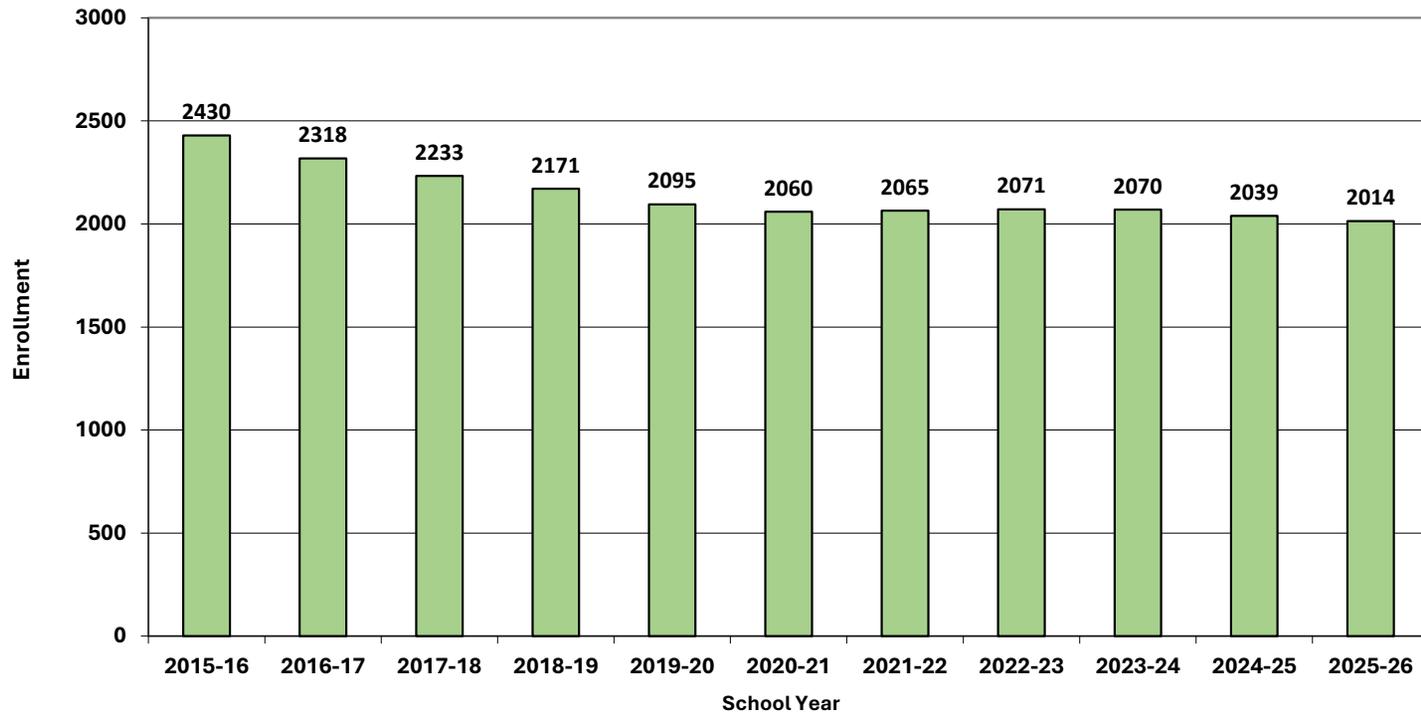
\*\* < 10 Not reported, to protect subgroups with fewer than 10 students.

| Historical Enrollment in Grade Combinations |      |     |      |     |     |     |      |      |      |      |
|---|------|-----|------|-----|-----|-----|------|------|------|------|
| School Year                                 | PK-5 | K-5 | PK-2 | K-2 | 3-5 | 6-8 | K-8  | PK-8 | 6-12 | 9-12 |
| 2015-16                                     | 991  | 924 | 501  | 434 | 490 | 590 | 1514 | 1581 | 1506 | 916  |
| 2016-17                                     | 992  | 915 | 504  | 427 | 488 | 543 | 1458 | 1535 | 1403 | 860  |
| 2017-18                                     | 976  | 902 | 516  | 442 | 460 | 524 | 1426 | 1500 | 1331 | 807  |
| 2018-19                                     | 943  | 866 | 485  | 408 | 458 | 516 | 1382 | 1459 | 1305 | 789  |
| 2019-20                                     | 943  | 854 | 499  | 410 | 444 | 538 | 1392 | 1481 | 1241 | 703  |
| 2020-21                                     | 926  | 855 | 455  | 384 | 471 | 497 | 1352 | 1423 | 1205 | 708  |
| 2021-22                                     | 931  | 863 | 487  | 419 | 444 | 519 | 1382 | 1450 | 1202 | 683  |
| 2022-23                                     | 944  | 868 | 484  | 408 | 460 | 496 | 1364 | 1440 | 1203 | 707  |
| 2023-24                                     | 940  | 856 | 504  | 420 | 436 | 510 | 1366 | 1450 | 1214 | 704  |
| 2024-25                                     | 947  | 864 | 489  | 406 | 458 | 467 | 1331 | 1414 | 1175 | 708  |
| 2025-26                                     | 913  | 833 | 480  | 400 | 433 | 486 | 1319 | 1399 | 1181 | 695  |

| Historical Percentage Changes |      |             |               |
|-------------------------------|------|-------------|---------------|
| School Year                   | K-12 | Diff.       | %             |
| 2015-16                       | 2430 |             |               |
| 2016-17                       | 2318 | -112        | -4.6%         |
| 2017-18                       | 2233 | -85         | -3.7%         |
| 2018-19                       | 2171 | -62         | -2.8%         |
| 2019-20                       | 2095 | -76         | -3.5%         |
| 2020-21                       | 2060 | -35         | -1.7%         |
| 2021-22                       | 2065 | 5           | 0.2%          |
| 2022-23                       | 2071 | 6           | 0.3%          |
| 2023-24                       | 2070 | -1          | 0.0%          |
| 2024-25                       | 2039 | -31         | -1.5%         |
| 2025-26                       | 2014 | -25         | -1.2%         |
| <b>Change</b>                 |      | <b>-416</b> | <b>-17.1%</b> |



## Grades K- 12 Historical Enrollment





# Projected Enrollment

School District: New Fairfield, CT

10/27/2025

| Enrollment Projections By Grade* |         |         |             |    |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |       |
|----------------------------------|---------|---------|-------------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|-------|
| Birth Year                       | Births* |         | School Year | PK | K   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | UNGR | K-12 | PK-12 |
| 2020                             | 91      |         | 2025-26     | 80 | 124 | 123 | 153 | 134 | 147 | 152 | 171 | 138 | 177 | 153 | 189 | 164 | 189 |      | 2014 | 2094  |
| 2021                             | 134     |         | 2026-27     | 80 | 177 | 128 | 127 | 153 | 137 | 154 | 153 | 172 | 139 | 178 | 153 | 189 | 172 |      | 2032 | 2112  |
| 2022                             | 99      | (prov.) | 2027-28     | 80 | 131 | 183 | 132 | 127 | 157 | 144 | 155 | 154 | 173 | 140 | 178 | 153 | 199 |      | 2026 | 2106  |
| 2023                             | 113     | (prov.) | 2028-29     | 80 | 149 | 135 | 188 | 132 | 130 | 165 | 145 | 156 | 155 | 174 | 140 | 178 | 161 |      | 2008 | 2088  |
| 2024                             | 114     | (prov.) | 2029-30     | 81 | 150 | 154 | 139 | 188 | 135 | 137 | 167 | 146 | 157 | 156 | 174 | 140 | 187 |      | 2030 | 2111  |
| 2025                             | 110     | (est.)  | 2030-31     | 81 | 145 | 155 | 158 | 139 | 192 | 142 | 138 | 168 | 147 | 158 | 156 | 174 | 147 |      | 2019 | 2100  |
| 2026                             | 114     | (est.)  | 2031-32     | 81 | 150 | 150 | 160 | 158 | 142 | 202 | 143 | 139 | 169 | 148 | 158 | 156 | 183 |      | 2058 | 2139  |
| 2027                             | 110     | (est.)  | 2032-33     | 81 | 145 | 155 | 154 | 160 | 162 | 149 | 204 | 144 | 140 | 170 | 148 | 158 | 164 |      | 2053 | 2134  |
| 2028                             | 112     | (est.)  | 2033-34     | 82 | 148 | 150 | 160 | 154 | 164 | 170 | 150 | 206 | 145 | 141 | 170 | 148 | 166 |      | 2072 | 2154  |
| 2029                             | 112     | (est.)  | 2034-35     | 82 | 148 | 153 | 154 | 160 | 158 | 172 | 172 | 151 | 207 | 146 | 141 | 170 | 155 |      | 2087 | 2169  |
| 2030                             | 112     | (est.)  | 2035-36     | 82 | 147 | 153 | 157 | 154 | 164 | 166 | 174 | 173 | 152 | 208 | 146 | 141 | 179 |      | 2114 | 2196  |

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

     Based on an estimate of births

     Based on children already born

     Based on students already enrolled

\*Birth data provided by Public Health Vital Records Departments in each state.

\*\* < 10 Not reported, to protect subgroups with fewer than 10 students.

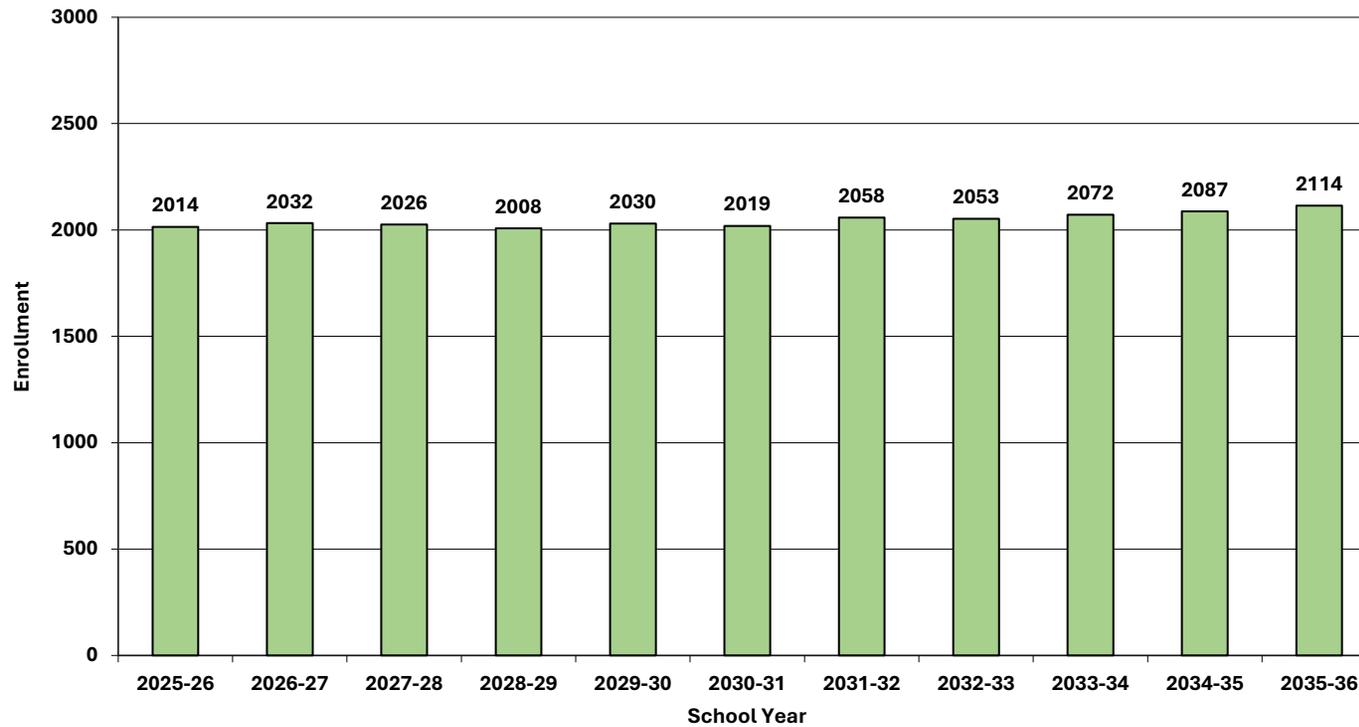
| Projected Enrollment in Grade Combinations* |      |     |      |     |     |     |      |      |      |      |
|---|------|-----|------|-----|-----|-----|------|------|------|------|
| School Year                                 | PK-5 | K-5 | PK-2 | K-2 | 3-5 | 6-8 | K-8  | PK-8 | 6-12 | 9-12 |
| 2025-26                                     | 913  | 833 | 480  | 400 | 433 | 486 | 1319 | 1399 | 1181 | 695  |
| 2026-27                                     | 956  | 876 | 512  | 432 | 444 | 464 | 1340 | 1420 | 1156 | 692  |
| 2027-28                                     | 954  | 874 | 526  | 446 | 428 | 482 | 1356 | 1436 | 1152 | 670  |
| 2028-29                                     | 979  | 899 | 552  | 472 | 427 | 456 | 1355 | 1435 | 1109 | 653  |
| 2029-30                                     | 984  | 903 | 524  | 443 | 460 | 470 | 1373 | 1454 | 1127 | 657  |
| 2030-31                                     | 1012 | 931 | 539  | 458 | 473 | 453 | 1384 | 1465 | 1088 | 635  |
| 2031-32                                     | 1043 | 962 | 541  | 460 | 502 | 451 | 1413 | 1494 | 1096 | 645  |
| 2032-33                                     | 1006 | 925 | 535  | 454 | 471 | 488 | 1413 | 1494 | 1128 | 640  |
| 2033-34                                     | 1028 | 946 | 540  | 458 | 488 | 501 | 1447 | 1529 | 1126 | 625  |
| 2034-35                                     | 1027 | 945 | 537  | 455 | 490 | 530 | 1475 | 1557 | 1142 | 612  |
| 2035-36                                     | 1023 | 941 | 539  | 457 | 484 | 499 | 1440 | 1522 | 1173 | 674  |

| Projected Percentage Changes |      |            |             |
|------------------------------|------|------------|-------------|
| School Year                  | K-12 | Diff.      | %           |
| 2025-26                      | 2014 |            |             |
| 2026-27                      | 2032 | 18         | 0.9%        |
| 2027-28                      | 2026 | -6         | -0.3%       |
| 2028-29                      | 2008 | -18        | -0.9%       |
| 2029-30                      | 2030 | 22         | 1.1%        |
| 2030-31                      | 2019 | -11        | -0.5%       |
| 2031-32                      | 2058 | 39         | 1.9%        |
| 2032-33                      | 2053 | -5         | -0.2%       |
| 2033-34                      | 2072 | 19         | 0.9%        |
| 2034-35                      | 2087 | 15         | 0.7%        |
| 2035-36                      | 2114 | 27         | 1.3%        |
| <b>Change</b>                |      | <b>100</b> | <b>5.0%</b> |

\*Projections should be updated annually to reflect changes in in/out-migration of families, births, and similar factors.

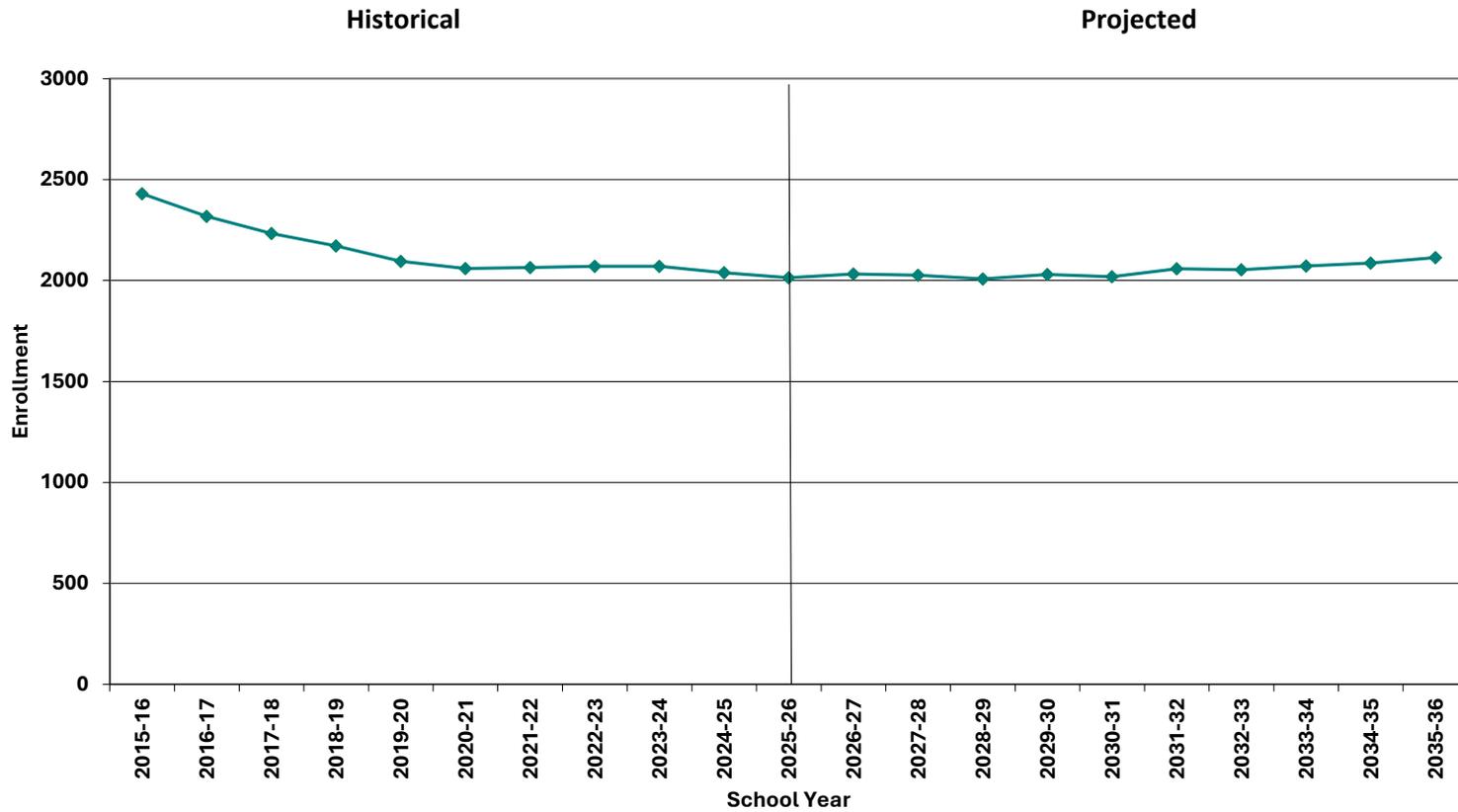


## Grades K- 12 Projected Enrollment



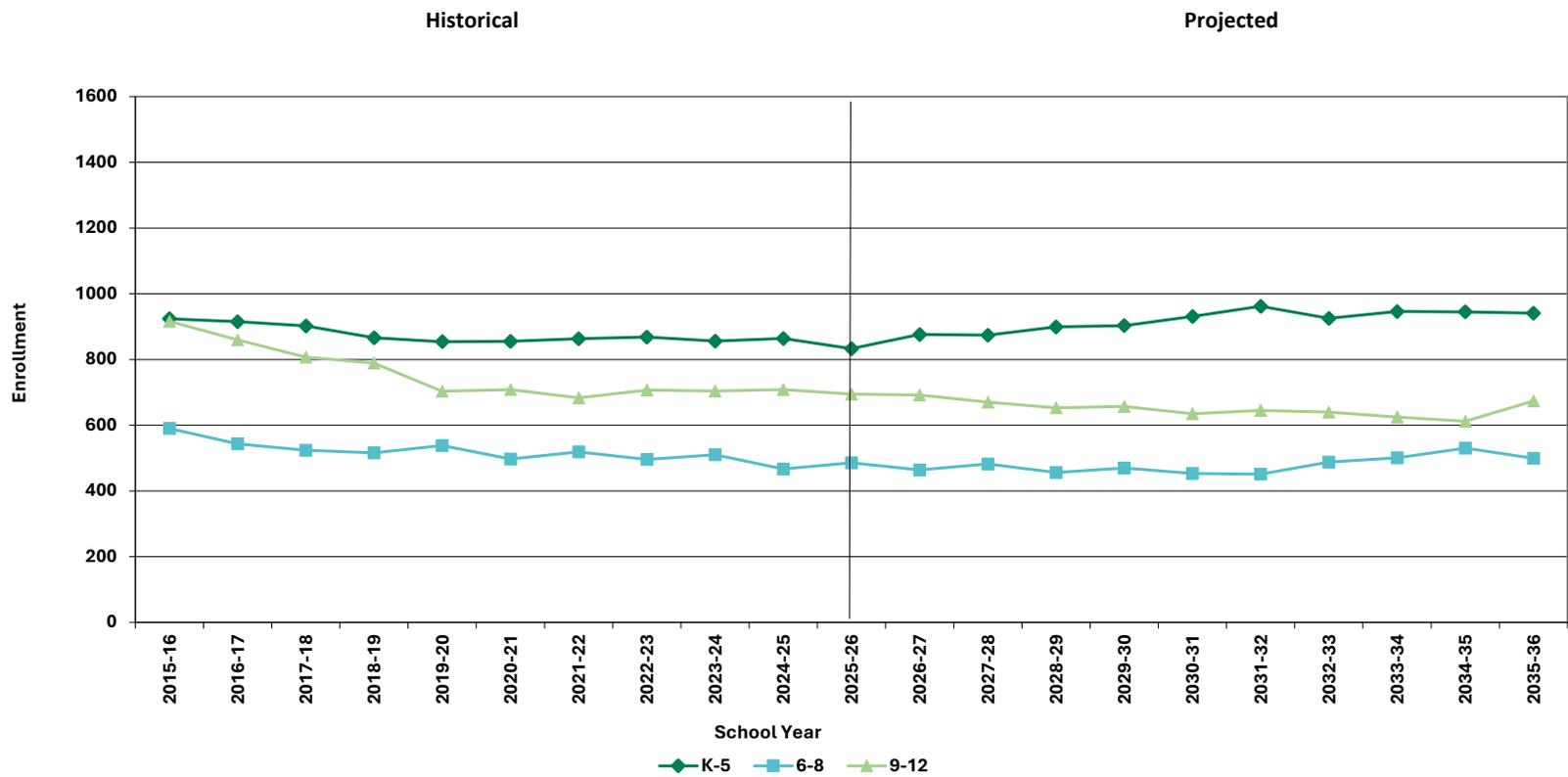


## Grades K-12 Historical & Projected Enrollment



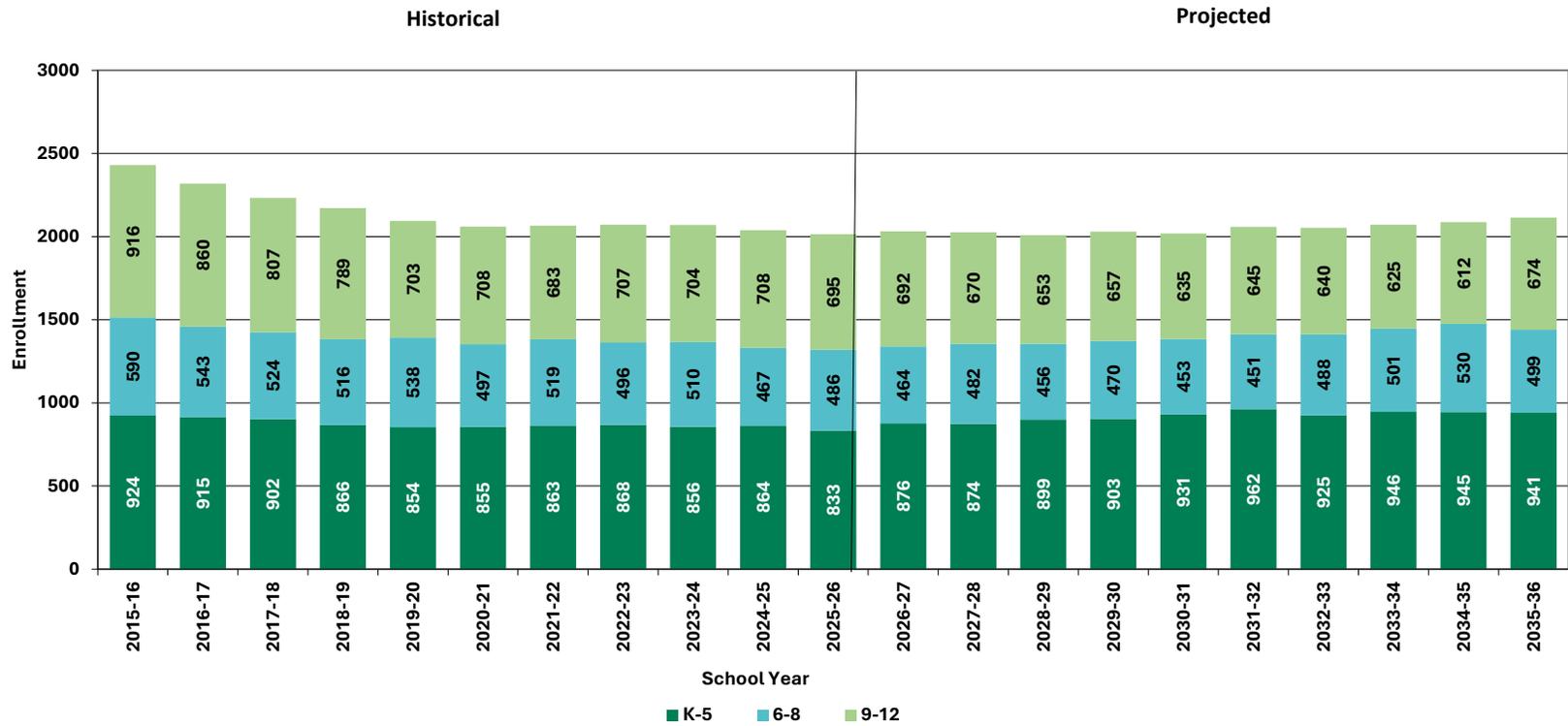


# Historical & Projected Enrollment in Grade Combinations



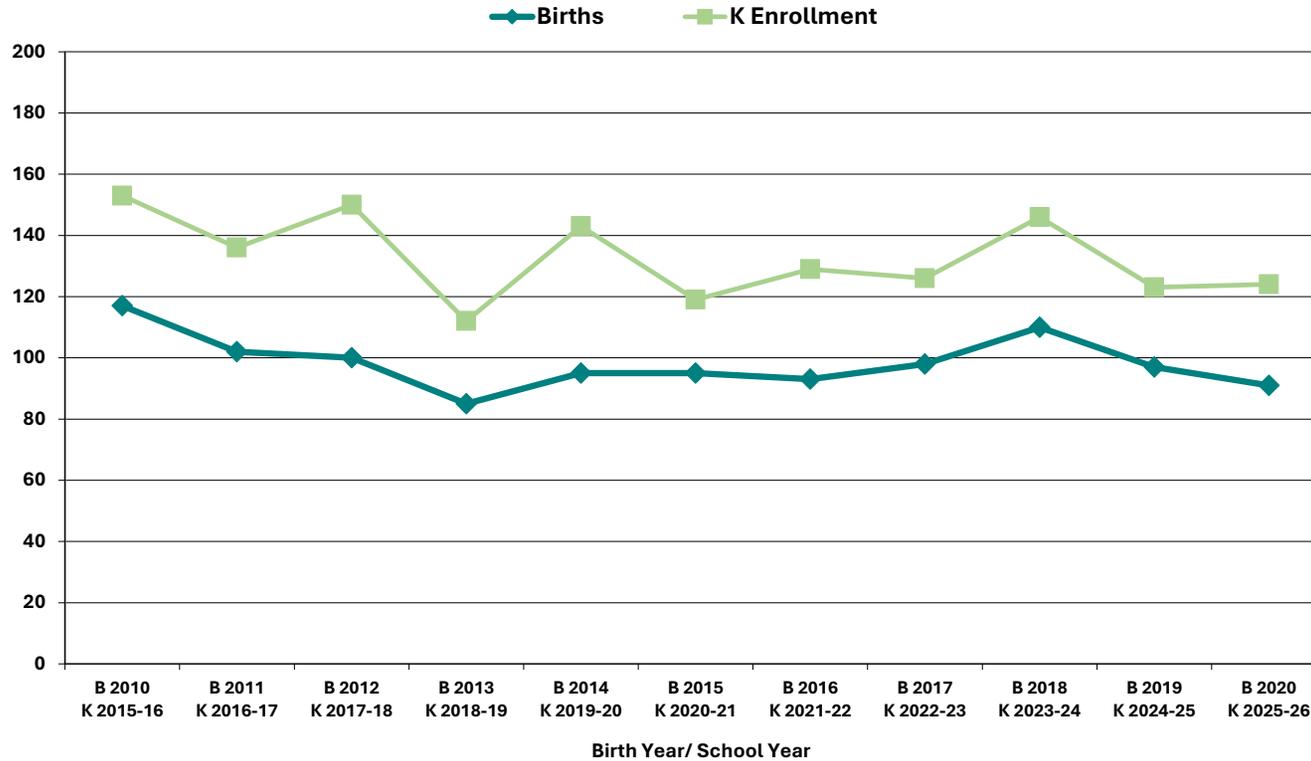


# Historical & Projected Enrollment in Grade Combinations





## Birth to Kindergarten Relationship



|                     | B 2010<br>K 2015-16 | B 2011<br>K 2016-17 | B 2012<br>K 2017-18 | B 2013<br>K 2018-19 | B 2014<br>K 2019-20 | B 2015<br>K 2020-21 | B 2016<br>K 2021-22 | B 2017<br>K 2022-23 | B 2018<br>K 2023-24 | B 2019<br>K 2024-25 | B 2020<br>K 2025-26 |
|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| <b>Births</b>       | 117                 | 102                 | 100                 | 85                  | 95                  | 95                  | 93                  | 98                  | 110                 | 97                  | 91                  |
| <b>Kindergarten</b> | 153                 | 136                 | 150                 | 112                 | 143                 | 119                 | 129                 | 126                 | 146                 | 123                 | 124                 |



## Additional Information

| School Year | 9-12 CTE | K-12 Non-Public | K-12 Choice-In | K-12 Choice-Out | K-12 Out District SPED | K-12 Homeschool |
|-------------|----------|-----------------|----------------|-----------------|------------------------|-----------------|
| 2021-22     | 57       | n/a             | 0              | 25              | < 10 **                | 25              |
| 2022-23     | 43       | n/a             | 0              | 17              | < 10 **                | 14              |
| 2023-24     | 43       | n/a             | 0              | 18              | < 10 **                | 14              |
| 2024-25     | 44       | n/a             | 0              | 18              | 10                     | 19              |
| 2025-26     | 39       | n/a             | 0              | < 10 **         | 11                     | 20              |

\* Data provided by District.

"n/a" signifies that information was not provided by District.

\*\* < 10 Not reported, to protect subgroups with fewer than 10 students.



## New England's PK-12 Enrollments Trends

| State      | Fall 2013<br>PK - 12 | Fall 2019<br>PK - 12 | Fall 2022<br>PK - 12 | Fall 2023<br>PK - 12 | % Change<br>2013 - 23 | % Change<br>2019-23 | % Change<br>2022-23 |
|------------|----------------------|----------------------|----------------------|----------------------|-----------------------|---------------------|---------------------|
| <b>USA</b> | 50,044,522           | 50,796,445           | 49,618,464           | 49,516,361           | -1.1%                 | -2.5%               | -0.2%               |
| <b>CT</b>  | 546,200              | 523,690              | 513,513              | 512,652              | -6.1%                 | -2.1%               | -0.2%               |
| <b>ME</b>  | 183,995              | 180,291              | 173,853              | 172,545              | -6.2%                 | -4.3%               | -0.8%               |
| <b>MA</b>  | 955,739              | 959,394              | 923,349              | 914,958              | -4.3%                 | -4.6%               | -0.9%               |
| <b>NH</b>  | 186,310              | 177,351              | 168,909              | 166,594              | -10.6%                | -6.1%               | -1.4%               |
| <b>RI</b>  | 142,008              | 143,557              | 137,449              | 136,154              | -4.1%                 | -5.2%               | -0.9%               |
| <b>VT</b>  | 88,690               | 86,759               | 83,654               | 82,455               | -7.0%                 | -5.0%               | -1.4%               |

Source: U.S. Department of Education, National Center for Education Statistics, Enrollment in public elementary and secondary schools, by region, state, and jurisdiction: Selected years, fall 1990 through fall 2023, Table 203.20, Report Generated Oct. 2024, NESDEC 5.28.25

Although most New England Districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from District to District. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other Districts remaining stable.



## Projection Methodology and Reliability

### **PROJECTION METHODOLOGY**

Cohort component (survival) technique is a frequently used method of preparing enrollment projections. NESDEC uses this method, but modifies it in order to move away from projections that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific demographic information into the generation of enrollment projections (such as in/out-migration of students, resident births, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2024-25 increased to 104 students in Grade 2 in 2025-26, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

### **RELIABILITY OF ENROLLMENT PROJECTIONS**

Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-3 in the future and less reliable in the “out-years.” Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable. The second level of reliability will be for those children already **born into the community but not yet old enough to be in school**. The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the “Projected Enrollment” tab.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment projections developed by NESDEC each October.** This service is available at no cost to affiliated school districts.

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

**NEW FAIRFIELD BOARD OF EDUCATION  
SCHEDULE OF REGULAR MEETINGS  
2026**

|                   |              |
|-------------------|--------------|
| January 15        | June 4       |
| February 5        | June 11      |
| March 5           | August 20    |
| March 19 - Remote | September 17 |
| April 2           | October 15   |
| May 7             | November 5   |
| May 21 - Remote   | December 3   |

The Board of Education is scheduled to meet at 7:00 p.m. on the first and third Thursdays of the month. There are no meetings scheduled for July. Unless otherwise posted, all meetings will be held in the New Fairfield Community Room, 33 Route 37, New Fairfield, CT. In the event of inclement weather, the meeting will change to remote and a virtual link will be provided on our website and distributed.

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

**SPECIAL EDUCATION AD HOC SUBCOMMITTEE  
SCHEDULE OF REGULAR MEETINGS  
2026**

February 5

April 2

June 4

October 1 - Remote

December 3

The Special Education Ad Hoc Subcommittee is scheduled to meet at 6:00 p.m. prior to the first regular Board of Education meeting of the month. There are no meetings scheduled for January, March, May, July, August, September, and November. Unless otherwise posted, all meetings will be held in the New Fairfield Community Room, 33 Route 37, New Fairfield, CT. In the event of inclement weather, the meeting will change to remote and a virtual link will be provided on our website and distributed.

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

**BUSINESS OPERATIONS/RESOURCE MANAGEMENT  
SUBCOMMITTEE  
SCHEDULE OF REGULAR MEETINGS  
2026**

January 15

February 19 - Remote

March 19 - Remote

April 22\*- Remote  
*(\*This meeting occurs on the  
fourth Wednesday of April.)*

May 21 - Remote

September 17

October 15

November 5  
*(\*This meeting occurs on the  
first Thursday of November.)*

December 17 - Remote

The Business Operations/Resource Management Subcommittee is scheduled to meet on the third Thursday of the month at 6:00 p.m. There are no meetings scheduled for June, July, and August. Unless otherwise posted, all meetings will be held in the New Fairfield Community Room, 33 Route 37, New Fairfield, CT. In the event of inclement weather, the meeting will change to remote and a virtual link will be provided on our website and distributed.

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

**CURRICULUM/INSTRUCTION SUBCOMMITTEE  
SCHEDULE OF REGULAR MEETINGS  
2026**

February 23

March 23

April 27

May 26\*

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

September 28

October 26

November 23

December 21\*

*(\*This meeting occurs on the  
third Monday of December.)*

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

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

**POLICY SUBCOMMITTEE  
SCHEDULE OF REGULAR MEETINGS  
2026**

January 28

February 25

March 25

April 22

May 27

June 10\*

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

September 23

October 28

November 18\*

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

December 9\*

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

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

## Community Relations

### Public Videotaping of Educational Activity

The Board of Education (Board) hereby establishes limits on the use of recording equipment in order to minimize disruption and protect instructional time essential to improving student achievement. Any recording activity, even activity permitted under this policy, will be prohibited if the activity creates a disruption to the education process, or creates a safety and security risk. If an individual is unsure whether videotaping is permitted in a particular situation, they are encouraged to consult with a building administrator in advance.

### Definitions

**Visual Recording:** Registering visual images on film, tape, digitally or by other mechanical or electronic means.

**Audio Recording:** Registering sounds on tape, digitally or by other mechanical or electronic means.

**Outside Entity:** Any individual, group, organization or corporation other than the administration, officers, staff or students of the District or individuals authorized to act on behalf of the District.

### Recording by Outside Entities

The Board prohibits the use of video or audio recording equipment on District property or at District activities by outside entities without permission from the Superintendent or his/her designee unless authorized by law.

This prohibition shall not apply to:

1. Performances or activities to which the general public is invited, such as athletic competitions, concerts and plays.
2. Recording of staff for the sole purpose of professional training or development.
3. Open meetings of the Board or committees appointed by or at the direction of the Board.
4. Outside entities, including student-initiated groups, using or renting District facilities in accordance with Board policies and established administrative procedures.

### Recording by District Personnel

The District may make audio or visual recordings to provide security, to maintain order, for professional staff development use or for other purposes related to furthering the educational mission of the District. This may include the use of video equipment in school buildings and on District transportation. No recording equipment will be placed in areas of the building where the occupant would have a reasonable expectation of privacy, such as restroom facilities or locker rooms. Recordings by and on behalf of District personnel that include students and are considered student records will be maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) and other applicable laws.

## Community Relations

### Public Videotaping of Educational Activity (continued)

#### Recording by Students

The District limits the use of video or audio recording equipment on District property or at District activities by students unless:

1. Required by a school-sponsored class or activity.
2. At performances or activities to which the general public is invited such as athletic competitions, concerts and plays.
3. At open meetings of the Board of Education or committees appointed by or at the direction of the Board.
4. As otherwise permitted by the Building Principal or classroom teacher.

#### Recording of Meetings

The Board of Education recognizes a parent's/guardian's right to record a PPT meeting held pursuant to the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

The Board prohibits the use of audio, video, or other recording devices at other meetings held between District employees and parents/guardians. Exceptions to this prohibition will be made only in accordance with Board policy and law. Requests for such exceptions must be made within a reasonable period of time prior to the scheduled meetings. This prohibition does not apply to conversations held within view of District security cameras or devices.

(cf. 1112 – News/Media Relationships)

(cf. 1112.6 – Video Taping of Staff/Students)

(cf. 5125 – Student Records; Confidentiality)

(cf. 5131.11 – Video Cameras on School Buses)

(cf. 5131.111 – Video Surveillance)

(cf. 9320 – Board Meetings)

(cf. 9322 – Public and Executive Sessions)

(cf. 9326 – Taping of Meetings)

Legal Reference: The Individuals with Disabilities Education Act, 20 U.S.C. §§1400-1487,  
34 C.F.R. Part 300

The Family Educational Rights and Privacy Act, 20 U.S.C. §1232g 34  
C.F.R. Part 99

Policy adopted: November 17, 2011

Policy amended: June 21, 2018

Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS  
New Fairfield, Connecticut



# NEW FAIRFIELD PUBLIC SCHOOLS

3 Brush Hill Road, New Fairfield, CT 06812  
Phone: 203 312-5770 Fax: 203 312-5609 [www.newfairfieldschools.org](http://www.newfairfieldschools.org)

October 16, 2025

To: New Fairfield Board of Education

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

Re: 2026–27 Proposed District Calendar (attached)

## **Background**

Attached please find the recommendation for the 2026–27 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 September 29, 2025. The Committee's charge is to analyze options for the 2026–27 calendar and advise the Superintendent on recommendations to the BOE.

NFPS Calendar Committee 2026–27 Members in alphabetical order:

Robyn Biasetti (NFEA)  
Iowa Cipollone (PTO)  
Linda Cove (Secr. Assoc.)  
Kenneth Craw (Superintendent)  
Meredith Kinscherf (NFEA)  
Kate Mattiace (PTO)  
Scott Rohwedder (NFAA)  
Arlene Rollman (Para Assoc.)  
Ed Sbordone (BOE)  
Kristine Woleck (Asst. Superintendent)

## **Recommended 2026–27 Calendar**

The recommended Calendar for 2026–27 is similar to the 2025–26 Calendar with a pre-Labor Day first day of school for students. For ease of review by the BOE, listed below are the essential points for each month of the proposed calendar.

1. August/September 2026 –
  - a. Three days of teacher preparation (August 24, 25 & 26) precede the first day for students.
  - b. First Day for Students – Thursday, August 27
  - c. Two School Closure Days
    - i. Labor Day – Monday, September 7

ii. Yom Kippur – Monday, September 21

Comment: Yom Kippur begins at sundown on Sunday, September 20 and runs until the evening of Tuesday, September 22.

2. October 2026 –
  - a. Professional Development – Friday, October 9
  - b. School Closure – Monday, October 12
  
3. November 2026 –
  - a. Election Day/Professional Development – Tuesday, November 3
  - b. K–12 Parent – Teacher Conferences – November 4, 5 & 6
  - c. Extended Thanksgiving Vacation –
    - i. No Students or Teachers – Wednesday, November 25
    - ii. Standard Thanksgiving Break – Thursday, November 26 and Friday, November 27.
  
4. December 2026 –
  - a. Professional Learning – Early Dismissal – Thursday, December 10
  - b. Early Dismissal – Wednesday, December 23
  - c. Winter Recess – Wednesday, December 24 through Thursday, December 31
  
5. January 2027 –
  - a. School Closure – Friday, January 1 is New Year’s Day
  - b. Students and teachers return from break – Monday, January 4
  - c. School Closure – Dr. Martin Luther King, Jr. Day – Monday, January 18
  
6. February 2027 –
  - a. February Break – Friday, February 12 through Tuesday, February 16
    - i. School Closure – Friday, February 12 – Professional Development Day
    - ii. School Closure – Monday, February 15 is Presidents’ Day
    - iii. School Closure – Tuesday, February 16
  
7. March 2027 –
  - a. K–12 Parent – Teacher Conferences – March 10, 11 & 12
  - b. Professional Learning – Early Dismissal – Thursday, March 25
  - c. School Closure – Good Friday – March 26
  
8. April 2027 –
  - a. Spring Recess – Monday, April 12 – Friday, April 16
  
9. May 2027 –
  - a. Professional Learning – Early Dismissal – Friday, May 28
  - b. Memorial Day – Monday, May 31

10. June 2027 –
  - a. Final Day for Students – Thursday, June 10

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.

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 11-21 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 21<sup>st</sup>. Students will not be in school more than 180 days.”*

### **ATTACHMENTS**

1. 2026-27 Proposed District Calendar
2. 2025-26 Current Adopted District Calendar

# NEW FAIRFIELD PUBLIC SCHOOLS - 2025-2026 Calendar *Revised*

| August (2) |    |    |    |    |
|------------|----|----|----|----|
| 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 |

21 -22 - New Teacher Orientation  
 25 - First Day for Teachers  
 26 - 27 - Professional Development Days  
 28 - First Day for Students

| September (20) |    |    |    |    |
|----------------|----|----|----|----|
| 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 |    |    |    |

1 - Labor Day  
 23 - Rosh Hashana

| October (20) |    |    |    |    |
|--------------|----|----|----|----|
| 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 |

2 - Yom Kippur  
 3 - Professional Development Day  
 13 - Columbus Day

| November (16) |    |    |    |    |
|---------------|----|----|----|----|
| 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 |
|               |    |    |    |    |

4 - Election Day - Professional Development Day  
 5, 6, 7, - Parent-Teacher Conferences  
 11 - Veterans Day (full day of school)  
 26-28 - Thanksgiving Recess

| December (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  | 31 |     |    |

11 - Professional Learning Day - \*Early Dismissal  
 23 - \*Early Dismissal  
 24 -31 - Holiday Vacation

| January (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 - New Year's Day  
 2 - Holiday Vacation  
 19 - Martin Luther King Day

| February (18) |    |    |    |    |
|---------------|----|----|----|----|
| 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 |
|               |    |    |    |    |

13 - Professional Development Day  
 16 - Presidents' Day

| March (22) |    |    |     |    |
|------------|----|----|-----|----|
| 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 |    |     |    |

11, 12, 13 - Parent-Teacher Conferences  
 26 - Professional Learning Day - \*Early Dismissal

| April (16) |    |    |    |    |
|------------|----|----|----|----|
| 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 |    |

3 - Good Friday  
 13 - 17 - Spring Vacation

| May (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 - Professional Learning Day - \*Early Dismissal  
 25 - Memorial Day

| June (10) |      |     |     |     |
|-----------|------|-----|-----|-----|
| 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   |     |     |     |

12 - Last Day for Students/Staff  
 ◆15 - ◆23 - Snow/emergency days  
 ◆\*23 - Last Possible Day for Students/Staff (includes 7 snow/emergency days) \*Early Dismissal

Inclement weather/emergency days will be made up on June 15<sup>th</sup> through June 23<sup>rd</sup> as needed. If more than 7 days are needed, days will be taken from spring vacation beginning with April 13<sup>th</sup>. The last day for students is expected to be no later than June 23<sup>rd</sup>. Students will not be in school more than 180 days. In the event that any of the teacher work days (10/3, 11/4 & 2/13) 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.

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

Approved by the Board of Education:  
 12/19/24; rev. 2/7/25

# NEW FAIRFIELD PUBLIC SCHOOLS - 2026-2027 Calendar *draft 4*

| August (3) |    |    |    |    |
|------------|----|----|----|----|
| 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         |    |    |    |    |

20 -21 - New Teacher Orientation  
 24 – First Day for Teachers  
 25 – 26 - Professional Development Days  
 27 - First Day for Students

| September (20) |    |    |    |    |
|----------------|----|----|----|----|
| 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 |    |    |

7 - Labor Day  
 21 - Yom Kippur

| October (20) |    |    |    |    |
|--------------|----|----|----|----|
| 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 |

9 - Professional Development Day  
 12 - Columbus Day

| November (17) |    |    |    |    |
|---------------|----|----|----|----|
| 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            |    |    |    |    |

3 - Election Day - Professional Development Day  
 4, 5, 6 - Parent-Teacher Conferences - NFES & MS  
 11 - Veterans Day (full day of school)  
 25-27 - Thanksgiving Recess

| December (17) |    |     |     |    |
|---------------|----|-----|-----|----|
| 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  |    |

10 - Professional Learning Day - \*Early Dismissal  
 23 - \*Early Dismissal  
 24 -31 - Holiday Vacation

| January (19) |    |    |    |    |
|--------------|----|----|----|----|
| 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 – New Year’s Day  
 18 - Martin Luther King Day

| February (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 |
|               |    |    |    |    |

12 – Professional Development Day  
 15 - Presidents’ Day  
 16 – Winter Break

| March (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 |     |    |

10,11,12-Parent-Teacher Conferences-NFES & MS  
 25 - Professional Learning Day - \*Early Dismissal  
 26 - Good Friday

| April (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 |

12 - 16 – Spring Vacation

| May (20) |    |    |    |     |
|----------|----|----|----|-----|
| 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       |    |    |    |     |

28 - Professional Learning Day - \*Early Dismissal  
 31 - Memorial Day

| June (8) |     |     |     |     |
|----------|-----|-----|-----|-----|
| 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  |     |     |

10 - Last Day for Students/Staff  
 ◆11 - ◆22 - Snow/emergency days  
 ◆\*21 - Last Possible Day for Students/Staff (includes 7 snow/emergency days) \*Early Dismissal

Inclement weather/emergency days will be made up on June 11<sup>th</sup> through June 21<sup>st</sup> as needed. If more than 7 days are needed, days will be taken from spring vacation beginning with April 12<sup>th</sup>. The last day for students is expected to be no later than June 21<sup>st</sup>. Students will not be in school more than 180 days. In the event that any of the teacher work days (10/9, 11/3 & 2/12) 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.

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

Approved by the Board of Education:

## Students

### Bus Conduct

School transportation is a student privilege conditional upon satisfactory behavior on buses and at bus stops.

Students will be advised that, while awaiting or receiving transportation to and from school, they may be suspended from transportation services for unsatisfactory conduct which endangers persons or property or violates a Board policy or administrative regulation. Principals shall follow procedures in Policy 5114 Suspension/Expulsion/Exclusion/Removal when suspending student bus privileges.

(cf. 5114 Suspension/Expulsion/Exclusion/Removal)

(cf. 5131.5 Vandalism)

Legal Reference: Connecticut General Statutes

10-186 Duties of local and regional Boards of education re school attendance.

10-220 Duties of boards of education.

10-221 boards of education to prescribe rules.

10-233c Suspension of students.

Policy adopted: December 4, 2008

Policy reviewed:

NEW FAIRFIELD PUBLIC SCHOOLS  
New Fairfield, Connecticut

## Students

### Conduct on School Bus

The New Fairfield Board of Education is committed to maintaining and improving the safety and well-being of students and employees. The Board of Education adopts the following policy:

1. Passengers riding in vehicles owned and/or operated by the Board of Education must wear seat belts when vehicles are so equipped.
2. Passengers must remain seated while any such vehicle is in motion.
3. Students shall treat bus equipment properly. All damage will be paid for by the offenders or their parents.
4. Students shall behave in an orderly manner while waiting, boarding, riding on, and leaving busses. They shall obey the instructions of the driver at all times.
5. If a student is unruly on the bus and refuses to obey the driver, the driver will take the student to his destination and report him/her in writing to the building administrator.

Unless there is a reasonable doubt with respect to the safety and welfare of a student or students, no child shall be denied the privilege of riding a school bus to and from school on the same day of an infraction of the rules established by the Superintendent of Schools.

The administrator will discuss the situation as soon as possible with the parent and student. If the administrator decides to revoke bus privileges the parent will be notified promptly that the child may not ride the bus. It will be the responsibility of the parent to transport the child to school during the period that the privilege of bus transportation is withdrawn. If a parent cannot provide transportation, in-school or out-of-school suspension may be substituted.

6. The Board is responsible for student safety only while the students are in the Board's custody, that is, from the time the child boards the bus and until he/she is safely discharged and across the street. Parents are responsible for the safety of the child at all other times, including the time when the student is waiting for the bus at the bus stop.
7. ~~Consolidated students~~ **New Fairfield Elementary School students K-3** will be dropped off at bus stops if there is an adult or student (aged 12 or older) to meet the child. If there is no adult or appropriately aged student present, the child will be returned to school.

The exception to this regulation will be a child whose parent has completed a [signed agreement](#) with the building principal and Superintendent.

*A mandated policy for your consideration.*

## Students

### Educational Opportunities for Military Children

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the *Interstate Compact on Educational Opportunity for Military Children*. The Board of Education believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment.

### Definitions

**Children of military families** means school-aged children, enrolled in kindergarten through 12<sup>th</sup> grade, in the household of an active-duty member of the uniformed service of the United States, including members of the National Guard and Reserve.

**Deployment** means the period one month before the service members depart from their home station on military orders, six months after return to their home station.

**Education(al) records** means official records, files, and data directly related to a student and maintained by the school, including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active-duty personnel, active-duty personnel or veterans who have been severely injured and medically discharged, and active-duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the *Compact* if they are children of inactive Guard or Reserves, retired personnel, veterans not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students, and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records, and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).

## **Students**

### **Educational Opportunities for Military Children (continued)**

- Receiving schools must honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- If a child of a member of the armed forces is enrolled in a school under the jurisdiction the district, and such member has received military orders directing them from such town, or any other documents from the armed forces indicating a change of residency from such town during the school year, the child may continue to be enrolled in the school until the end of the school year while such member remains a member of the armed forces, except that any such child in grade eleven may continue to be enrolled in the school for an additional school year while such member remains a member of the armed forces
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active-duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.

(cf. 5111 – Admission)

(cf. 5113 – Attendance and Excuses)

(cf. 5123 – Promotion/Retention)

(cf. 5125 – Student Records; Confidentiality)

(cf. 5141.3 – Health Assessments and Immunizations)

(cf. 6146 – Graduation Requirements)

(cf. 6171 – Special Education)

## Students

### Educational Opportunities for Military Children

Legal Reference: Connecticut General Statutes

10-15f Interstate Compact on Educational Opportunity for Military Children

Public Act 25-15 An Act Concerning Various Measures Recognizing and Honoring the Military Service of the Armed Forces in Connecticut. (Section 7)

Policy adopted:

NEW FAIRFIELD PUBLIC SCHOOLS  
New Fairfield, Connecticut

rev 11/11  
rev 7/25

## **Students**

### **Challenging Behavior Response Policy**

The New Fairfield Board of Education (the “Board”) is committed to identifying strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, including restorative practices. Restorative practices may be implemented by school employees for incidents of challenging behavior, bullying, and/or harassment in the school environment, or other forms of student conflict that is nonviolent and does not constitute a crime. Restorative practices shall not include the involvement of a school resource officer or other law enforcement official unless such challenging behavior or other conflict escalates to violence and/or constitutes a crime. In addition, the New Fairfield Public Schools (the “District”) shall address challenging behavior, bullying, and harassment in accordance with the Board’s Student Discipline policy and any other applicable Board policy, administrative regulations, and/or school rules.

For purposes of this policy:

- “Restorative practices” means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
- “Challenging behavior” means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
- “Bullying” means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. “Bullying” includes “cyberbullying”, which means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
- “School climate” means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people’s experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

## **Students**

### **Challenging Behavior Response Policy**

- “School climate improvement plan” means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment.
- “School environment” means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by the Board, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

District administration will implement a continuum of tiered strategies aligned to Connecticut School Climate Standards to prevent, identify, and respond to challenging behavior, bullying, and harassment. Such strategies shall include research-based interventions, including restorative practices, and may be included in each school’s school climate improvement plan. These strategies and tiered responses will be reviewed annually and updated as needed by the district administrative team and district school climate coordinator.

(cf. 1110.1 – Parent Involvement)  
(cf. 4131 – Staff Development)  
(cf. 5114 – Suspension/Expulsion; Student Due Process)  
(cf. 5131 – Conduct)  
(cf. 5131.1 – Bus Conduct)  
(cf. 5131.6 – Drugs, Alcohol, Tobacco)  
(cf. 5131.7 – Weapons and Dangerous Instruments)  
(cf. 5131.8 – Out of School Grounds Misconduct)  
(cf. 5131.911 – Connecticut School Climate Policy)  
(cf. 5131.913 – Cyberbullying)  
(cf. 5141.4 – Reporting of Child Abuse and Neglect)  
(cf. 5145.4 – Nondiscrimination)  
(cf. 5145.5 – Sexual Harassment)

**Students**

**Challenging Behavior Response Policy**

Legal References:

Conn. Gen. Stat. § 10-222aa

Conn. Gen. Stat. § 10-222dd

Conn. Gen. Stat. § 10-222jj

Policy adopted:

NEW FAIRFIELD PUBLIC SCHOOLS  
New Fairfield, Connecticut

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

**GIFTS AND DONATIONS**

This form must be completed and submitted for all in-kind and monetary donations to a school or the district. Donations valued at \$1,000 or more require BOE approval before acceptance of the donation or depositing of funds. A letter of acceptance will be sent by the appropriate staff member with a copy to the superintendent's office.

**DATE:** October 15 , 2025

**SCHOOL:** New Fairfield High School

**TYPE OF DONATION AND QUANTITY:** Monetary - \$ 1,500 **2nd check**

**CONDITION/AGE OF ITEM DONATED:** N/A

**DONOR:** New Fairfield Diamond Club

**SCHOOL'S PLAN FOR USE OF ITEM(S):** Purchase of clay for the varsity softball field from Carriere Materials.

**APPROXIMATE VALUE:** \$ 1,500

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

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

**GIFTS AND DONATIONS**

This form must be completed and submitted for all in-kind and monetary donations to a school or the district. Donations valued at \$1,000 or more require BOE approval before acceptance of the donation or depositing of funds. A letter of acceptance will be sent by the appropriate staff member with a copy to the superintendent's office.

**DATE:** October 17, 2025

**SCHOOL:** New Fairfield High School

**TYPE OF DONATION AND QUANTITY:** Monetary - \$ 4,510

**CONDITION/AGE OF ITEM DONATED:** N/A

**DONOR:** New Fairfield High School Class of 2025

**SCHOOL'S PLAN FOR USE OF ITEM(S):** Purchase of patio furniture for the high school

**APPROXIMATE VALUE:** \$ 4,510

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