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 14th at 9:15 a.m. sponsored by the Elementary School. A discussion solely for families of students will be held on November 21st sponsored by the High School/Middle School.
C. Student Representative Report
Senior Representative Ella Skogstrom spoke of the following:

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

Junior Representative Hailey Lofaro spoke of the following:

- October 20th - 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 16th and discussed the following:

- Fiscal Year 2027 Budget Assumptions
- Budget vs. Actual as of September 30th 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 4th.
Stephanie Strazza encouraged all to attend the play "Clue" at the high school from Oct. 30th to Nov. 2nd.
Amy Johnson thanked Principal James D'Amico for the presentation. She reminded everyone that that Homecoming Football game will be held on October 17th.
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

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.

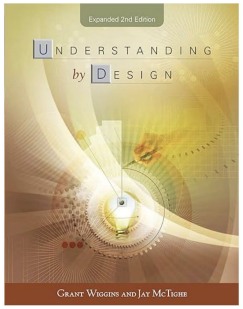
Standards serve as anchors for curriculum; but curriculum is designed to **frame meaning** for those standards, **deepen understanding,** and **ensure relevance and transfer of learning** for students.

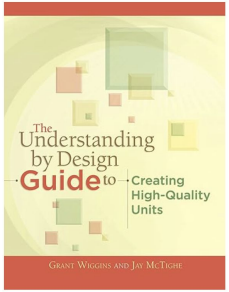


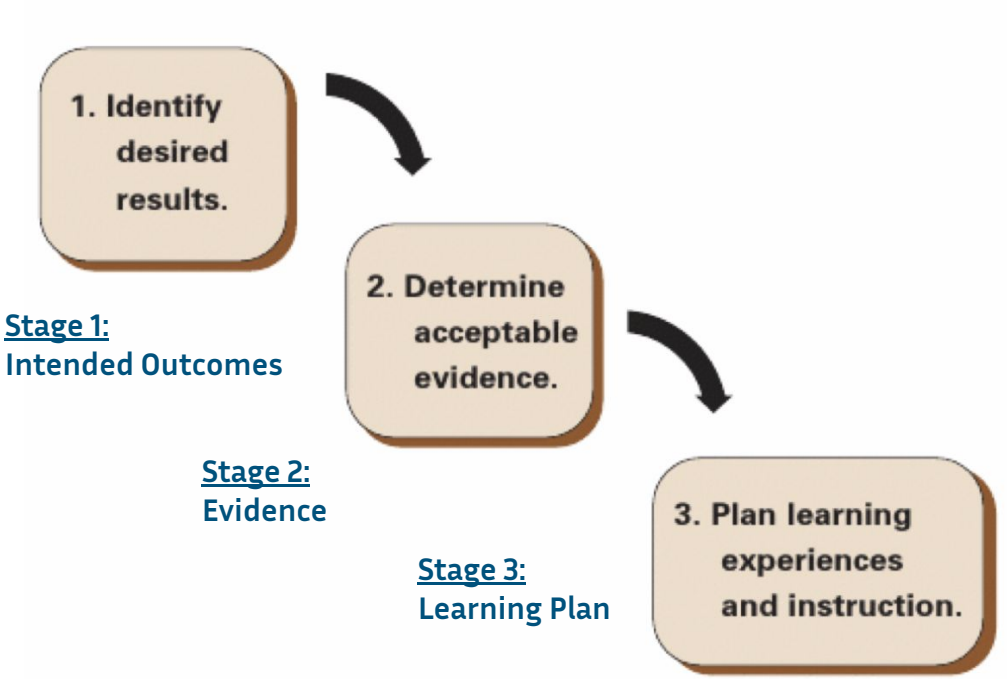
Guiding Principles

- 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







Stage 1:
Intended Outcomes

Stage 2:
Evidence

Stage 3:
Learning Plan

New Fairfield Public Schools

Unit Title:	Curriculum Area:	
Course	Grade:	Time:

Overview / Storyline:

About the Student:

STAGE ONE: INTENDED OUTCOMES

Standards	Transfer Goal(s)I
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)
Students will understand that …	

Acquisition

Knowledge	Skills
Students will know …	*Students will be able to …*

NFPS Vision of a Learner Competencies



Stage 1 Unit Design Example

Stage 1: Learning Goals

Established Goals

Standards

Next Generation Science Standards

Performance Expectations: Middle School Life Sciences

- Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. *(MS-LS1-1)*
- Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. *(MS-LS1-2)*
- Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. *(MS-LS1-3)*

Transfer

Long-Term Transfer Goals

What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...

- Students will use their learning to model phenomena from multiple perspectives for understanding and communication to others. *(T1)*

Meaning

Understandings

What specifically do you want students to understand? What inferences should they make? Students will understand that...

- 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). *(U1)*
- 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. *(U2)*

Essential Questions

What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...

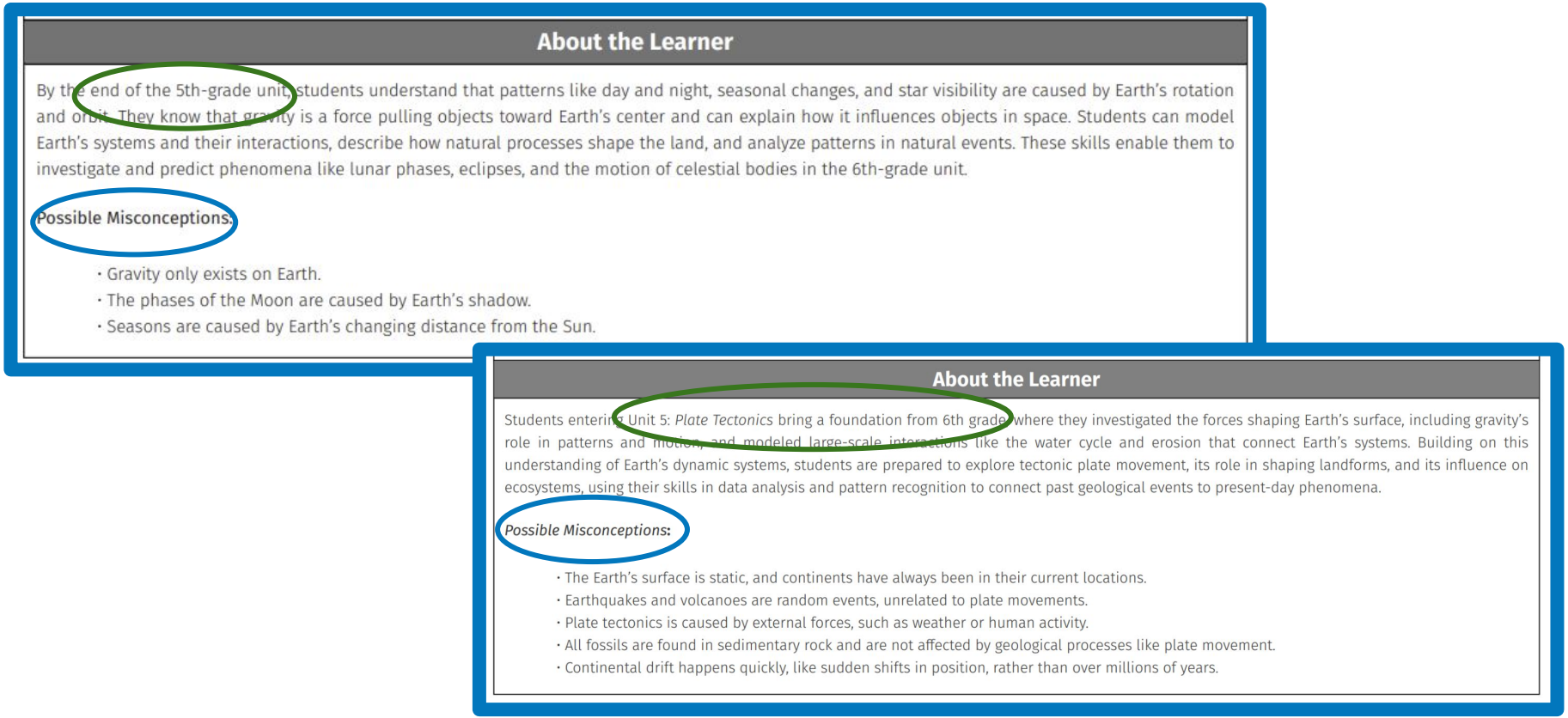
- How do we know if something is living or nonliving, and what evidence can we use to prove it? *(Q1)*
- Why do plant and animal cells have different structures, and how do these differences help them do their jobs and support life? *(Q2)*
- How do cells get the energy they need to function? *(Q3)*

Stage 1 Unit Design Example (continued)

Acquisition of Knowledge & Skill	
Knowledge	**Skills**
What facts and basic concepts should students know and be able to recall? Students will know...	What discrete skills and processes should students be able to use? Students will be skilled at...
■ 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)* ■ Dormant organisms, like seeds, are alive but may not display all characteristics of life immediately. *(K2)* ■ 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)* ■ Cells have specialized structures (organelles) that perform essential functions, including the nucleus, mitochondria, chloroplasts, cell membrane, cell wall, and vacuole. *(K4)* ■ Plant and animal cells share many organelles, but plant cells have unique structures like chloroplasts, large central vacuoles, and cell walls. *(K5)* ■ 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	■ Observing and identifying structures of plant and animal cells using a microscope. *(S1)* ■ Comparing and contrasting plant and animal cells, including organelles and their function. *(S2)* ■ Planning and investigating to observe the effects of environmental factors (light, water, nutrients) on plant growth. *(S3)* ■ Analyzing and interpreting data on plant growth to identify patterns and explain the relationship between environmental factors and cellular activity. *(S4)* ■ Developing models to show how cells form tissues, organs, and systems in both plants and animals. *(S5)* ■ Constructing and interpreting models of cellular processes, such as photosynthesis and cellular respiration. *(S6)* ■ Constructing evidence-based arguments to answer the question, “Is a corn kernel alive?” using observations, models, and data. *(S7)*

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.

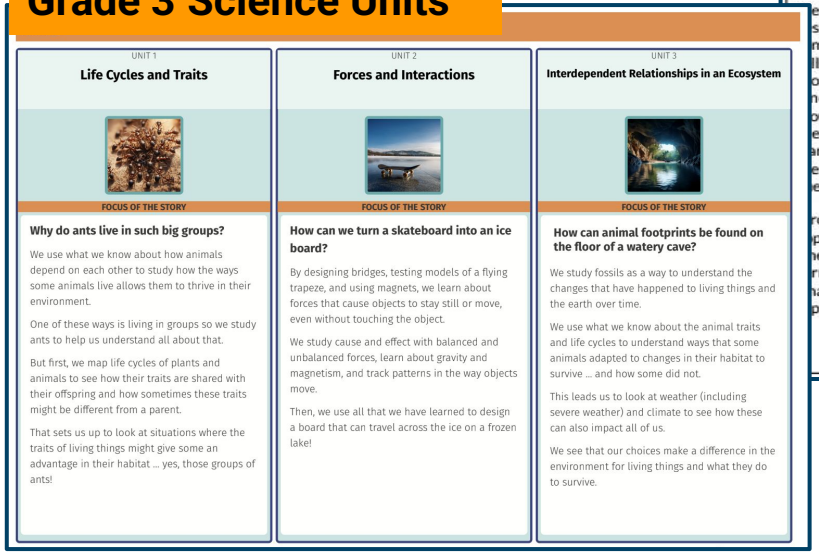
Curriculum Storyboards

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
				
Is a corn kernel alive? How do you know? With a single popcorn kernel, we explore what it means to be alive. e use microscopes and sign experiments to mpare plant and animal lls and create models to ow their structure, nction, and how they ow. By tracking changes er time as seeds and ants grow, we learn to e patterns to answer estions as scientists. rcling back to our pcorn kernel, we argue ether or not corn rnels are alive and use at we have learned to pport it.	***Why do some people love dark chocolate while others find it too bitter?*** 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. 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. Finally, we explore how bitterness detection, an inherited trait, inspired solutions to protect curious children from harm.	***Why did the peppered moth survive environmental changes, but the woolly mammoth did not?*** Using our understanding of genetics, we investigate these two fascinating mysteries about survival and extinction. 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. By examining how environmental changes and human actions impact species, we predict which organisms might adapt or struggle in the future.	***How could our snack choices affect the rainforest and animals that live there?*** Building on our 6th-grade understanding of ecosystems, we examine product labels and trace ingredients to their sources. Population data is analyzed to compare and evaluate different farming methods. With this evidence, we can support claims about the ecological impacts. Then, we argue and advocate for sustainable solutions and everyday human choices that help protect rainforests and wildlife.	***How could fossils from the same animal be found on continents separated by oceans?*** Finally, we become geoscientists, integrating all we have learned to solve Earth's greatest puzzles. We map fossil locations, analyze sedimentary rock formations, and track earthquake and volcanic data to develop evidence-based claims about Earth's changing surface. We argue solutions to the fossil mystery and create campaigns showing how plate tectonics affects our daily lives.

Grade 3 Science Units



UNIT 1

Life Cycles and Traits

FOCUS OF THE STORY

Why do ants live in such big groups?

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.

One of these ways is living in groups so we study ants to help us understand all about that.

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.

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!

UNIT 2

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 study cause and effect with balanced and unbalanced forces, learn about gravity and magnetism, and track patterns in the way objects move.

Then, we use all that we have learned to design a board that can travel across the ice on a frozen lake!

UNIT 3

Interdependent Relationships in an Ecosystem

FOCUS OF THE STORY

How can animal footprints be found on the floor of a watery cave?

We study fossils as a way to understand the changes that have happened to living things and the earth over time.

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.

This leads us to look at weather (including severe weather) and climate to see how these can also impact all of us.

We see that our choices make a difference in the environment for living things and what they do to survive.

New Fairfield Public Schools Curriculum Unit Design Criteria - REFLECTION Tool

Curriculum Area / Course Title: Grade Level:

Unit Title: Date:

Unit Overview	Reflection Notes
The *unit overview* concisely tells the "story" of the unit in terms of content and concepts.	**Strengths**
	Areas for Growth
	Questions
"About the student" 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 *Vision of the Learner.*	**Strengths**
	Areas for Growth
	Questions
Stage 1 - Desired Results	**Reflection Notes**
Standards *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.	**Strengths**
	Areas for Growth
	Questions
Standards balance "content" and "practice" standards (if applicable).	**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.

NFPS, 6-24

K-12 Science



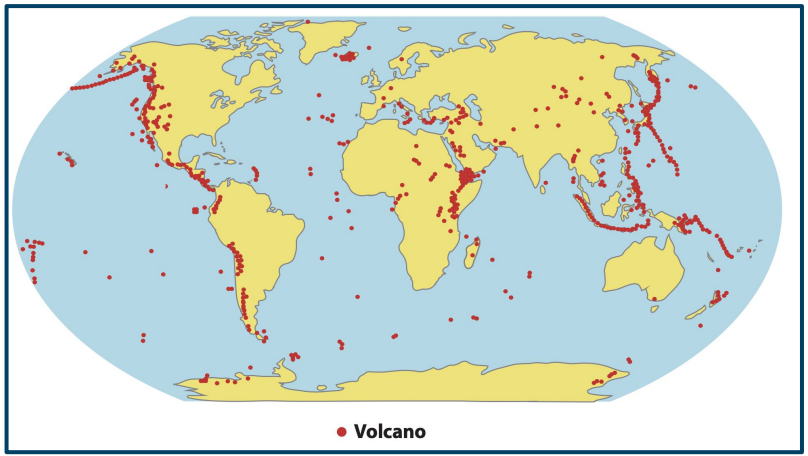
K-12 NFPS Science Transfer Goals

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

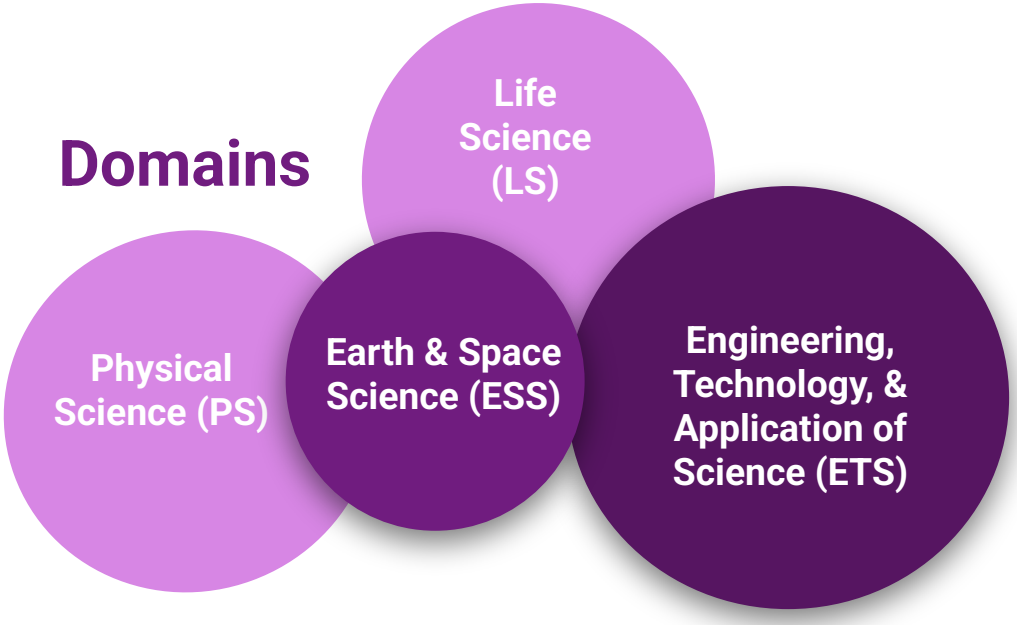
Next Generation Science Standards (NGSS)

Performance Expectations

Science & Engineering Practice Standards

Disciplinary Core Ideas

Crosscutting Concepts

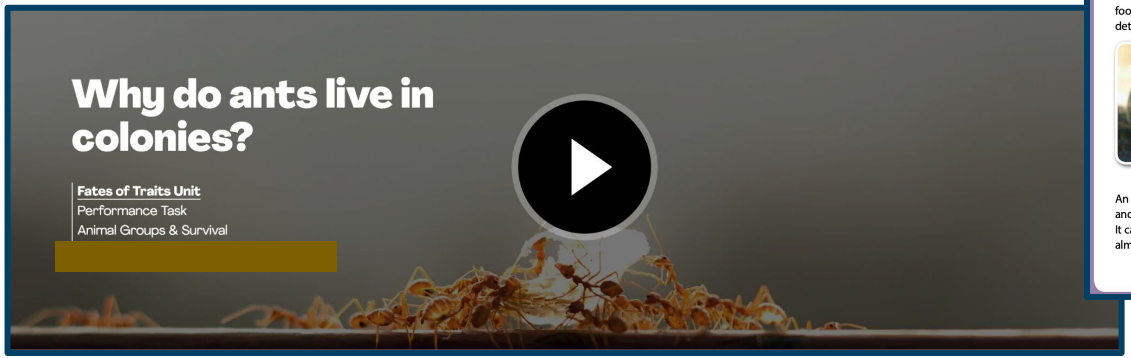


K-5 Grade-Level Unit Mapping

Kindergarten	Exploring Weather	Pushes and Pulls	Needs of Living Things
Grade 1	Waves: Light and Sound	Animal Traits and Adaptations	Sky Systems: Seeing Space
Grade 2	Interdependence of Plants and Animals	Properties of Matter	How the Earth Changes
Grade 3	Life Cycles and Traits	Forces and Interactions	Relationships in an Ecosystem
Grade 4	Understanding Energy	Processes that Shape the Earth	Structure, Function, and Information Processing: Animal Senses
Grade 5	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





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:

_____

_____

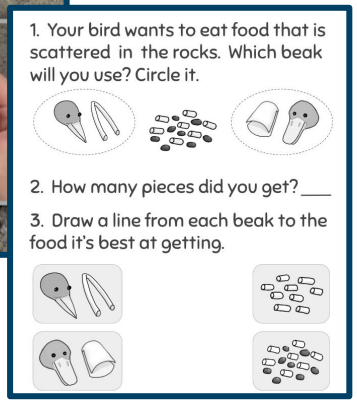
_____

Materials: Choose 3 Or less



clear cup	plastic wrap	paper plate	Other items
paper cup	Foil	foam plate	may be
foam cup	waxed paper	foil dish	approved
	plastic bag	cotton balls	by your
napkin	fabric	water	teacher.
paper towel	felt		





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.

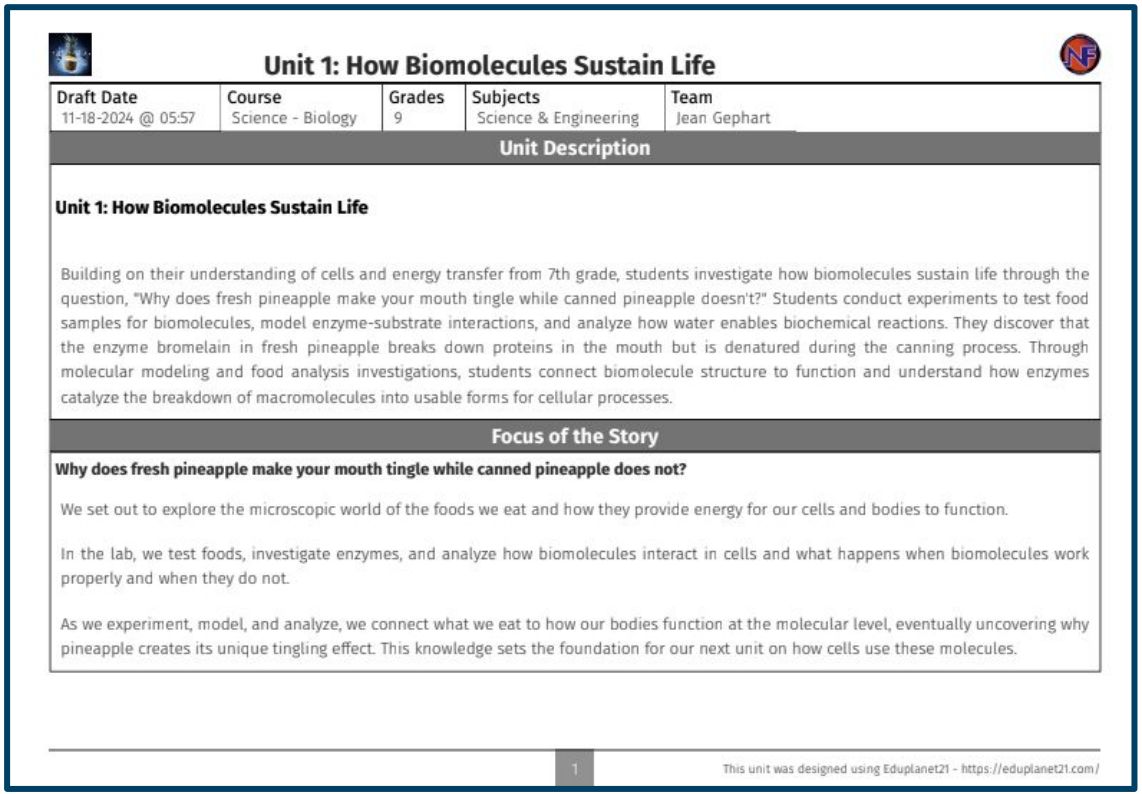
6-12 Science

Every unit begins with a compelling real-world question that drives student investigation:

- How do humans impact the delicate balance of matter and energy in ecosystems? (Candlewood Lake)
- How could our snack choices affect the rainforest and animals that live there? (Global)
- How did papayas survive a devastating virus with the help of DNA? (Global)



Unit Curriculum Documents



Unit 1: How Biomolecules Sustain Life

Draft Date	Course	Grades	Subjects	Team
11-18-2024 @ 05:57	Science - Biology	9	Science & Engineering	Jean Gephart

Unit Description

Unit 1: How Biomolecules Sustain Life

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.

Focus of the Story

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

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.

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.

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.

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
				
Is a corn kernel alive? How do you know? With a single popcorn kernel, we explore what it means to be alive. 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. Circling back to our popcorn kernel, we argue whether or not corn kernels are alive and use what we have learned to support it.	***Why do some people love dark chocolate while others find it too bitter?*** 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. 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. Finally, we explore how bitterness detection, an inherited trait, inspired solutions to protect curious children from harm.	***Why did the peppered moth survive environmental changes, but the woolly mammoth did not?*** Using our understanding of genetics, we investigate these two fascinating mysteries about survival and extinction. 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. By examining how environmental changes and human actions impact species, we predict which organisms might adapt or struggle in the future.	***How could our snack choices affect the rainforest and animals that live there?*** Building on our 6th-grade understanding of ecosystems, we examine product labels and trace ingredients to their sources. Population data is analyzed to compare and evaluate different farming methods. With this evidence, we can support claims about the ecological impacts. Then, we argue and advocate for sustainable solutions and everyday human choices that help protect rainforests and wildlife.	***How could fossils from the same animal be found on continents separated by oceans?*** Finally, we become geoscientists, integrating all we have learned to solve Earth's greatest puzzles. We map fossil locations, analyze sedimentary rock formations, and track earthquake and volcanic data to develop evidence-based claims about Earth's changing surface. We argue solutions to the fossil mystery and create campaigns showing how plate tectonics affects our daily lives.

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** 👥📝 💡👥

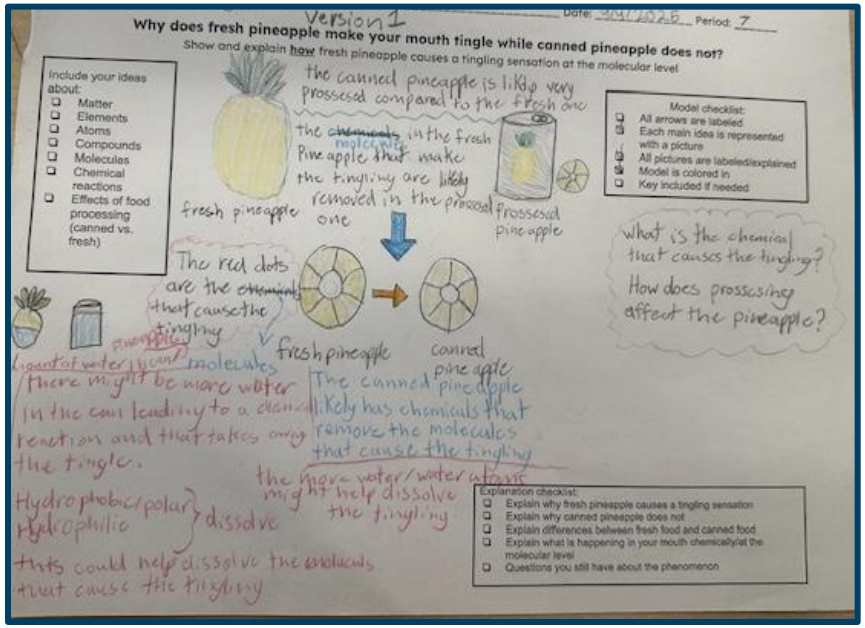
What different ideas were discussed in your group?

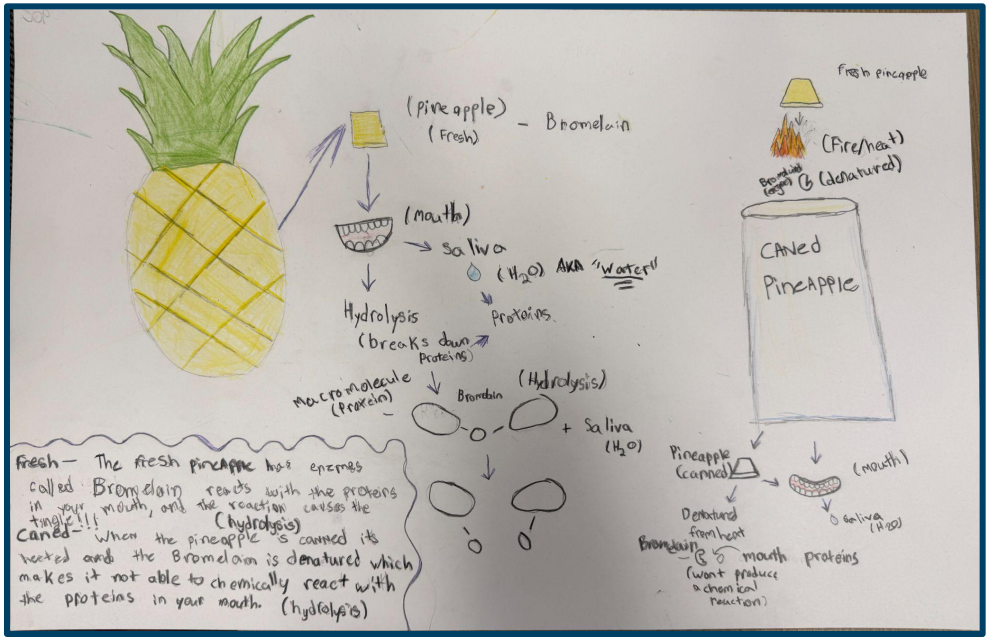
HS Biology

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?***	***Why do skin injuries heal, but brain injuries often cannot?***	***How did papayas survive a devastating virus with the help of DNA?***	***How could a giant, extinct animal help fight climate change?***





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?

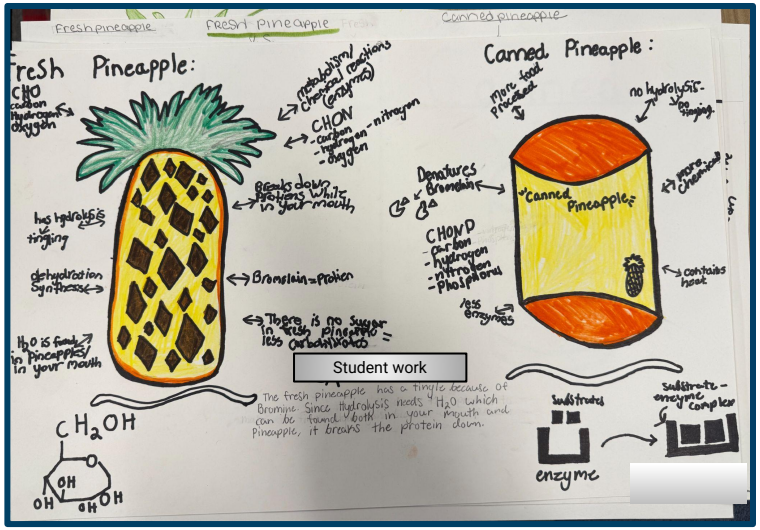
Throughout this unit, you've gathered observations, read texts, conducted experiments, and explored the structure and function of cells and life processes. Now it's time to use that evidence to construct a scientific argument that answers the question above.

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

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

The fundamental unit of life is the

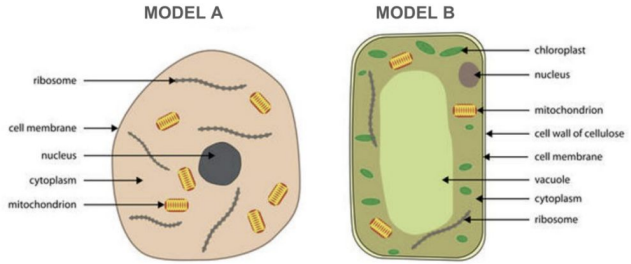
- organ
- water
- cell
- organism

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.

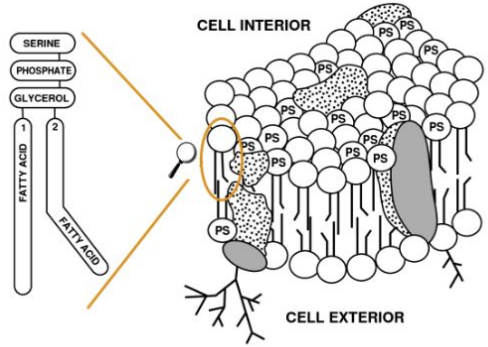
Figure 2
Models of Typical Animal and Plant Cell



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.

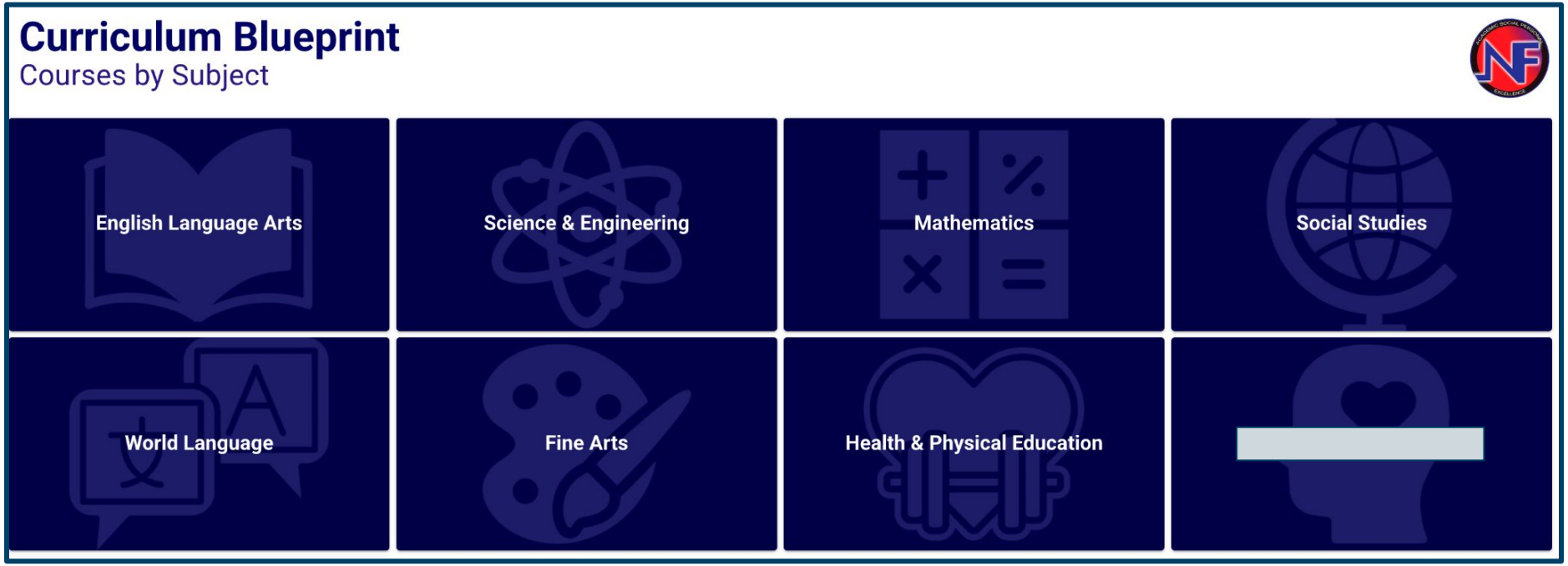
Figure 2
Glucose and Serine Chemical Structures

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 contain 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



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

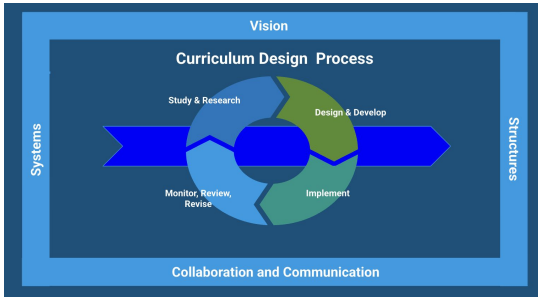
How is a metal - like gold or silver - changed from solid to liquid? That real-world phenomenon launches second graders into their study of matter. Students use observation skills to describe different characteristics and properties of matter. They investigate the effects of heating and cooling on states 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!



NESDEC

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

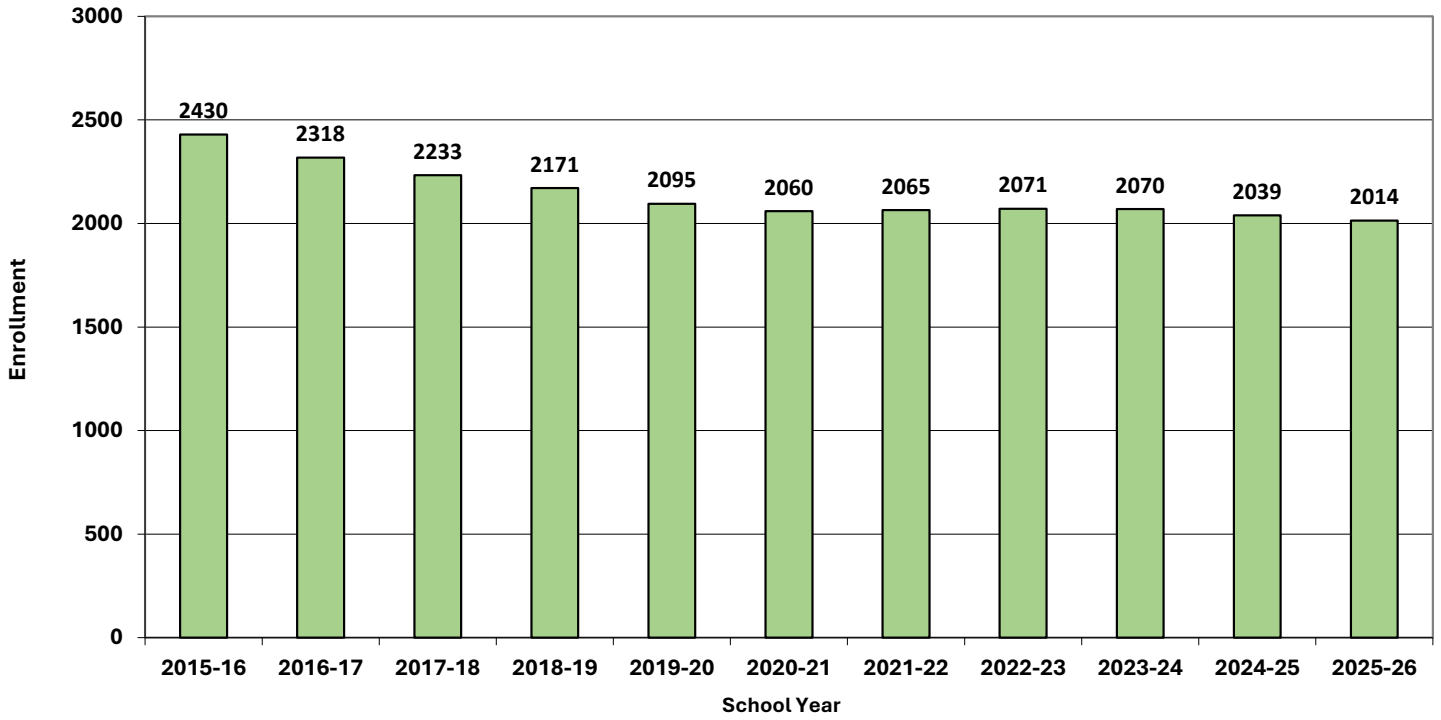
*Birth data provided by Public Health Vital Records Departments in each state.

** < 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%
Change		**-416**	**-17.1%**

Grades K- 12 Historical Enrollment



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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.

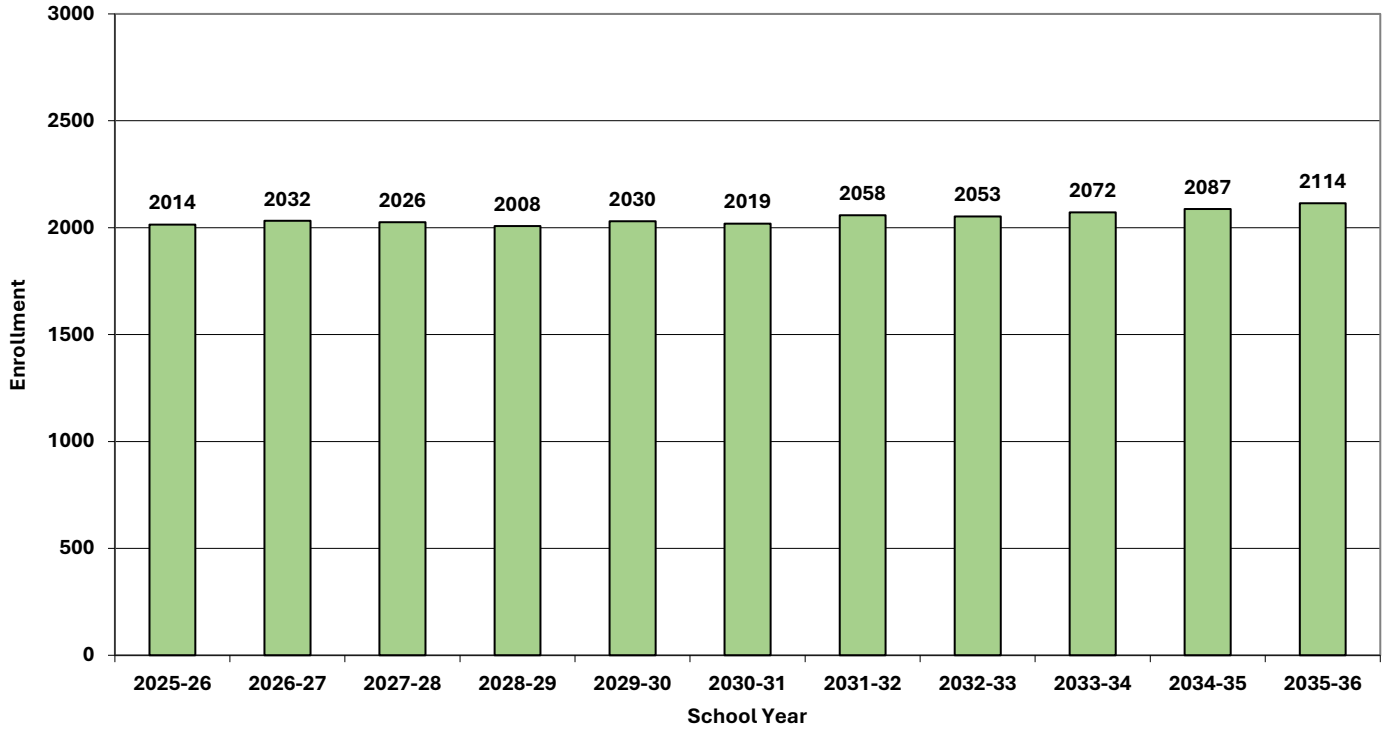
** < 10 Not reported, to protect subgroups with fewer than 10 students.

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%
Change		100	5.0%

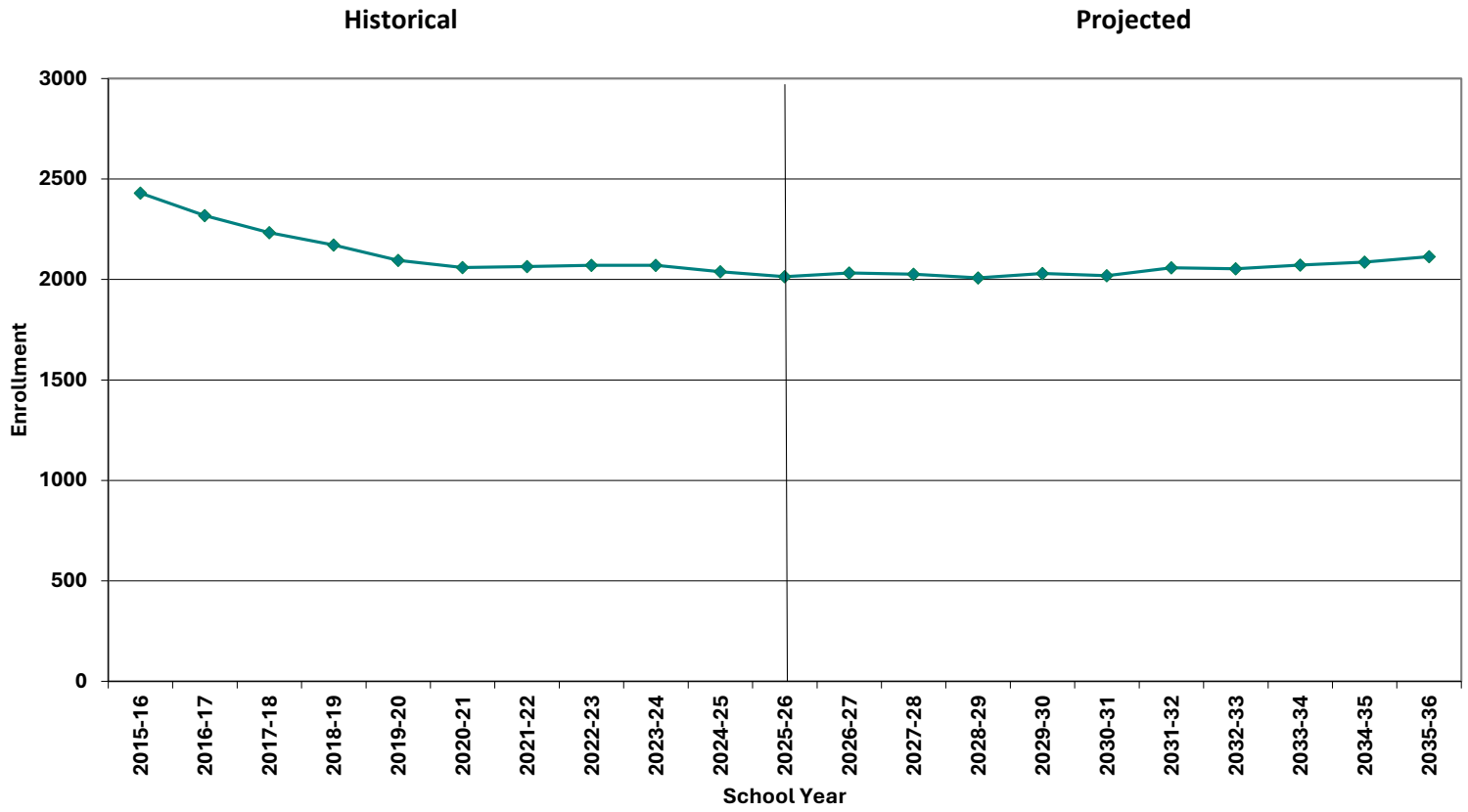
*Projections should be updated annually to reflect changes in in/out-migration of families, births, and similar factors.

Grades K- 12 Projected Enrollment



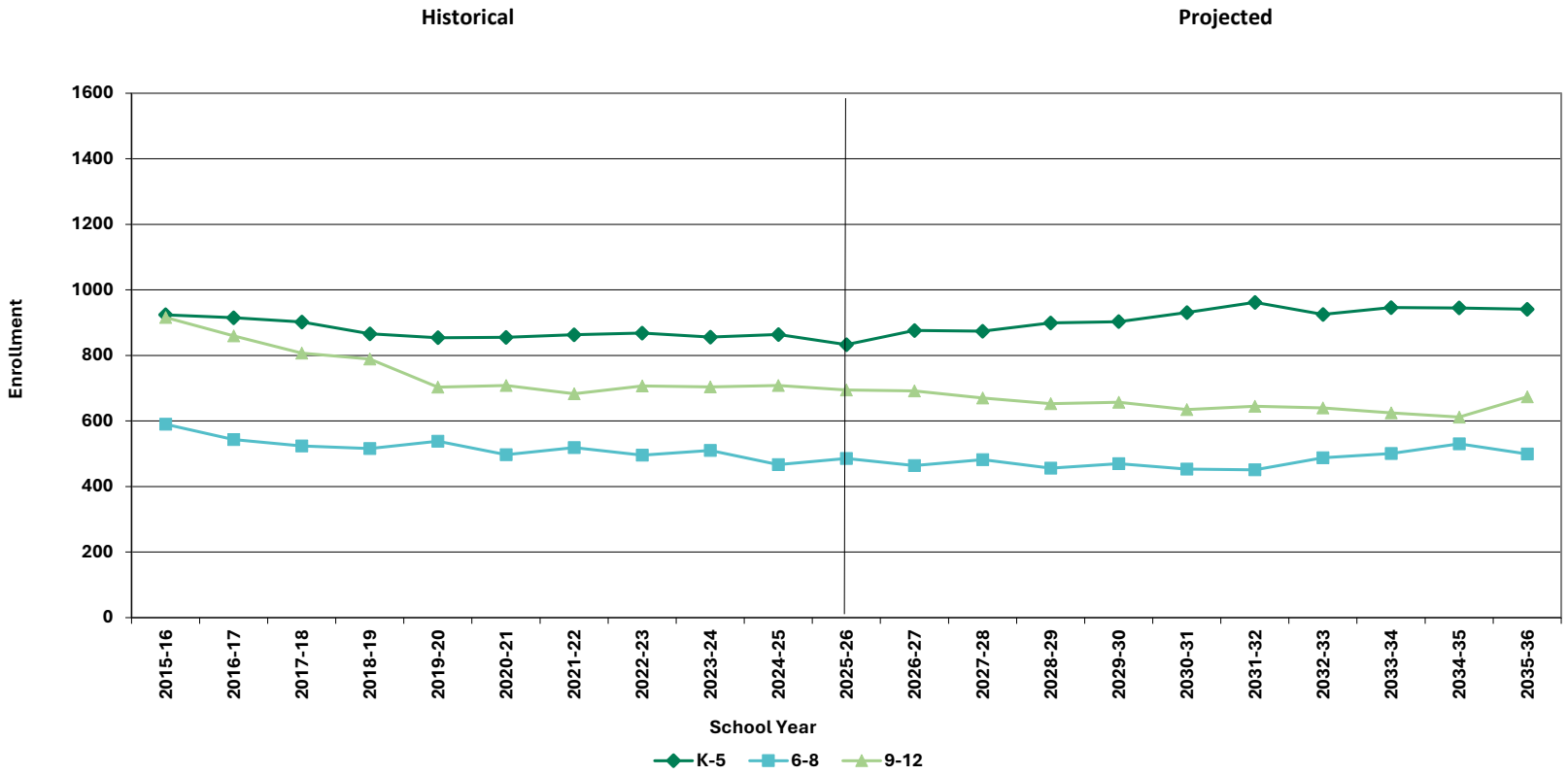
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Grades K-12 Historical & Projected Enrollment



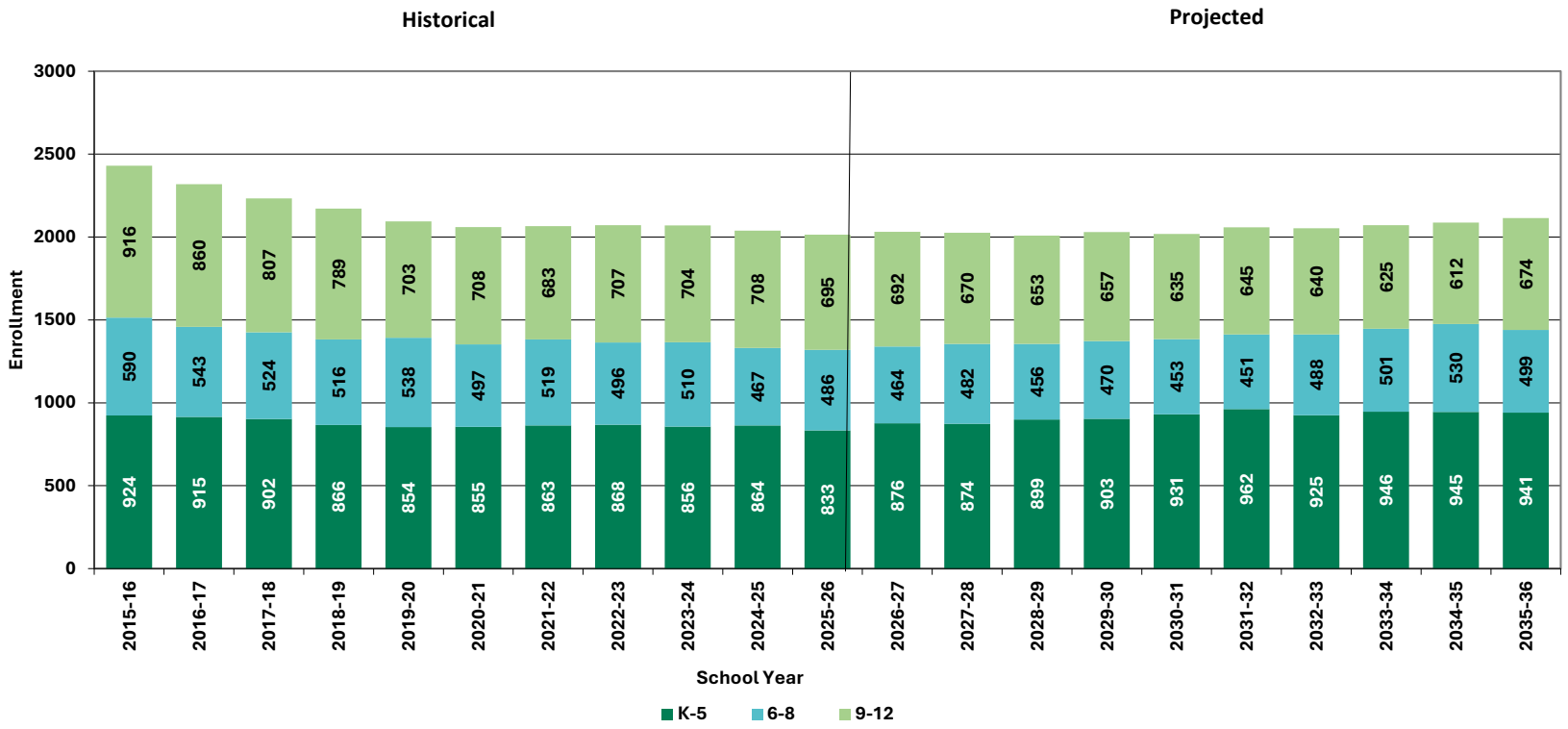
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Historical & Projected Enrollment in Grade Combinations



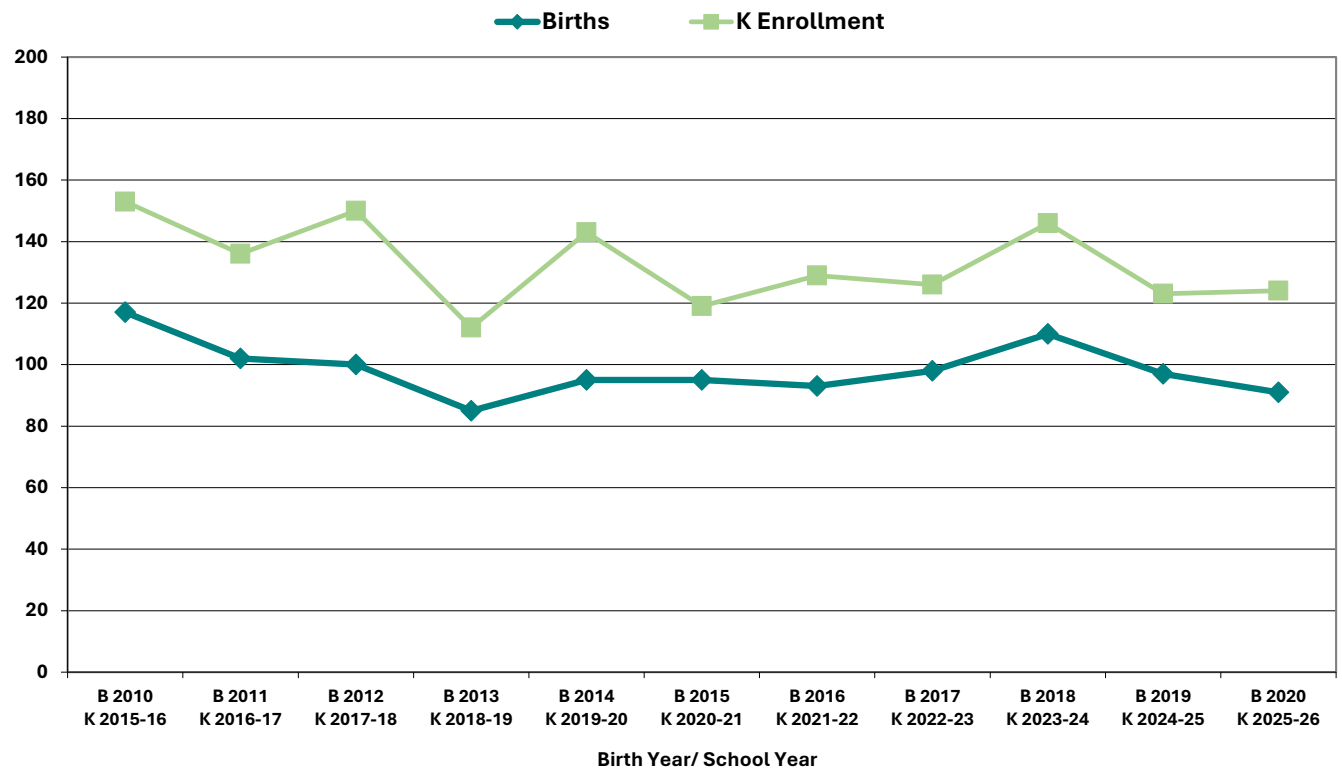
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Historical & Projected Enrollment in Grade Combinations



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Birth to Kindergarten Relationship



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

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

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 21st. 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 15th through June 23rd as needed. If more than 7 days are needed, days will be taken from spring vacation beginning with April 13th. The last day for students is expected to be no later than June 23rd. 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 11th through June 21st 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 21st. 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 12th 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

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

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

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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.