

- I. Call to Order
- II. Pledge of Allegiance
- III. Approval of the Minutes
  - III.A. October 2, 2014 - Regular
- IV. Approval of the Agenda
- V. Chairman's Report
- VI. Superintendent's Report
- VII. Student Representatives' Report
- VIII. Committees
  - VIII.A. Finance
  - VIII.B. Curriculum
  - VIII.C. Personnel
  - VIII.D. Policy
  - VIII.E. Operations
  - VIII.F. Field Fees
  - VIII.G. Liaison
    - VIII.G.1. Board of Finance
    - VIII.G.2. Magnet School
    - VIII.G.3. Parks and Recreation Committee
    - VIII.G.4. Permanent Building Committee
    - VIII.G.5. Technology
    - VIII.G.6. Safety
    - VIII.G.7. Education Connection
- IX. Information Items
  - IX.A. 5Cs - Communication - eBook Student Recommendations
  - IX.B. Board of Education Policies (Second Reading)
    - IX.B.1. Policy 5114 - Suspension and Expulsion/Due Process/Referral to the Police
    - IX.B.2. Policy 5118 – Nonresident Students
    - IX.B.3. Policy 5131.911 – Hazing - Bullying
    - IX.B.4. Policy 5141.3 – Health Assessments and Immunizations
    - IX.B.5. Policy 5141.7 – Student Sports - Concussions
    - IX.B.6. Policy 6142 – Basic Instructional Program
    - IX.B.7. Policy 6142.101 – Student Nutrition and Physical Activity/School Wellness Policy
    - IX.B.8. Policy 6146 – Graduation Requirements
  - IX.C. New Textbook Adoption
    - IX.C.1. Words Their Way (Second Review)
  - IX.D. Milone and MacBroom Traffic Study
- X. 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 fifteen (15) minutes. People who wish to speak longer are encouraged to attend . . .

XI. Action Items

XI.A. Personnel Report

XI.B. Revised Capital Improvement Plan 2014-2029

XI.C. Ratification of the Agreement between the New Fairfield Board of Education and the New Fairfield Administrators' Association July 1, 2015 – June 30, 2018 (To be voted on after Executive Session)

XII. Other

XIII. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING DOCUMENTS RELATED TO NEGOTIATIONS

XIV. Adjournment

# eBook Student Recommendations

Patrick Egan  
Media Specialist  
MHHS

# What is Follett Shelf

- Online e-book library for learners at MHHS
- Supports Common Core State Standards and 21st Century technology skills
- Smart device support gives learners access anytime and anywhere
- Notes, highlights and bookmarks go wherever your eBook goes

# How it works

- Learners are provided username and password
- Learners can select one of **over 300 e-books for free**
- Learners can also download the Follett App for free from the app store.

# Books Reviews

- Once a learner is done, he can write a brief review of his book and post it online
- All reviews must be approved before they are posted

# Sample Review

 Overview

 Reviews (2)

 Options

What others are saying...

07/10/2014 

**By M. Devito**

I like this book because it was a part of the civil war era. If you like to read about war this is the book for you. This book is interesting because the author, Lauren Tarshis, is AWESOME!!!. I like this sires because it is based on a true story.

**Add a Review**

What's your rating?



Tell us why...

# Sample Review

What others are saying...

10/07/2014 

**By M. Bookbinder**

I just finished *Because of Mr. Terupt* and I loved it! . It is about seven kids in fifth grade. The story is told from their different perspectives about what happens when they get a teacher who changes their lives. The book was both funny and sad. I would recommend it for both genders. I thought it was interesting to hear a story told by different people in their own words. You could even take one person's perspective out of the book and it would make a great stand-alone story.

**Add a Review**

What's your rating?



Tell us why...

# What are the benefits of Follett Shelf

- **Recognition is a powerful motivator.** When a learner know that her peers will be reading her reviews, she will put extra thought and effort into her work.
- **Desire for sharing.** Learners love to help and share with one another. Today's learner is a social learner. When a learner wants to help a friend choose a new book, he can share his thoughts on Follett Shelf. Therefore, the desire for sharing is one of the possible motives for learners to disseminate book reviews.

**Textbook<sup>1</sup> Selection Information**  
**Pre-K to Grade 5**

**Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction**

**Title:** Words Their Way

**Author:** Dr. Donald R Bear, Dr. Marcia Invernizzi, Dr. Shane Templeton, and Dr. Francine Johnston

**Publisher:** Pearson

**Date:** copyright 2012

*The following criteria were adopted and/or adapted from the American Library Association Workbook for Selection Policy Writing.*

- 1. Learning resources shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses.**

Words Their Way is a researched based resource that targets word study for phonics, vocabulary and spelling<sup>2</sup> instruction. It is directly aligned to the Core Standards and supports Reading Foundation Skills and Language Standards K-5. Research demonstrates that increased word knowledge supports the Core Standards emphasis on reading more complex fiction and informational texts. Traditional spelling programs focus on teaching students spelling words and patterns. Weekly spelling tests target what a student remembers each week. This approach is more student-centered whereby students can internalize and apply knowledge of spellings patterns. This instruction allows for greater transference to student writing and reading.

- 2. Learning resources shall be chosen to enrich and support the curriculum and the personal needs of users.**

Words Their Way (WTW): Word Study In Action Developmental Model uses the research-based developmental approach to word study that is student-centered and assessment driven. The goal of this approach is the progression of word knowledge, including the development of phonics, spelling, word recognition, and vocabulary.

This hands-on resource helps students develop essential elements of reading including phonological awareness, phonics, word recognition, and vocabulary. The heart of the Words Their Way program is the sort, or the process of grouping sounds and words into specific categories. Students learn to look closely at words to discover letters, vowel patterns, syllable structures and spelling-meaning connections in English Orthography. The sorting activities include teacher-directed instruction as well as paired and independent learning<sup>3</sup>.

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<sup>1</sup> While this is the textbook adoption form, this particular resource contains many components.

<sup>2</sup> Spelling is classified in the CCSS as a convention of written language and is addressed in the Language standards.

<sup>3</sup> Eddy et al (2011)

**3. Learning resources shall meet high standards of quality in:**

**a. artistic quality and/or literary style**

- Word Sorts are student friendly
- Images, sorts, games are updated, lively and engaging for students.

**b. factual content**

- Based on research into the five developmental stages of spelling. The stages of spelling development are Emergent, Letter Name-Alphabetic Spelling, Within Word Pattern, Syllables and Affixes, and Derivational Relations. These stages describe students' spelling behavior as they move from one level of word knowledge to the next.<sup>4</sup>
- Students sort physical words into categories according to common features: i.e., word families, vowel diagraphs, consonant blends

**c. presentation**

- CD sorts are easy to print and student friendly
- Font is easy to read.
- Spacing of information is developmentally appropriate
- DVD whiteboard interaction is intuitive and easy for students to manipulate.

**4. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.**

The most effective instruction supports children's integration of knowledge across sound, spelling, and meaning; effective instruction supports students' general knowledge of how words work. This is the type of knowledge learners apply when they are not sure how to spell a word, when they encounter an unfamiliar word in their reading and need to decode it, or when they encounter a brand-new word and need to determine its meaning.<sup>5</sup> This transference of skills to reading adds to the validity of the resource in meeting the needs of learners.

The Words Their Way approach is highly differentiated based on the needs of the student. All students complete a development spelling inventory that measures student performance in the area of encoding. By using student spelling as a guide, teachers can differentiate word lists and sorts thereby providing effective instruction in phonics, spelling, and vocabulary. Words Their Way accommodates the wide variability in learning in the area of spelling by grouping students according to spelling features.

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<sup>4</sup> Pearson (2009)

<sup>5</sup> Pearson (2014)

**5. Learning resources shall promote an appreciation of cultural diversity.**

Words Their Way addresses word knowledge, phonics, and spelling instruction. It does address the needs of English Language Learners (ELL) through understanding at the word-level. Teachers are able to assess their ELL students' knowledge of word structure and place them at the appropriate levels within the Letter Name-Alphabetic, Within Word Pattern, or Syllables and Affixes curriculum<sup>6</sup>. As with all differentiation, teachers may also adjust the pace of instruction accordingly, taking more time with particular features and patterns as necessary.

**6. Learning resources shall be designed to provide a background of information that will motivate students and staff to examine their own attitudes and behavior; to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society; and to make informed judgments in their daily lives.**

As noted above, learning resources are based on the five developmental stages for spelling. Importantly, Words Their Way is closely aligned to the five stages of reading and writing development<sup>7</sup> as well. Ultimately, this increases transference of encoding to decoding, comprehension and written expression. Student improvement in spelling, phonics and vocabulary (word study) is not only demonstrated in spelling assessments, but can be seen in student writing and written responses to text.

**7. The publisher provides appropriate support materials.**

A multitude of resources are available to support the teacher.

- Words Their Way technical manual
- Words Their Way interactive white board CD and sort CD
- Words Their Way sort books (See Figure 1)

**Figure 1 Words Their Way sort book**



<sup>6</sup> Pearson (2012)

<sup>7</sup> Emergent, Beginning, Transitional, Intermediate, and Advanced.



# Traffic Study

**New Fairfield High School  
New Fairfield Middle School  
Consolidated School**

*New Fairfield Schools  
Consolidation Study  
August 1, 2014*

# Alternative 1 – Middle School / High School

## PROs

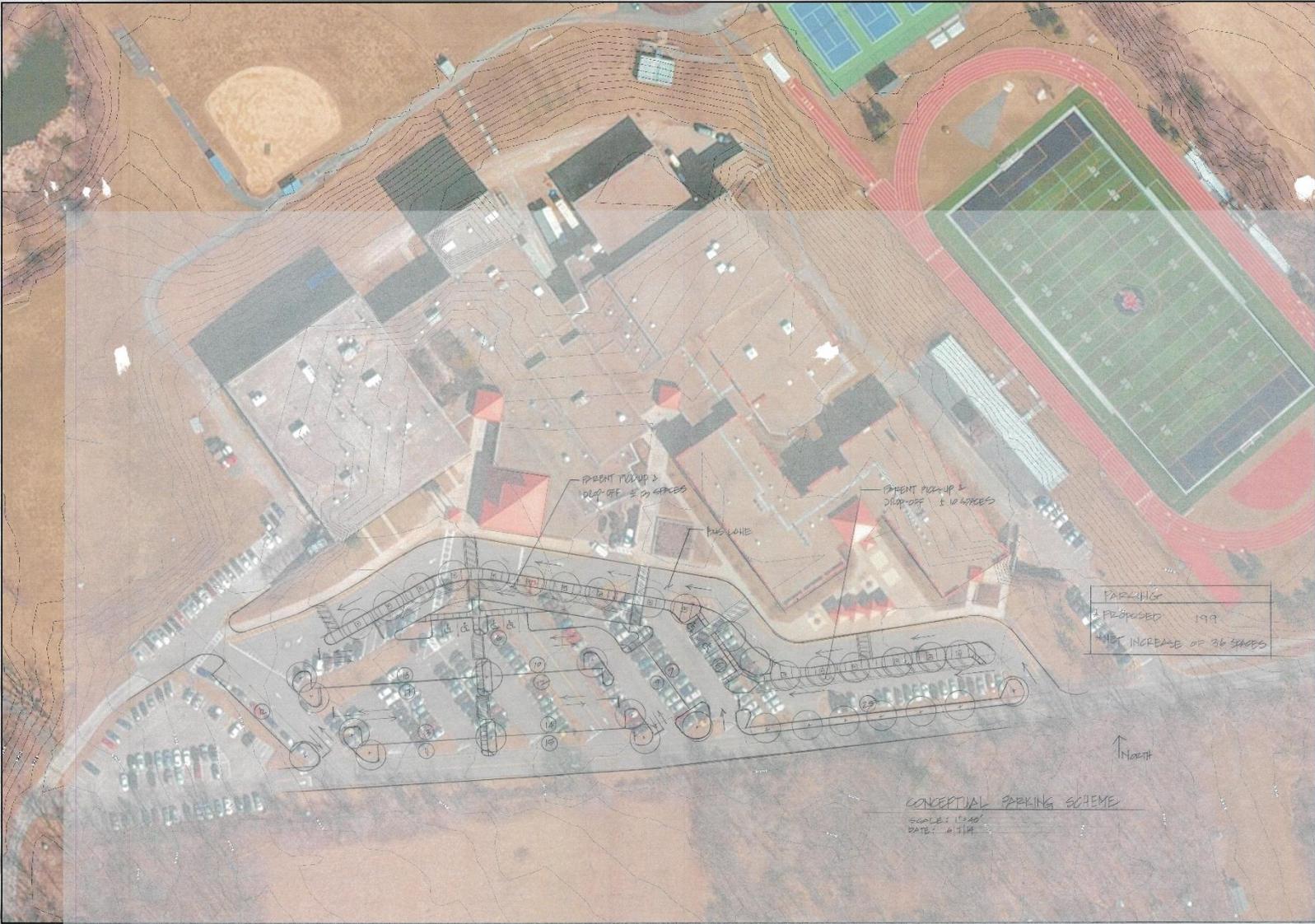
- Separates Bus Pick-up/Drop-off Operations
- Increases Parking by 30-40 Spaces
- Improves Parking Lot Circulation
- Separates MS/HS Pick-up/Drop-off Areas
- Good Bus Maneuverability

## CONs

- Walking Distance to Edge of Bus Lanes
- Pick-up/Drop-off Walk between Buses

*New Fairfield Schools  
Consolidation Study  
August 1, 2014*

# Alternative 1 – Middle School / High School



# Alternative 2 – Middle School / High School

## PROs

- Buses Centrally Located – Short Distance to Outer Buses
- Increases Parking by 20-30 Spaces
- Separation of Buses and Pick-up/Drop-off
- Separate MS/HS Pick-up/Drop-off Zones
- Improved Parking Lot Circulation

## CONS

- Non-Typical Bus Exit Maneuver
- Pick-up/Drop-off Pedestrians between Buses
  - Potential Backing Conflict

*New Fairfield Schools  
Consolidation Study  
August 1, 2014*

# Alternative 2 – Middle School / High School



# Consolidated School

## PROs

- **Better Traffic Flow for Pick-up/Drop-off**
- **Increase Parking off of Ball Pond Road**
- **No Change to Arrival/Departure Protocols**

## CONs

- **Small Net Parking Decrease**
- **Parking Lost in Gillotti Road Lot**
- **Shift of Parking to Ball Pond Lot may Require Additional Secure Entrance on North Side to Entice Parkers**

*New Fairfield Schools  
Consolidation Study  
August 1, 2014*

# Consolidated School



# CAPITAL IMPROVEMENT PLAN 2014-2029

(chronologically)

## New Fairfield Public School

New Fairfield, Connecticut

April 2014

*REVISED OCTOBER 2014*

The Capital Improvement plan is intended to describe the facility needs for the New Fairfield Public School District. The improvement plan is derived from the Survey of Conditions that is completed annually by the Buildings and Grounds Department. The plan also includes projections beyond ten years.

<b>2014-2015</b>	High School Insulated Building Panel Replacement	\$88,000
	Flooring with Abatement	\$36,520
	High School Sidewalks	\$60,480
	High School Locker Room Renovations	\$55,000
		<hr/>
		\$240,000
<b>*2015-2016</b>	<i>MS/HS/Cons Pick-up, Drop-off, and Parking Lot Circulation Improvements</i>	\$625,000
<b>*2016-2017</b>	Renovate H. S. Consumer Science and Art Rooms	\$297,500
<b>2016-2017</b>	High School Auditorium	\$80,000
	High School Paving	\$213,280
		<hr/>
		\$293,280
<b>2017-2018</b>	Middle School Pool Renovations	\$110,000
	Replace Boiler Pool Area	\$30,000
	Flooring with Abatement	\$35,000
	Replace Consolidated School Windows	\$110,000
	Replace Consolidated School Faucets and Sinks	\$25,000
		<hr/>
		\$310,000
<b>2018-2019</b>	Consolidated School Roofs	\$285,000
<b>2019-2020</b>	HS: Replace HVAC units for Auditorium and MS Café.	\$175,000
	Replace MS Cafeteria Underground Fuel Oil Tank	\$44,800
		<hr/>
		\$219,800

Capital Improvement Plan  
2014-2029

<b>2020-2021</b>	Renovate High School Locker Rooms	\$368,800
<b>2021-2022</b>	High/Middle School Pool Roof	\$190,000
<b>2022-2023</b>	Middle School Roof	\$555,900
<b>2023-2024</b>	Replace Consolidated School Boiler	\$49,200
<b>2024-2025</b>	Middle School Remaining Roofs	\$548,900
<b>2025-2027</b>	High School Remaining Roofs	\$1,378,000
<b>2027-2028</b>	Replace Middle School Underground Oil Tank	\$100,000
<b>2028-2029</b>	Replace Consolidated School Underground Oil Tank	<u>\$100,000</u>
		\$3,290,800
	<b>Estimated Total Cost</b>	<b>\$5,561,380</b>

The annual cap and non budget with annual funding of \$352,600 is expected to meet the needs of this plan.

\*The monies in the cap and non budget for FY 2015 from security are needed to fund the 2015-2016 and 2016-2017 improvement plans.