

- I. Call to Order
- II. Pledge of Allegiance
- III. Approval of the Minutes
 - III.A. October 30, 2014 - Special
- 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. School Security Competitive Grant
 - IX.B. NESDEC 2014-2015 Enrollment Projections
 - IX.C. BOE Policy 5141.3 – Health Assessments and Immunizations
 - IX.D. 2015 Board of Education Regular and Subcommittee Meeting Dates
- 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. Greenleaf Energy Solutions
 - XI.C. Approval of Grant Applications
 - XI.C.1. CSDE Arts in Education Mini-Grant
 - XI.C.2. Professional Learning Mini-Grants - Consolidated School & MHHS
 - XI.D. Acceptance of Grant
 - XI.D.1. Perkins Grant Secondary Continuous Improvement Plan

XI.E. Non-tuition Student Request

XII. Other

XIII. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING SECURITY MATTERS

XIV. Adjournment



New Fairfield, CT Projected Enrollment

School District: New Fairfield, CT

10/23/2014

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
2009	85		2014-15	85	139	158	162	174	154	199	209	204	216	213	240	240	268	0	2576	2661
2010	117		2015-16	86	165	135	166	167	174	157	204	210	203	225	206	232	243	0	2487	2573
2011	102		2016-17	87	142	160	142	171	167	178	161	205	209	212	218	199	235	0	2399	2486
2012	111	(est.)	2017-18	88	154	137	168	147	171	170	183	162	204	218	206	211	202	0	2333	2421
2013	108	(est.)	2018-19	89	150	149	144	174	147	175	174	184	162	213	211	199	214	0	2296	2385
2014	105	(est.)	2019-20	90	145	145	156	149	174	150	180	175	183	169	206	204	202	0	2238	2328
2015	108	(est.)	2020-21	91	151	140	152	161	149	178	154	181	175	191	164	199	207	0	2202	2293
2016	107	(est.)	2021-22	92	148	146	147	157	161	152	183	155	180	183	185	158	202	0	2157	2249
2017	108	(est.)	2022-23	93	149	143	153	152	157	164	156	184	155	188	177	179	160	0	2117	2210
2018	107	(est.)	2023-24	94	149	144	150	158	152	160	168	157	183	162	182	171	181	0	2117	2211
2019	107	(est.)	2024-25	95	148	144	151	155	158	155	164	169	157	191	157	176	173	0	2098	2193

*Projections should be updated on an annual basis.

Based on an estimate of births

Based on children already born

Based on students already enrolled

Projected Enrollment in Grade Combinations*									
Year	PK-2	K-5	3-5	K-8	5-8	6-8	7-8	7-12	9-12
2014-15	544	986	527	1615	828	629	420	1381	961
2015-16	552	964	498	1581	774	617	413	1319	906
2016-17	531	960	516	1535	753	575	414	1278	864
2017-18	547	947	488	1496	719	549	366	1203	837
2018-19	532	939	496	1459	695	520	346	1183	837
2019-20	536	919	473	1457	688	538	358	1139	781
2020-21	534	931	488	1441	688	510	356	1117	761
2021-22	533	911	470	1429	670	518	335	1063	728
2022-23	538	918	473	1413	659	495	339	1043	704
2023-24	537	913	470	1421	668	508	340	1036	696
2024-25	538	911	468	1401	645	490	326	1023	697

Projected Percentage Changes			
Year	K-12	Diff.	%
2014-15	2576	0	0.0%
2015-16	2487	-89	-3.5%
2016-17	2399	-88	-3.5%
2017-18	2333	-66	-2.8%
2018-19	2296	-37	-1.6%
2019-20	2238	-58	-2.5%
2020-21	2202	-36	-1.6%
2021-22	2157	-45	-2.0%
2022-23	2117	-40	-1.9%
2023-24	2117	0	0.0%
2024-25	2098	-19	-0.9%
Change		-478	-18.6%

See "Reliability of Enrollment Projections" section of accompanying letter. Projections are more reliable for Years #1-5 in the future than for Years #6 and beyond.

Arts in Education Mini-Grant Opportunity

GRANT PERIOD

November 15, 2014, to June 30, 2015

GRANT COVER PAGE

To be Completed and Submitted with the Grant Application

<p><u>APPLICANT NAMES, POSITIONS AND SIGNATURES:</u> <i>Name, Address, Telephone, Fax, E-mail</i></p> <p>Susan Schenck Enrichment and Theater Coordinator schenck.susan @newfairfieldschools.org</p> <p>Kelly Burger Music Teacher</p> <p>Emily Mancini Art Teacher</p> <p>24 Gillotti Rd New Fairfield, CT 06812 telephone 203-312-5905 fax 203-312-5907</p>	<p><u>PROGRAM TITLE:</u> <i>A Journey through Asian Arts and Culture</i></p> <p><u>GRADE LEVELS AFFECTED:</u> <i>3rd – 5th Grade</i></p> <p><u>PROGRAM FUNDING DATES:</u> <i>From November 1, 2014, to June 30, 2015</i></p>
<p><u>CONTACT PERSON(S):</u> <i>Name, Address, Telephone, Fax, E-mail</i></p> <p>Susan Schenck</p> <p>Arts Enrichment Coordinator schenck.susan @newfairfieldschools.org</p> <p>24 Gillotti Rd New Fairfield, CT 06812 203-312-5905</p>	<p><u>ESTIMATED FUNDING:</u></p> <p style="text-align: center;">\$10,900</p>

I, Sarah McLain, the undersigned chief administrative official, submit this proposal on behalf of the applicant agency, attest to the appropriateness and accuracy of the information contained herein, and certify that this proposal, if funded, will comply with all relevant requirements of the state and federal laws and regulations.

In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein.

Signature of Authorized Administrative Official

Name (typed) Sarah McLain, Principal
(Name, Title)

10/31/2014
(Date)

Agency: Meeting House Hill School

Arts in Education Mini-Grant Opportunity

Executive Summary

Please provide a one-page Executive Summary describing how you determined your (school's) place on the continuum, major goals to address numbers 1-6 in Section III, the impact on the depth of student knowledge, and the way your project will deepen your relationship with your partner organization or assist your school in further integrating arts in curriculum, and how you will assess progress.

As we reflect on the continuum, we can say our school has basic access to arts in the area of art and theater and a somewhat higher level of access in music. We are limited in common planning time among art disciplines and regular education teachers. There is little to no opportunity for professional development for art teachers or general teachers in the area of the arts. We have to down grade our art program in the elementary school based on enrollment. We fight the budgetary "chopping block" in a variety of situations. We do have some exposure to the arts through assembly programs, some interdisciplinary school performances such as the 5th grade play, art shows and musical concerts. We need to allocate more time and resources to the arts, and provide more opportunities for students to participate in multidisciplinary projects that lead our students to a deeper understanding of the integration of art and culture.

Our proposed project "A journey through Asian arts and Culture" will give the students an opportunity to work in visual arts, vocal/instrumental music, and acting as they create theatrical performances of Asian folk tales. We are excited to partner with a resident muralist to teach the students backdrop and mural creating techniques. We plan to partner with the Sherman Playhouse in Sherman, CT to use as the venue for our evening program. This grant will allow the arts department and several core curriculum teachers the time to collaborate and integrate the arts into the regular disciplines.

New Fairfield is a strong community; however there are few opportunities in town for families to enjoy the arts together. The nearby Sherman Playhouse will provide an easily accessible venue for the performance. Parent, community and student feedback through surveys will be used as a gauge of progress in the areas of art and cultural opportunities. We believe parent and community volunteers and their involvement is critical to our success. We will also assess student learning through the use of a pre and post self evaluation of knowledge about art/music/theater techniques (depending on the group in which they participate) and Asian Culture. The students in each group will also be graded on an appropriate performance rubric for either Drama, Voice, Instrumental or Visual Arts.

This program will have tremendous impact on the depth of student knowledge. Once given the direction, this will follow the gradual release of responsibility model. We want this to be student driven. Students will be creating and performing with minimal assistance. We want the students to be able to apply their learned skills in a realistic set building and performance setting.

We plan to connect the arts to the curriculum by using skills language arts and presentation skills taught through CCSS. We plan to continue to try to involve the core-area teachers and tie into the pre-existing language arts curriculum. This project will provide an opportunity to promote and enhance the value of the arts using math, reading, and writing.

Arts in Education Mini-Grant Opportunity

Plan Objectives, Student Outcomes, Timeline

Please briefly describe all plan objectives that will result in student/teacher outcomes aligned to the anticipated time for completion. Be sure to include elements such as the role of your partner arts organization, Common Core State Standards (CCSS) curriculum alignment, integration of instructional practices, planning and collaborative time with teachers, professional development events and communication venues with parents and community. Strategies utilized to achieve the objectives may be listed. The objectives should be measureable and result in quantifiable outcomes that demonstrate the deepening and strengthening of arts access, correlation and/or integration in the school.

Objective/Strategy	Student Outcomes	Timeline
Our proposed project "A Journey through Asian Art and Culture" will give students the opportunity to work in visual arts, vocal/instrumental music -- as they create a theatrical performance based on 3 Asian Folk Tales.	Awareness of Asian Culture/literature, Multicultural and disciplinary understanding/connections through Artistic mediums.	March - June
We plan to bring an artist in residence. A mural artist will work with a group of students (8-12) to create a full size canvas backdrop for one of the stories. Students will work with the art teacher and theater coordinator to design the props/set for two of the tales	Students will understand and apply elements of art. They will incorporate principles of design, and apply these skills. They will demonstrate processes using a variety of visual arts media in the interpretation of setting in creation of scenery. CCSS.ELA-LITERACY.CCRA.R.3 CCSS.ELA-LITERACY.CCRA.R.5	March - June
The choral teacher will work with 21 students who will sing several Asian folk tunes to accompany our created performance. There will also be a student percussion ensemble to provide the accompaniment to the folk songs as well as providing background music for the performance.	The percussion ensemble students will utilize improvisational and compositional skills to create several original tunes as well Asian folk music. The vocal students will be learning blending techniques, proper breathing methods, and historical backgrounds from the chosen Asian folk music. These students will be performing/recording their compositions. CCSS.ELA-LITERACY.SL.5.2 CCSS.ELA-LITERACY.SL.5.5	March - June
The theater coordinator will assist 8-12 students in each grade in the development of a play based on a traditional Asian Folk tale. This will culminate in an evening performance for family and community members, as well as in-school productions for the entire student body.	Students will explore Asian culture through literature and produce creative interpretations of 3 original folk tales. These students will be learning theatrical performance techniques. CCSS.ELA-LITERACY.RI.4.2 CCSS.ELA-LITERACY.RI.4.3 CCSS.ELA-LITERACY.RI.5.3	March - June

Budget and Budget Narrative

Please enter the amount of funds to be utilized in the categories below. Give a brief description explaining how the funds will be used. If supplies are to be purchased, list the items and relative costs. Also, include costs pertaining to registration, professional services, travel, etc.

Category	Description	Amount
100 Personal Services/Salaries: Stipends/Substitute Pay/Artist Fees	Substitute Fees Substituting for permanent positions such as arts teacher, music and enrichment coordinator - (PD, Field Trips, Class Coverages)	\$1000
300 Purchased Professional and Technical Services	Mural Artist- Susan Rosano	\$2800
322 In-service		
324 Field Trips	Enchanted Garden Recording Studio Record the background tracks for the students providing the music. Vocal/Instrumental	\$500 (Vocal) \$500 (Instrumental)
330 Professional Development		
340 Other Professional Services	Sherman Playhouse	\$500
530 Communication/Facilitation	Signs and tickets for Evening performance at the playhouse.	\$350.00
580 Travel	Travel to the studio - School Buses 2 trips- one for vocal one for instrumental	\$1000
600 Instructional Supplies	Music Supplies: Drums (buckets, tape, paint) Art Supplies: Paint, brushes, fabric, cardboard, Wire tissue paper, drop cloths	\$1000 (canvas for mural) \$500(drum materials) \$1000(Props/Set) \$1000 (Art supplies)
800 Other	Refreshments for performance School Video	\$500 \$300
TOTAL		\$10,900

CONNECTICUT CORE STANDARDS

Professional Learning Mini-Grant

Project Description

Please provide a one-page description that demonstrates how your application addresses the CCS instructional shifts, the impact on the depth of student knowledge, and the methods to engage the stakeholders in the process.

Enter text here:

We are group of literacy teachers and coaches at the primary (K-2) school collaborating with our colleagues at the elementary (3-5) school. It is our goal to ensure that all of our staff members and parents have an in-depth understanding of the CCS and the instructional shifts that will positively impact student achievement. Presently there is a disparity in the level of knowledge of the CCS amongst the teaching staff. Some teachers, who were involved in curriculum development, have more in-depth knowledge of the CCS. However, those skills need to be transferred to the rest of staff.

In an effort to ensure that all of our staff is providing the rigorous instruction required by the CCS, it is our goal to offer the necessary professional development in ELA to support teachers in this endeavor.

Professional development would include the following:

- Present the ELA instructional shifts using Module 1, from the Systems of Professional Learning to:
 - Help teachers identify the three major shifts
 - Describe how the shifts will change the way they teach
 - Articulate how student engagement will increase and how students will demonstrate their understanding of content in multiple ways
- Teachers will receive *The Common Core Companion (K-2)* by Sharon Taberski with Jim Burke. This text will help to:
 - Provide teachers with training that will assist them in knowing the intention of each standard and developing teaching ideas that will enable students to meet each one
 - Utilize a common text for planning and instructional design work, focusing on text-dependent questions
 - Add consistency in ideas and plans within Professional Learning Communities
 - Align the CCS work K-5 by collaborating with the intermediate school using *The Common Core Companion Book (3-5)*
- Host a Family Literacy Night that would include a Common Core informational component.
 - What is the Common Core? What does it look like in action? What learning activities will child participate in?
- Broadcast a presentation to the community about the Common Core Standards and what students are able to do as a result of receiving quality instruction to meet the standards.

CONNECTICUT CORE STANDARDS Professional Learning Mini-Grant

Plan Objectives, Teacher Outcomes or Parent/Community Awareness Outcomes, Timeline

Please briefly describe all plan objectives that will result in teacher outcomes or parent/community awareness outcomes. Include -- as needed -- elements such as CCS curriculum alignment, integration of instructional practices, planning and collaborative time with teachers, professional development events and communication strategies which engage parents and community. Objectives/Outcomes should be measurable and result in observable teacher outcomes or parent/community awareness that impact student understanding of the CCS and stakeholder participation in the process.

Objectives/Outcomes	Strategy	Timeline
<p><i>Objective:</i> Teachers will understand the three major instructional shifts in ELA.</p> <p><i>Outcome:</i> Teachers will demonstrate knowledge of the shifts as evidenced in their lesson design, classroom environment and student work.</p>	<p>Presentation of the ELA instructional shifts at an after-school staff meeting. Collaborate with teachers at PLCs to support them with their lesson design.</p>	<p>All activities must be completed by 6/30/15</p> <p>January 2015</p>
<p><i>Objective:</i> Teachers will understand the intention of each CCS reading standard and develop teaching strategies to meet each one.</p> <p><i>Outcome:</i> Teachers will create and use text-dependent questions to promote students use of higher-order thinking skills grounded in evidence from the text.</p>	<p>Book study of <i>The Common Core Companion (K-2)</i> by Sharon Taberski.</p> <p>Attend a workshop by Sharon Taberski and invite teacher representatives from each grade level.</p> <p>Professional development on creating and using text-dependent questions and how to incorporate them into established units of study.</p> <p>Provide modeling and coaching support for teachers.</p>	<p>Staff meetings, dialogue sessions, PLC discussion, instructional coaching</p> <p>February – June 2015</p>

<p><i>Objective:</i> Educate parents about the CCS and clarify misconceptions.</p> <p><i>Outcome:</i> Parents will understand the positive impact the CCS will have for their child as a learner.</p>	<p>Host a family literacy night where students are engaged in learning activities that show the Common Core in action. Parents have the opportunity to observe, ask questions and share concerns.</p>	<p>February or March 2015</p>
<p><i>Objective:</i> Communicate to the community the great work that the teachers and students are doing with the Common Core.</p> <p><i>Outcome:</i> Community members will see what CCS looks like in action and support the work with the standards in our schools.</p>	<p>Create a presentation to be broadcasted on the public access channel. The presentation will include pictures and video from classrooms and the family literacy night and information on what the CCS actually are asking students to do.</p>	<p>April – May 2015</p>

CONNECTICUT CORE STANDARDS

Professional Learning Mini-Grant

Budget and Budget Narrative

Please enter the amount of funds to be utilized in the categories below, as applicable. Provide a brief description explaining how the funds will be used. If supplies are to be purchased, list the items and related costs.

Category	Description	Amount
Teacher Project Work Stipends	\$200/teacher	\$600.00
Substitute Pay		
Professional Development	Sharon Taberski's Workshop (3 literacy teachers, 3 grade level teachers, 1 special education teacher)	\$350.00
Instructional Supplies	The Common Core Companion (K-2) by Sharon Taberski with Jim Burke (33 staff members)	\$1062.60
Equipment		
Other		
TOTAL		\$2012.60

Note: Grant award checks will be sent directly to district central office.

Sustainability Plan

Please briefly describe below how you plan to extend the professional learning initiated in this proposal. It may include strategies such as: utilization of other funding sources for continued professional development, use of professional learning communities, school-wide or districtwide curriculum revision, board approval for continued improvement, quarterly updates sent to parents and community members, development of website resources, or any other means of continuation.

The focus of this initial proposal is reading. To sustain this plan and extend the professional learning we will do the following:

- Extend the work initiated by this proposal to include writing
- Revise our K-2 curriculum to include more practice with complex texts and academic language
- Update and create assessments to address the instructional shifts
- Continue to collaborate K-5 to strive for consistency and alignment in instructional practices
- Prepare budgets considering the need to purchase more nonfiction books to strengthen classroom libraries
- Support teachers through coaching, collaborating at PLCs and offering additional professional development

CONNECTICUT CORE STANDARDS
Professional Learning Mini-Grant

Plan Objectives, Teacher Outcomes or Parent/Community Awareness Outcomes, Timeline

Please briefly describe all plan objectives that will result in teacher outcomes or parent/community awareness outcomes. Include -- as needed -- elements such as CCS curriculum alignment, integration of instructional practices, planning and collaborative time with teachers, professional development events and communication strategies which engage parents and community. Objectives/Outcomes should be measurable and result in observable teacher outcomes or parent/community awareness that impact student understanding of the CCS and stakeholder participation in the process.

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<p><i>Objective:</i> Teachers will understand the intention of each CCS reading standard and develop teaching strategies to meet each one.</p> <p><i>Outcome:</i> Teachers will create and use text-dependent questions to promote students use of higher-order thinking skills grounded in evidence from the text.</p>	<p>Book study of <i>The Common Core Companion (3-5)</i> by Leslie Blauman.</p> <p>Attend a workshop by Sharon Taberski and invite teacher representatives from each grade level.</p> <p>Professional development on creating and using text-dependent questions and how to incorporate them into established units of study.</p> <p>Provide modeling and coaching support for teachers.</p>	<p>Staff meetings, dialogue sessions, PLC discussion, instructional coaching February – June 2015</p>

<p><i>Objective:</i> Educate parents about the CCS and clarify misconceptions. <i>Outcome:</i> Parents will understand the positive impact the CCS will have for their child as a learner.</p>	<p>Host a family literacy night where student are engaged in learning activities that show the Common Core in action. Parents have the opportunity to observe, ask questions and share concerns.</p>	<p>February or March 2015</p>
<p><i>Objective:</i> Communicate to the community the great work that the teachers and students are doing with the Common Core. <i>Outcome:</i> Community members will see what CCS looks like in action and support the work with the standards in our schools.</p>	<p>Create a presentation to be broadcasted on the public access channel. The presentation will include pictures and video from classrooms and the family literacy night and information on what the CCS actually are asking students to do.</p>	<p>April – May 2015</p>

CONNECTICUT CORE STANDARDS

Professional Learning Mini-Grant

Budget and Budget Narrative

Please enter the amount of funds to be utilized in the categories below, as applicable. Provide a brief description explaining how the funds will be used. If supplies are to be purchased, list the items and related costs.

Category	Description	Amount
Teacher Project Work Stipends	\$162.50/teacher	\$650.00
Substitute Pay		
Professional Development	Sharon Taberski's Workshop (3 literacy teachers, 3 grade level teachers, 1 special education teacher)	\$350.00
Instructional Supplies	The Common Core Companion (3-5) by Leslie Blauman with Jim Burke (32 staff members)	\$1000.00
Equipment		
Other		
TOTAL		\$2000.00

Note: Grant award checks will be sent directly to district central office.		
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Sustainability Plan

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The focus of this initial proposal is reading. To sustain this plan and extend the professional learning we will do the following:

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- Revise our 3-5 curriculum to include more practice with complex texts and academic language
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- Continue to collaborate K-5 to strive for consistency and alignment in instructional practices
- Prepare budgets considering the need to purchase more nonfiction books to strengthen classroom libraries and bookrooms
- Support teachers through coaching, collaborating at PLCs and offering additional professional development

Submission Process

The original signed grant proposal must be submitted by email (PDF or other) to the address below by 11:59 P.M. on November 12th, 2014, to:

Email Address: ccsminigrant@educationconnection.org

File name: Last Name_

District_

CCS minigrant

