

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. APPROVAL OF THE MINUTES
 - III.A. June 4, 2015 – Regular
- IV. APPROVAL OF THE AGENDA
- V. SPECIAL PRESENTATION – CABE COMMUNICATIONS AWARD
- VI. CHAIRMAN’S REPORT
- VII. SUPERINTENDENT’S REPORT
- VIII. STUDENT REPRESENTATIVES’ REPORT
- IX. COMMITTEES
 - IX.A. Finance
 - IX.B. Curriculum
 - IX.C. Personnel
 - IX.D. Policy
 - IX.E. Operations
 - IX.F. Field Fees
 - IX.G. Liaison
 - IX.G.1. Board of Finance
 - IX.G.2. Magnet School
 - IX.G.3. Parks and Recreation Committee
 - IX.G.4. Permanent Building Committee
 - IX.G.5. Technology
 - IX.G.6. Safety
 - IX.G.7. Education Connection
- X. INFORMATION ITEMS
 - X.A. Digital Academy Presentation
 - X.B. Parent Survey Results
- XI. 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 any and all related
- XII. ACTION ITEMS
 - XII.A. Personnel Report
 - XII.B. New Textbook Adoption - Suspension of the Rules [referring to New Textbook Adoption]
 - XII.B.1. Collections - Grade 9 ELA Resource
 - XII.B.2. Eureka Grade 6 -12 Math Resource
 - XII.C. Capital Improvement Plan 2015-2034
 - XII.D. Board of Education Policies
 - XII.D.1. Policy 1120 - Public Participation at Board of Education Meetings

- XII.D.2. Policy 5141.7 – Student Sports – Concussions
- XII.D.3. Policy 6171.2 – Preschool Special Education
- XII.E. Updated 2015 District Educator Evaluation and Support Plan
- XII.F. 2014-15 FY Budget Transfers
- XII.G. Approval of Unpaid General Leave of Absence Requests per Article 29.2 of the NFEA Contract (to be voted on after executive session)
- XII.H. Superintendent’s Evaluation and Contract (It is anticipated that the Board will enter into executive session – to be voted on after executive session.)
- XIII. OTHER
- XIV. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING A PERSONNEL ISSUE
- XV. EXECUTIVE SESSION TO DISCUSS SUPERINTENDENT’S EVALUATION AND CONTRACT
- XVI. ADJOURNMENT

New Fairfield Public Schools Family Survey

Board of Education Meeting
Thursday, June 18, 2015

Background information

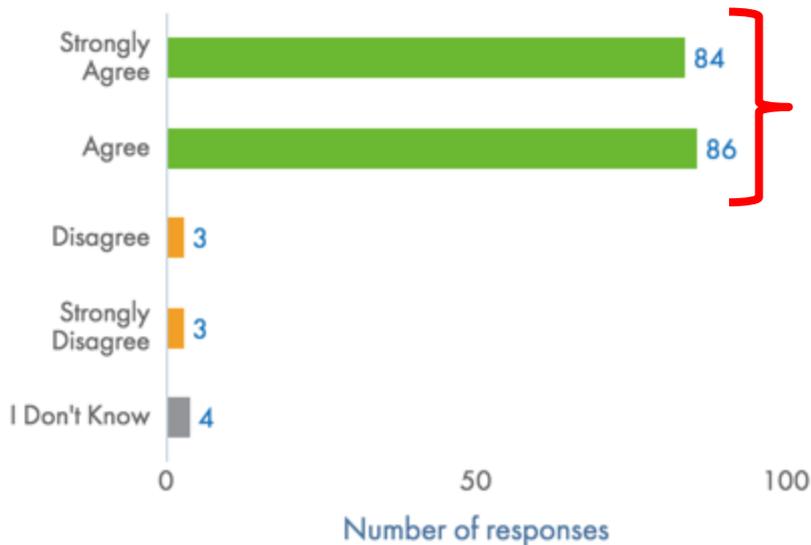
- Family survey administered for past 3 years
 - Spring 2013 to 2015
- 28 questions
- Panorama Process and Methodology
- 5 point Likert-type scale
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
 - I don't know

If my child has a problem, there is someone at school who can help.

97%
RESPONDED
FAVORABLY

Answer distribution

ANSWER DISTRIBUTION



Strongly Agree 84

Agree 86

Disagree 3

Strong Disagree 3

Total 176

$84 + 86 = 170 / 176 \times 100 = 97\%$

District Questions 1 to 4

I share responsibility for my student's achievement.

96%
RESPONDED
FAVORABLY

My child's teacher(s) treat me with respect.

96%
RESPONDED
FAVORABLY

The school facilities are clean and well-maintained.

96%
RESPONDED
FAVORABLY

My child feels safe at school.

95%
RESPONDED
FAVORABLY

District Questions 5 to 9

My child's school is sensitive to issues regarding race, gender, sexual orientation and disabilities.

93%
RESPONDED
FAVORABLY

If my child has a problem, there is someone at school who can help.

92%
RESPONDED
FAVORABLY

The school is a respectful place.

91%
RESPONDED
FAVORABLY

The school environment supports learning.

90%
RESPONDED
FAVORABLY

District Questions 10 to 14

If I have questions or concerns, I know whom to contact at this school.

89%
RESPONDED
FAVORABLY

I talk with my child's teacher(s) about what I can do to help my child learn.

89%
RESPONDED
FAVORABLY

Parents feel comfortable talking to teachers at this school.

88%
RESPONDED
FAVORABLY

The school provides opportunities to know how my child is doing before I get the report card.

87%
RESPONDED
FAVORABLY

District Questions 15 to 19

I have opportunities to be involved at this school.

87%
RESPONDED
FAVORABLY

I have opportunities to be involved at this school.

87%
RESPONDED
FAVORABLY

My child receives the support/attention s/he needs.

87%
RESPONDED
FAVORABLY

My child is learning what he or she needs to know in order to succeed in later grades and after high school (college and career).

84%
RESPONDED
FAVORABLY

District Questions 20 to 24

Overall, I am satisfied with my child's academic progress.

84%
RESPONDED
FAVORABLY

Bullying is addressed in my child's school.

84%
RESPONDED
FAVORABLY

My child's teacher(s) challenge my child to do his/her best.

83%
RESPONDED
FAVORABLY

My child's school communicates well with me.

83%
RESPONDED
FAVORABLY

District Questions 25-28

I am satisfied with the response I get when I contact my child's school with questions or concerns.

83%

RESPONDED
FAVORABLY

Did you attend Open House/Back to School Night this year?

82%

RESPONDED
FAVORABLY

I often communicate with my child's teacher(s).

80%

RESPONDED
FAVORABLY

Analytics- 2013 to 2015



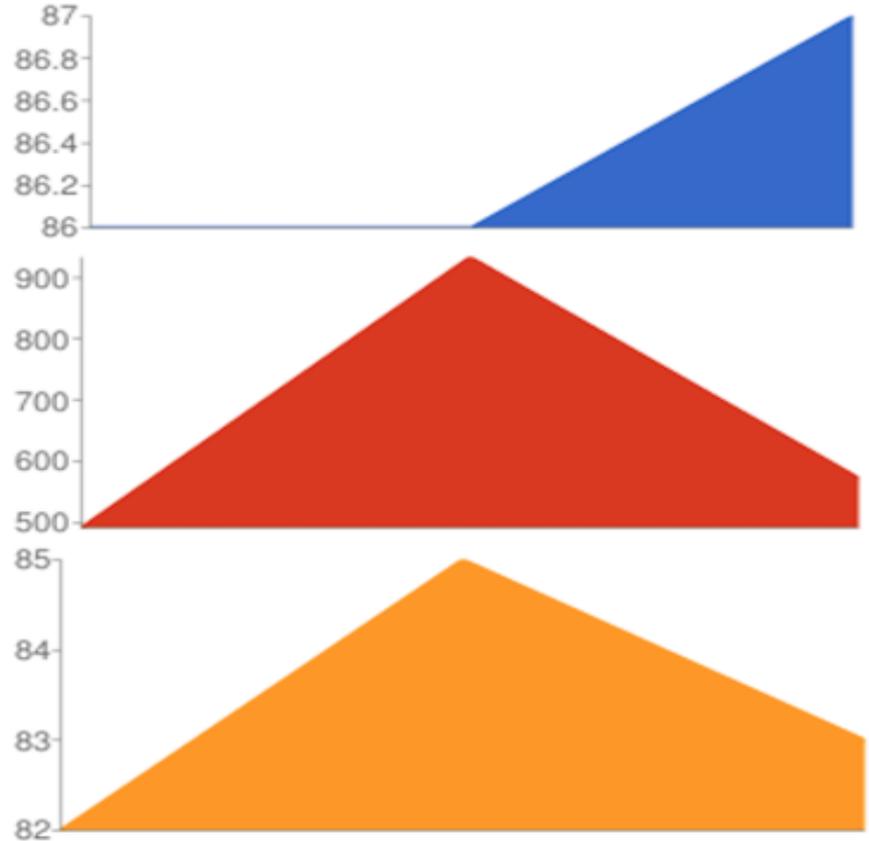
Analytics- 2013 to 2015

I know how my child is doing before I get a report card

Did you attend open house this year?

My child's school communicates well with me.

Family Engagement



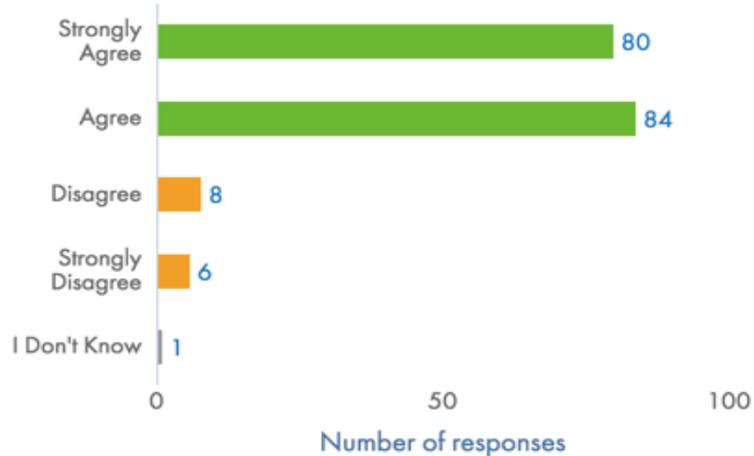
Consolidated School

My child receives the support/attention s/he needs.

92%
RESPONDED
FAVORABLY

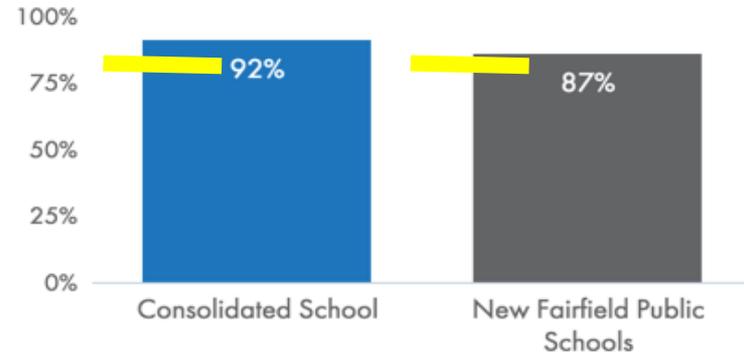
Answer distribution

ANSWER DISTRIBUTION



Favorability compared with others

PERCENTAGE FAVORABLE RESPONSES FOR THIS QUESTION



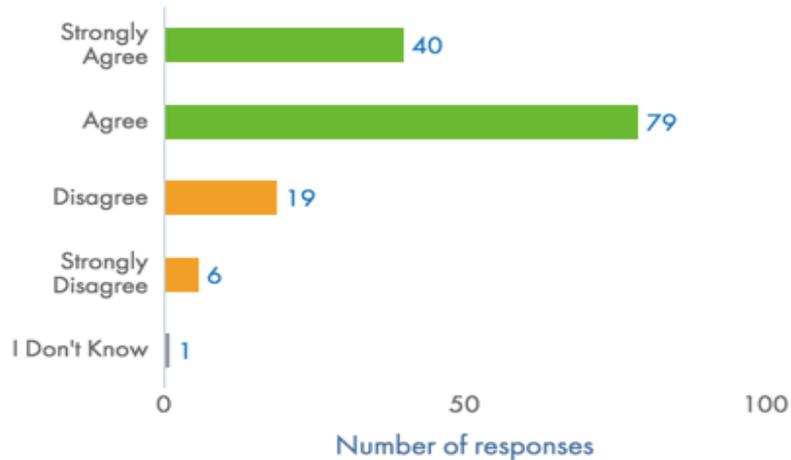
Meeting House Hill School

The school provides opportunities to know how my child is doing before I get the report card.

83%
RESPONDED
FAVORABLY

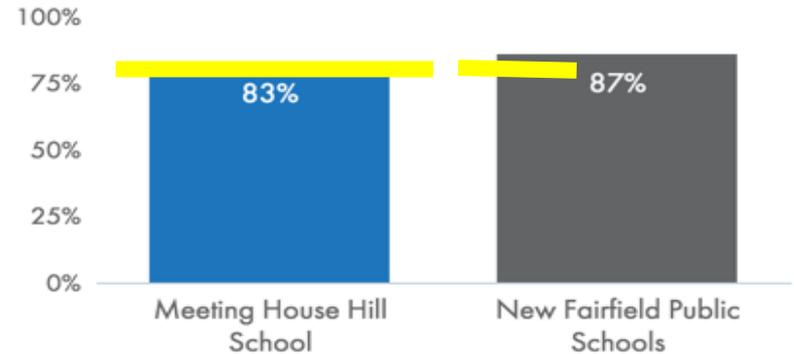
Answer distribution

ANSWER DISTRIBUTION



Favorability compared with others

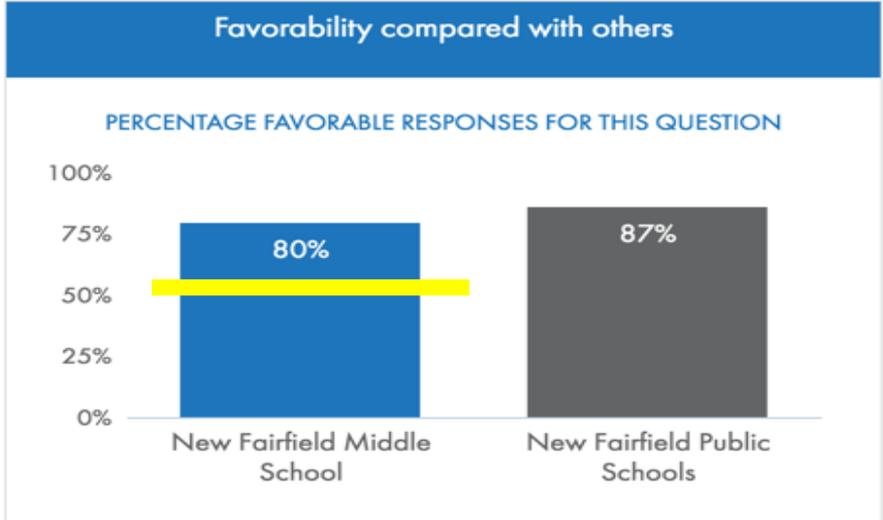
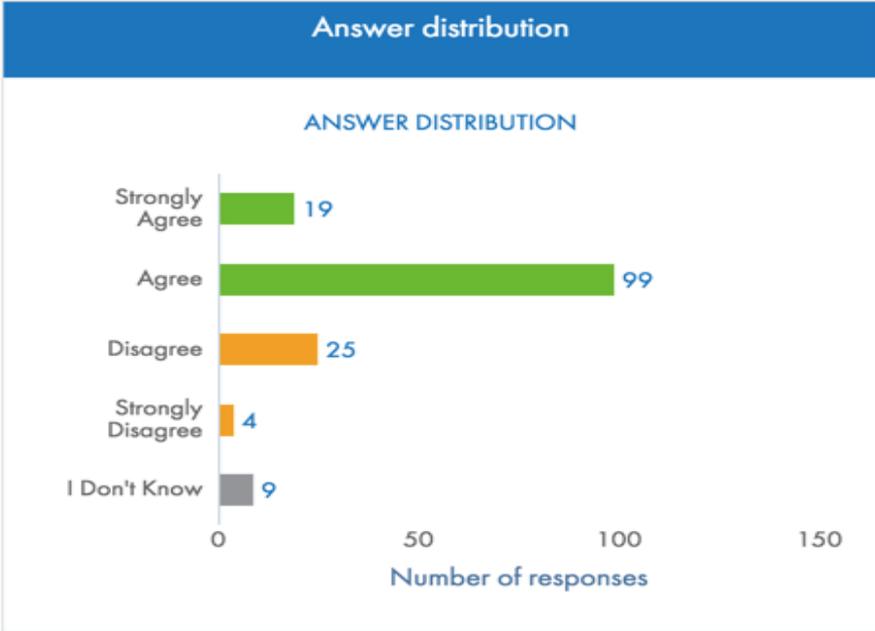
PERCENTAGE FAVORABLE RESPONSES FOR THIS QUESTION



New Fairfield Middle School

I have opportunities to be involved at this school.

80%
RESPONDED
FAVORABLY



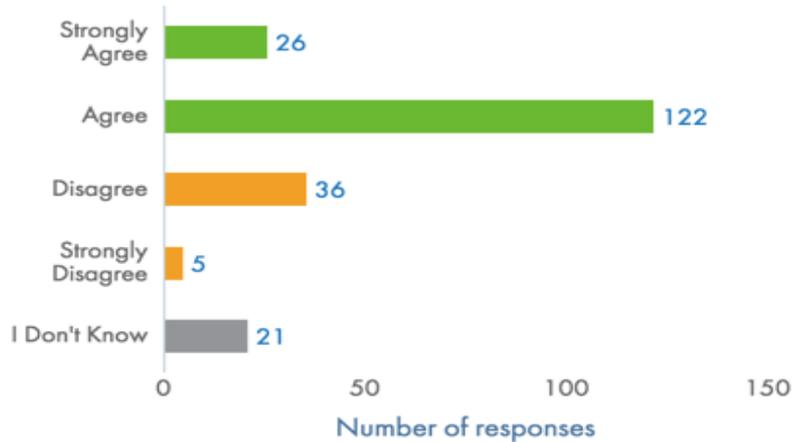
New Fairfield High School

I have opportunities to be involved at this school.

78%
RESPONDED
FAVORABLY

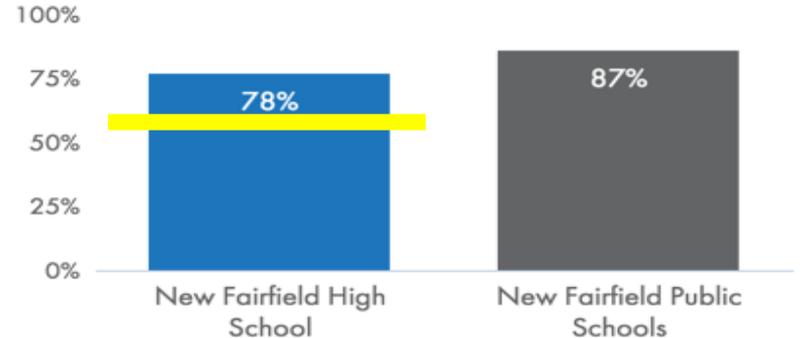
Answer distribution

ANSWER DISTRIBUTION



Favorability compared with others

PERCENTAGE FAVORABLE RESPONSES FOR THIS QUESTION



Next Steps

1. Schools will develop School Improvement Plans to target focus areas this summer
2. Teachers will align their parent goals to the schoolwide goal in September

Collections

Grade 9 ELA Resource

Curriculum Subcommittee Meeting
May 27, 2015

Why Collections?

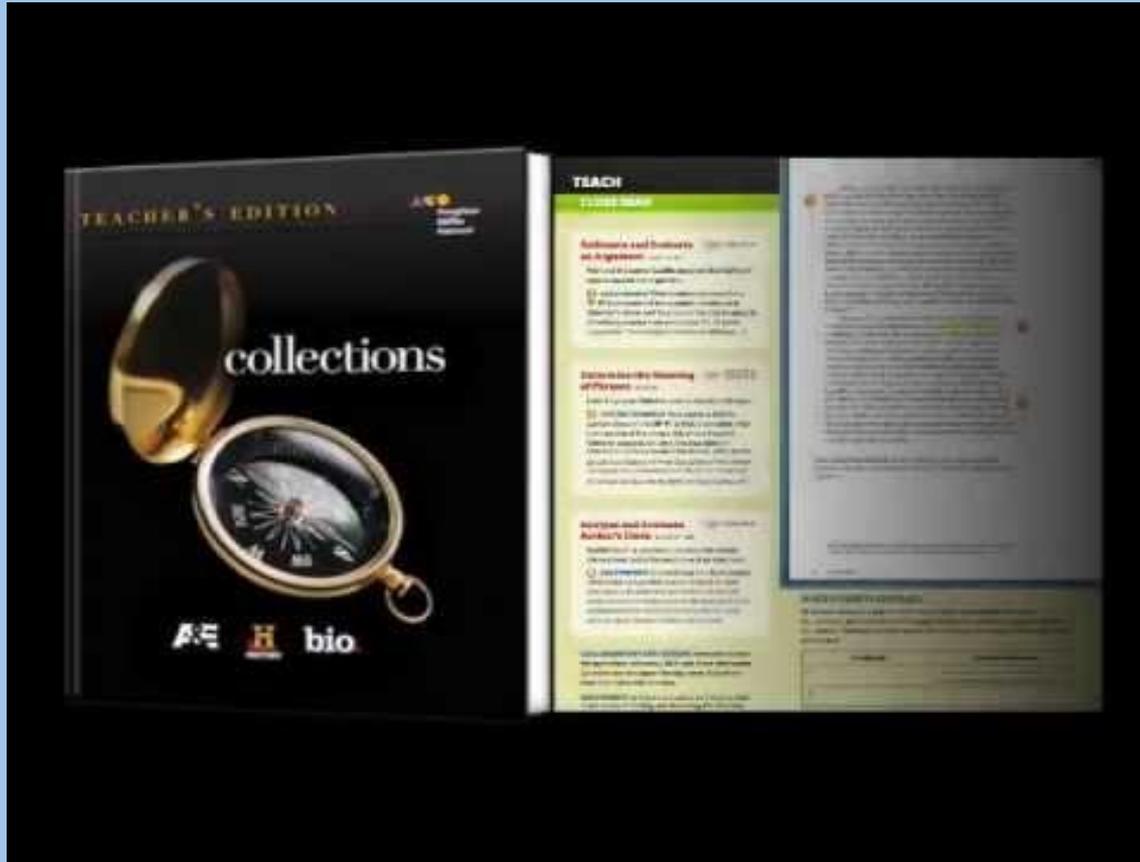
Collections helps students develop abilities to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully—the must-have skills for college and career readiness.

Developed around rigorous new state standards, Collections transcends the traditional with state-of-the-art features that resonate with today's students.¹

Resource Features

- Offers Core Standards English language Arts (ELA) instruction
- Students will write in arguments, narratives, and informational formats
- Provides close reading support to help students analyze complex texts.
- Includes text-based performance tasks for assessment success.
- Transforms learning through a blended digital and print approach.
- Provides complex texts including fiction, nonfiction, and informational texts.
- Enhances online collaboration with interactive writing lessons.

Overview



Student Edition

Student eBook
&
Resources

Houghton
Mifflin
Harcourt

< Collections Introduction >

Student eBook
&
Resources

Teacher eBook
&
Resources >

Teacher Edition



Teacher eBook
&
Resources

Houghton
Mifflin
Harcourt

< Collections Introduction Student eBook & Resources **Teacher eBook & Resources** >

The graphic features a glowing golden compass with a red cover, set against a dark background with faint grid lines. The text 'Teacher eBook & Resources' is prominently displayed in a white serif font. The publisher's name 'Houghton Mifflin Harcourt' is in the bottom right. A navigation bar at the bottom contains three buttons: 'Collections Introduction' (dark grey), 'Student eBook & Resources' (yellow), and 'Teacher eBook & Resources' (red, highlighted).

Budget

Item	Cost
6-year classroom package	\$9,960.60
6-year teacher edition	\$4,980.30
Total	\$14,071.35

Textbook Selection Information Collections Student Edition for Grade 9

Title: Collections Student Edition Grade 9
Author: Program Consultants (Kylene Beers, et al.)
Publisher: Houghton Mifflin Harcourt
Date: Copyright 2015

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.

Collections helps students develop abilities to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully—the must-have skills for college and career readiness. Developed around rigorous new state standards, Collections transcends the traditional with state-of-the-art features that resonate with today’s students¹. Features include the following:

- Offers Core Standards English language Arts (ELA) instruction for grade 9.
- Students will write arguments where they make claims, support claims with reasons and evidence, and use persuasive techniques.
- Students will write informative texts where they develop a topic, elaborate ideas, use multimedia, and use precise language and vocabulary.
- Students will write narratives using point of view and narrative structures.
- Students will conduct research and evaluate resources to focus an inquiry
- Students will analyze, evaluate and give presentations to facilitate collaborative discussions.
- Provides close reading support to help students analyze complex texts.
- Includes text-based performance tasks for assessment success.
- Transforms learning through a blended digital and print approach.
- Provides complex texts including fiction, nonfiction, and informational texts.
- Enhances online collaboration with interactive writing lessons.

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

- Students are able to annotate text.
- Lessons are interactive.
- Students enter assignments in Writing Smart. Teachers are able to set up peer editing, provide feedback, and monitor peer conversations on writing.
- Able to upload from Writing Smart to Turn It In.
- Links to A&E, History Channel, and Biography are available.
- Assignments are scaffolded in a three-step process.
- Interactive tutorials for targeted remediation.

¹ Retrieved from HMH url (5-22-15)

<http://www.hmhc.com/shop/education-curriculum/literature-and-language-arts/literature/collections/why/unique-digital-assets>

- Addresses students with diverse needs including English language learners (ELL) as well as struggling and advanced students.
- Teachers are able to create their own assessments and include additional reading material.

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

Media resources such as HISTORY®, Lifetime®, A&E®, and Bio® are seamlessly integrated into the digital offering. Houghton Mifflin Harcourt and HISTORY® have partnered to bring additional resources to Literature and Language Arts as well as Social Studies classrooms.

The digital tool also includes the FYI Site, hmhfyi.com, which provides curated, contemporary informational text for additional reading and instruction.

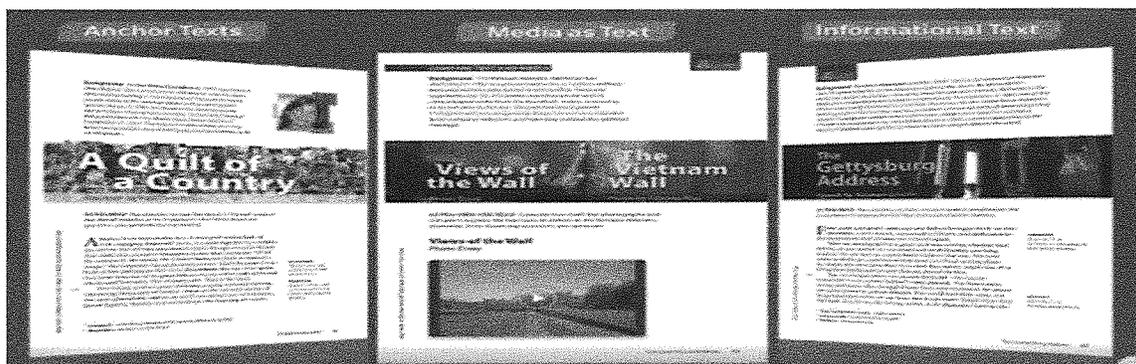
Digital tools within the eBook enable students to annotate the texts they are reading, save their notes and annotations to myNotebook, and then use those notes in the development of compositions or Performance Tasks².

4. Learning resources shall promote an appreciation of cultural diversity.

Material presented, fiction and non-fiction, through a wide range of authors and diverse topics, i.e.: Elie Wiesel, Dr. Martin Luther King, Jr, and Abraham Lincoln.

5. 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.

Student dashboards are engaging for students and allow them to dig deep into content. Please refer to presentation for video examples.



² Retrieved from URL (5-22-15)
<http://www.hmhco.com/shop/education-curriculum/literature-and-language-arts/literature/collections/why-unique-digital-assets>

6. The publisher provides appropriate support materials.

- Lesson planning
- Rubrics
- Higher-order thinking questions
- Write Smart
- e-Rater
- Links to resources from the History Channel, Biography, and A&E
- Professional development for teachers
- Word Shop
- Novel Wise
- Assessment with auto scoring and performance tasks.

Math Resource Proposal

Curriculum Subcommittee Meeting
May 27, 2015

Why?

January 29, 2015, recommendation to address concerns regarding mathematics program

- a. 3-5 Math Coach  in progress
- b. 6-12 Math Coach  in progress
- c. Professional Development  in progress
- d. Secondary Math Program



Proposal for 2015-2016

Use Eureka Math as a resource alongside existing practices for the purposes of:

1. Increasing coherence across grade levels
2. Developing a common understanding of mathematical content and rigor
3. Exploring and evaluating the program for potential adoption in future years.

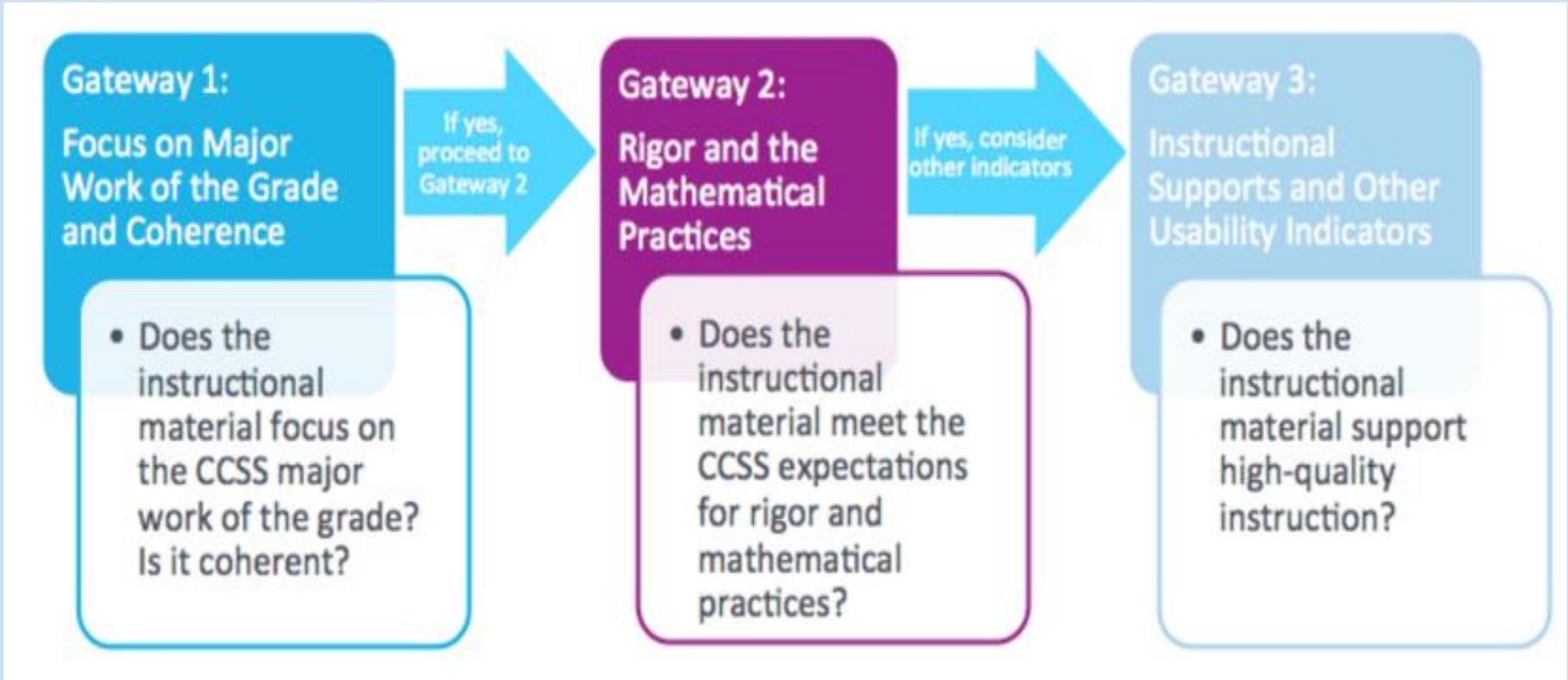
Eureka Math

- Complete K-12 mathematics resource.
- Fully aligned with breadth and depth of Common Core Standards.
- Highly rigorous instructional materials.
- Free instructional materials.
- Professional development available for mathematical instructional practices.

EdReports.org

EdReports.org is a new website whose intention is to provide a “Consumer Reports” style evaluation of mathematics and ELA programs based on alignment to the Common Core Standards.

ED Reports Methodology



CRITERION	INDICATORS	RATING	EVIDENCE
<p>Rigor and Balance: Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.³</p> <p>Earned: ____ of 8 points</p> <p><input checked="" type="checkbox"/> Meets expectations (7-8 points)</p> <p><input type="checkbox"/> Partially meets expectations (5-6 points)</p> <p><input type="checkbox"/> Does not meet expectations (<5 points)</p>	<p>2a. Attention to Conceptual Understanding: Materials develop conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings.</p>	<p>0 1 2</p>	<p>Sample Calculation of Criterion</p> <p>1) Add the points earned from the Indicators that were reviewed for that Criterion</p> <ul style="list-style-type: none"> • Example: 2 + 1 + 2 + 2 = 7 points <p>2) Determine the overall rating by using the point scale provided under the Criterion</p> <ul style="list-style-type: none"> • Example: 7 points earns a 'Meets expectations' because 7 points falls within the range of 7-8 points.
	<p>2b. Attention to Procedural Skill and Fluency: Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency.</p>	<p>0 1 2</p>	
	<p>2c. Attention to Applications: Materials are designed so that teachers and students spend sufficient time working with engaging applications of the mathematics, without losing focus on the major work of each grade.</p>	<p>0 1 2</p>	
	<p>2d. Balance: The three aspects of rigor are not always treated together and are not always treated separately. There is a balance of the 3 aspects of rigor within the grade.</p>	<p>0 1 2</p>	

Comparison of programs

TITLE	ALIGNMENT	USABILITY	GATEWAY 1	GATEWAY 2
			FOCUS & COHERENCE	FOCUS & COHERENCE
MATH IN FOCUS Houghton Mifflin Harcourt, Grade 6 , 2013 View Report	 DOES NOT MEET EXPECTATIONS	 WHY NO RATING	 DOES NOT MEET EXPECTATIONS	 WHY NO RATING
DIGITS Pearson, Grade 6 , 2014 View Report	 PARTIALLY MEETS EXPECTATIONS	 WHY NO RATING	 MEETS EXPECTATIONS	 DOES NOT MEET EXPECTATIONS
GO MATH Houghton Mifflin Harcourt, Grade 6 , 2014 View Report	 PARTIALLY MEETS EXPECTATIONS	 WHY NO RATING	 MEETS EXPECTATIONS	 PARTIALLY MEETS EXPECTATIONS
EUREKA MATH Great Minds, Grade 6 , 2014 View Report	 MEETS EXPECTATIONS	 PARTIALLY MEETS EXPECTATIONS	 MEETS EXPECTATIONS	 MEETS EXPECTATIONS

Our Goals for 2015-2016

1. Identify and use common assessments, lessons, and performance tasks by grade level.
2. Improve instruction through professional development in mathematics pedagogical practices.
3. Research alternative programs for comparison.

A look inside...



Review of the Program

SPAN VIEW

GRADE VIEW

P K 1 2 3 4 5 6 **7** 8 9 10 11 12

Module 1

Ratios and Proportional Relationships

22 DAYS

Module 2

Rational Numbers

23 DAYS

Module 3

Expressions and Equations

31 DAYS

Module 4

Percent and Proportional Relationships

25 DAYS

Module 5

Statistics and Probability

25 DAYS

Module 6

Geometry

35 DAYS

- Expressions & Equations
- Algebra and Modeling
- Number, Geometry and Measurement
- Statistics and Probability
- Statistics and Probability and Modeling
- Functions
- Functions & Modeling
- Geometry
- Geometry and Modeling
- Numbers
- Numbers Quantities and Modeling
- Fractions
- Ratios and Proportions

Professional Development Videos

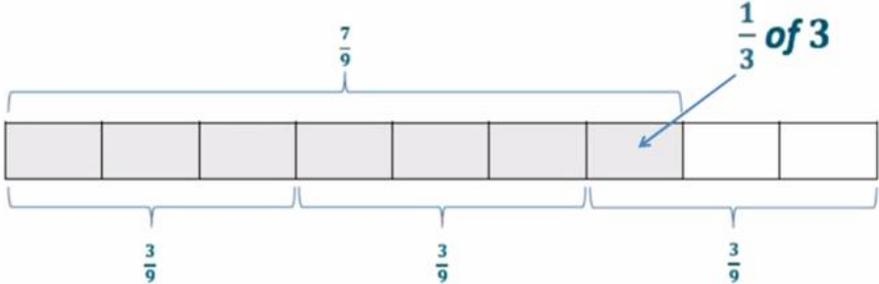
A Story of Ratios: Grade 6, Module 2, Topic A Lessons 1-7

 **Lesson 3: Interpreting and Computing Division of a Fraction by a Fraction – More Models**

$$\frac{7}{9} \div \frac{3}{9} = 2\frac{1}{3}$$

How could we reword this problem?

- If we divide $\frac{7}{9}$ into groups of size $\frac{3}{9}$, how many groups would we have? OR, how many $\frac{3}{9}$ are in $\frac{7}{9}$?



• 7 units divided by 3 units = 2 and $\frac{1}{3}$ units or $7 \div 3 = 2\frac{1}{3}$.



Textbook¹ Selection Information
Grade 6 to Grade 12
Eureka Math

Title: Eureka Math
Author: Common Core Inc.
Publisher: Creative Commons
Date: Copyright 2015

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.**

Eureka Math is a complete PreK-12 mathematics curriculum that was created to be in line with the Common Core State Standards in Mathematics. Eureka Math has been adopted by the New York State Education Department and is included in the EngageNY website for free to all New York schools. All materials are provided for download to use under the Creative Commons license and all modules can be printed and reproduced for student use directly from their website. The license also allows for teachers to modify or adapt the Eureka Math materials to suit the needs of their students, which allows for flexibility in its implementation in New Fairfield. This proposal is for the secondary level only, grades 6-12.

One of the major benefits to Eureka Math, besides its breadth and depth, is that it allows for rigorous problem solving that will elevate the mathematics instruction in the district. Users can access Eureka Math in two ways. The web app includes the full curriculum with a streamlined, interactive interface. This format includes embedded demonstration videos, links from the lessons to standards and scaffolding techniques. Currently, the web app is priced at \$190 per teacher, which represents a \$2850 subscription. The second option is access to all PDF files as free downloads without the interactive features.

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

EdReports.org has evaluated Eureka Math for alignment to the core standards and usability for teachers and students. Eureka received a “meets expectations,” the highest award for ‘Alignment’ and ‘Focus and Coherence.’ This assessment result was highly favorable as compared to analogous programs. In the area of ‘usability’ by teachers and students, Eureka scored a “partially meets expectations.” The report indicates that “the materials partially support teachers in planning and providing effective assessment.”² A more thorough and robust

¹ While this is the textbook adoption form, this particular resource contains many components. These components will initially be implemented as a resource for supplementing current practices.

² <http://www.edreports.org/reports/grade-level/eureka-math-h-overview.html>

assessment resource is currently being created and will be implemented next school year, according to a company spokesman who came to New Fairfield.

As noted above, Eureka offers 18 one-hour sessions organized sequentially by module where the curriculum author's explain the mathematical concepts and instructional strategies that occur in the classroom during a lesson. In addition, various models exist for one-day training seminars focused on module study, understanding the major work in a grade level band, or specific topics relating to algebra, fluency, and the like. Professional development utilizing the one-day training format is \$2600 per day.

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

Learning resources in the web app are user friendly and easily accessible. Our committee and the external report conducted by EdReports noted that performance assessments are not readily available at this time. The publisher noted their release next year. According to one committee member, sample performance tasks are "very good." Although materials are printable and "free," student workbooks are available for purchase at an estimated \$28 per student. We don't anticipate using this approach.

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.

Eureka Math is built around the research-based Universal Design for Learning (UDL) structure which creates a structure for addressing the needs of all students. The materials encourage teachers to consider different means of representing concepts and problems, ways of expressing mathematical thinking, and engaging students. According to the Great Minds website, "UDL offers ideal settings for multiple entry points for students and minimizes instructional barriers to learning. Teachers will note that many of the suggestions are applicable to other students and overlapping populations."³

5. The publisher provides appropriate support materials.

Eureka Math provides extensive instructional materials through the free online PDF modules that total around 40,000 pages. These resources give teachers sample lessons, hints and tips, questions to ask, scaffolding suggestions, and so forth. Additionally, Great Minds offers extensive professional development opportunities, both online and in person, on implementing the Eureka Math materials and improving mathematics teaching generally, as described above.

³<http://greatminds.net/maps/math/faq/does-eureka-math-use-researched-based-practices-to-address-the-needs-of-div>

Mathematics Main Resource Investigation for Grades 6-12
Proposal to the Board of Education
June 18, 2015

On June 4, 2015, Dr. McKinnon presented a main resource for consideration to the Board of Education. Eureka Math is a complete PreK-12 mathematics curriculum that was created to be in line with the Common Core State Standards in Mathematics. The Board of Education asked for more information concerning how we would pilot Eureka next year, while also considering other math resources for adoption. One Board of Education member suggested that we consider the IMET¹ tool as a way to select potential programs and narrow our focus to 3-5 programs for ease of program selection.

Assessment of Need

According to CMT information, the New Fairfield Public Schools are well above the State average for mathematics in grades 6-8 and grade 10. However, we are at or slightly below the DRG B average in these grades. Some members of the Board of Education and a few parents raised concerns during January meetings. As a result, we reviewed program types and student performance for school districts in DRG B. We concluded that there is not an obvious correlation between program type and student achievement. New Fairfield does not currently use a main resource in math at the middle school and uses mixed texts at the high school. The Board of Education agreed to funding to support a secondary math program and professional development to support implementation and teacher training.

Goals

1. Identify a main resource for grades 6-12 for the following purposes:
 - align use of main resource to curriculum development
 - common formative assessments
 - coherent scope and sequence of lessons and units
 - development of performance tasks
2. Improve instruction through professional development in mathematics pedagogical practices.
3. Research alternative programs for comparison.

¹ A tool for evaluating a comprehensive textbook or textbook series for alignment to the Shifts and major features of the CCSS. The IMET is a tool within the [Materials Alignment Toolkit](#), developed in partnership with Achieve and the Council of Chief State School Officers (CCSSO).

Math Committee

Members: Dr. Jason McKinnon, Matt Buchta, Tracy Kochis, Keegan Finlayson, Kristin Lee, Ryan Ragan, Lou Russo, Robin Welton, Laura Wilkens, Parent, BOE Member

The math committee will investigate resources, communicating with Dr. Roy through six phases, which are described below.

Phase 1: Program selection

- Utilize EdReports and IMET tool to evaluate programs
- Schedule Program presentations and webinars from publishers
- Identify 5 programs and narrow down to 3 programs, including Eureka
- Identify teachers who will pilot program and define timeline and assessment criteria.

Phase 2: Designing evaluation criteria

Our committee will utilize a traditional evaluation design using a quasi-experimental model. Teachers will be identified to pilot a specified program for 8-10 weeks. We will evaluate three programs during the study period: Program 1, Program 2 and Eureka. For control purposes, we will also evaluate our current approach and practices. Students will receive a pre and post assessment for each program type using a consistent assessment. At each level, we will determine the mean scores for each group and determine if there is significant improvement at the end of the 8-10 week pilot period.

	Pre-Assessment	Post-Assessment	Mean	Significance level
Program 1:	X	X		
Program 2	X	X		
Eureka	X	X		
Control	X	X		

- Assessment to be determined by math committee
- In addition to a quantitative value, the math committee will also design a survey to assess the usability of the math program. Questions will address areas such as differentiation opportunities, student collaboration, problem solving, assessment, parent-home connection, scope and sequence.

Phase 3: Fidelity Check

- Once programs have been identified, evaluators need to document the extent to which implementation is occurring at frequently defined check in points. There will be approximately 8-10 fidelity checks to evaluate program implementation.

Phase 4: Program analysis and recommendation to the Superintendent of Schools

- Math committee will evaluate quantitative and qualitative information and make a recommendation to the Superintendent of Schools.

Phase 5: Needs, Costs and Outcomes

Even when evaluators can show that a program was effective, we must also deal with the question of resources and cost. A successful program that requires a large amount of resources simply may not be a good choice if a similar outcome can be achieved with markedly less cost (Prosavac & Carey, 2007).

Phase 6: Presentation to curriculum sub-committee

Final phase: Adoption of main resource by the Board of Education

Reference

Posavac, E.J., and Carey, R.G. (2007). Program Evaluation: Methods and Case Studies, 7th Edition. Upper Saddle River, NJ: Pearson

CAPITAL IMPROVEMENT PLAN 2015-2034

(chronologically)

New Fairfield Public School

New Fairfield, Connecticut

May 2015

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.

2014-2015	HS Locker Room Renovation (2020-2021)	\$55,000
2015-2016	Renovate HS Consumer Science and Art Rooms	\$331,631
2016-2017	MS/HS/CS Pick-up, Drop-off, Parking Lot Circulation Improvements	\$700,000
	HS Auditorium	<u>\$2,000,000</u>
		\$2,700,000
2017-2018	Middle School Pool Renovations	\$110,000
	Flooring with Abatement	\$35,000
	Replace Consolidated School Windows	\$140,000
	Replace Consolidated School Faucets and Sinks	\$25,000
	Replace Paving: High School Lower Lot	<u>\$213,280</u>
		\$523,280
2018-2019	Consolidated School Roofs	\$285,000
2019-2020	HS: Replace HVAC units for Auditorium and MS Café.	\$175,000
	Replace MS Cafeteria Underground Fuel Oil Tank	\$44,800
	Replace MS Boiler #1	<u>\$48,000</u>
		\$267,800
2020-2021	Renovate High School Locker Rooms	\$368,800

Capital Improvement Plan
2015-2034

2021-2022	High/Middle School Pool Roof	\$190,000
2022-2023	Middle School Roof	\$555,900
2023-2024	Replace Consolidated School Boiler	\$49,200
2024-2025	Middle School Remaining Roofs	\$548,900
2025-2027	High School Remaining Roofs	\$1,378,000
2027-2028	Replace Middle School Underground Oil Tank	\$100,000
2028-2029	Replace Consolidated School Underground Oil Tank	\$100,000
	Replace Consolidated School Shingle Roof(s)	\$150,000
		\$250,000
2029-2030	Consolidated School Paving	\$250,000
2030-2031	HS Building Panels	\$145,000
2031-2032	Replace Tennis Courts	\$275,500
	Replace Consolidated School Flat Roof(s)	\$330,000
		\$605,500
2032-2033	MHHS Paving	\$397,500
2033-2034	Replace Track	\$365,500
		\$365,500
	Subtotal page 2	\$4,835,500
	Estimated Total Cost beginning 2016-2017	\$8,980,380

The annual cap and non budget with approximate annual funding of \$498,910 is expected to meet the needs of this plan.