



The Enclosures referred to in the Agenda are available for inspection at each of the three Public Libraries in Fairfield, Fairfield Public Schools' website <http://www.fairfieldschools.org/> and the Education Center, 501 Kings Highway East. The public is requested to silence all devices.

Board of Education Regular Meeting Agenda  
Roger Ludlowe Middle School Auditorium, 689 Unquowa Road  
May 23, 2017

**Student Recognition Awards 7:00 PM**

**Regular Meeting 7:45 PM**

1. Call to Order of the Regular Meeting of the Board of Education and Roll Call
2. Pledge of Allegiance
3. Election of BOE Vice-Chairman
4. Student Reports  
Fairfield Ludlowe High School: Ms. Catherine Behjati, Mr. Sean Oppenheimer  
Fairfield Warde High School: Ms. Ashley Agrello, Ms. Brittany Shuster
5. Public Comment\*
6. Old Business
  - A. Adoption of Policies
    - i. Adoption of Policy 5141.213 – Students – Administering Medication – Opioid Overdose Prevention  
**Recommended Motion:** “that the Board of Education adopt Policy 5141.213 – Students – Administering Medication – Opioid Overdose Prevention”
    - ii. Adoption of Policy 5144.1 – Students – Use of Physical Force  
**Recommended Motion:** “that the Board of Education adopt Policy 5144.1 – Students – Use of Physical Force”
    - iii. Adoption of Policy 6142 – Instruction – Basic Instructional Program  
**Recommended Motion:** “that the Board of Education adopt Policy 6142 – Instruction – Basic Instructional Program”
    - iv. Adoption of Policy 6173 – Instruction – Homebound/Hospital Instruction  
**Recommended Motion:** “that the Board of Education adopt Policy 6173 – Instruction – Homebound/Hospital Instruction”
7. New Business
  - A. First Reading of New Course: Computer Science Principles, Dr. Boice, Mr. Zhitoni  
(Enclosure No. 1)

B. Discussion of 2017-2018 Budget

C. First Reading of Policy

Policy 4112.5/4212.5 Personnel Certified/Non-Certified – Security Check/Fingerprinting

(Enclosure No. 2)

8. Approval of Minutes

A. Approval of Regular Minutes of May 9, 2017

**Recommended Motion:** “that the Board of Education approve the minutes of the Regular Meeting of May 9, 2017”

(Enclosure No. 3)

9. Superintendent’s Report

10. Committee/Liaison Reports

11. Open Board Comment

12. Public Comment\*

13. Adjournment

**Recommended Motion:** “that this Regular Meeting of the Board of Education adjourn”

*\*During this period the Board will accept public comment on items pertaining to this meeting’s agenda\* from any citizen present at the meeting (\*per BOE By-Law, Article V, Section 6). Those wishing to videotape or take photographs must abide by CGS §1-226.*

CALENDAR OF EVENTS

June 13, 2017	Board of Education 7:30 PM	501 Kings Highway East 2 <sup>nd</sup> Floor Board Conference Room
---------------	-------------------------------	---

RELOCATION POLICY NOTICE

*The Fairfield Public Schools System provides services to ensure students, parents and other persons have access to meetings, programs and activities. The School System will relocate programs in order to ensure accessibility of programs and activities to disabled persons. To make arrangements please contact Pupil & Special Education Services, 501 Kings Highway East, Fairfield, CT 06825, Telephone: (203) 255-8379*

## Computer Science Principles

The-Computer Science Principles course provides an introduction to the basic principles of computer science (CS) from the perspective of mobile computing, including programming in App Inventor, a graphical programming language for Android mobile devices. The lessons and materials used by students incorporate programming while also integrating all other CSP big ideas: creativity, abstraction, data and information, algorithms, the internet and global impact. The curriculum engages students and supports the development of problem solving skills honing in on the computational thinking practices as indicated in the CSP curriculum framework. Students learn to create socially useful computational artifacts using App Inventor as well as connect computing and learn about abstracting as they develop and analyze their programs. The curriculum also emphasizes communication and collaboration in a project-based approach and classroom environment. This course involves a strong writing component. Students will maintain a portfolio of their work, which will include several performance tasks in the areas of programming and the impact of computing technology. This is a year long course.

### Course Overview

<u>Course Goals</u>	<u>Essential Questions</u>	<u>Assessments</u>
<p>Students will</p> <ul style="list-style-type: none"> <li>• Design and implement solutions to problems by writing, running, and debugging computer programs.</li> <li>• Use and implement commonly used algorithms and data structures.</li> <li>• Develop and select appropriate algorithms and data structures to solve problems.</li> <li>• Code fluently in an object-oriented paradigm using the programming language.</li> <li>• Read and understand a large program consisting of several classes and interacting objects. Students should be able to read and understand a description of the design and development process leading to such a program.</li> <li>• Recognize the ethical and social implications of computer use.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the value of computers in today's society?</li> <li>• What are the strengths and limitations of computers?</li> <li>• How does software affect our lives?</li> <li>• How do we breakdown a problem?</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Reading and Homework Assignments</li> <li>• Labs</li> <li>• Projects</li> <li>• Performance Task.</li> <li>• Oral and Video Presentations</li> <li>• Quizzes and Exams</li> <li>• Self-Check and Live Coding Exercises</li> <li>• AP CS Principles Exam (Optional)</li> </ul>

<u>Content Outline</u>	<u>Standards</u>	<u>Skills</u>
<ul style="list-style-type: none"> <li>❖ Unit 1 - Getting Started: Preview &amp; Set up</li> <li>❖ Unit 2 - Introduction to Mobile Apps &amp; Pair Programming</li> <li>❖ Unit 3 - Creating Graphics &amp; Images Bit by Bit</li> <li>❖ Create - Programming Performance Task #1 (Practice)</li> <li>❖ Unit 4 - Exploring Computing: Animation, Simulation, &amp; Modeling</li> <li>❖ Exam #1</li> <li>❖ Explore - Impact of Computing Innovations Performance Task #1 (Practice)</li> <li>❖ Unit 5 - Algorithms &amp; Procedural Abstraction</li> <li>❖ Explore - Impact of Computing Innovations Performance Task #2</li> <li>❖ Unit 6 - Using and Analyzing Data &amp; Information</li> <li>❖ Unit 7 - Communication Through The Internet</li> <li>❖ Create - Programming Performance Task #2</li> <li>❖ Exam #2</li> </ul>	<p><u>State of Connecticut Curriculum Frameworks</u></p> <p>Connecticut State Standards are met in the following areas:</p> <ul style="list-style-type: none"> <li>CCRST2: Key Ideas and Details</li> <li>CCRST4: Craft and Structure</li> <li>CCRST7: Integration of Knowledge and Ideas</li> <li>CCRST9: Integration of Knowledge and Ideas</li> <li>CCWHST1: Text Types and Purposes</li> <li>CCWHST2: Text Types and Purposes</li> <li>CCWHST4: Production and Distribution of Writing</li> <li>CCWHST8: Research to Build and Present Knowledge</li> <li>CCWHST9: Research to Build and Present Knowledge</li> </ul>	<p>Students will</p> <ul style="list-style-type: none"> <li>• Evaluate information and synthesize a conclusive belief.</li> <li>• Use analytical skills and support conclusions with specificity.</li> <li>• Access and research information using the Internet.</li> <li>• Display creative thinking, problem solving, and decision-making.</li> <li>• Organize and maintain files.</li> <li>• Use computers to process information.</li> </ul>

## Pacing Guide

1st Marking Period		2nd Marking Period		3 <sup>rd</sup> Marking Period		4 <sup>th</sup> Marking Period			
Month 1-2		Month 3-4		Month 5-6		Month 7-8		Month 9 -10	
<a href="#"><u>Unit 1 - Getting Started: Preview &amp; Set up  1 week</u></a>	<a href="#"><u>Unit 2 – Intro.to Mobile Apps &amp; Pair Programming  2 weeks</u></a>	<a href="#"><u>Unit 3 - Creating Graphics &amp; Images Bit by Bit  6 weeks</u></a>	<a href="#"><u>Create - Programming Performance Task #1 (Practice)  2 weeks</u></a>	<a href="#"><u>Unit 4 - Exploring Computing: Animation, Simulation, &amp; Modeling  6 weeks</u></a>	<a href="#"><u>Unit 5 - Algorithms &amp; Procedural Abstraction  8 weeks</u></a>	<a href="#"><u>Unit 6 Computing Context  8 Weeks</u></a>	<a href="#"><u>Unit 7 - Communicatio n Through The Internet  8 Weeks</u></a>	<a href="#"><u>Create - Programming Performance Task #2  8 Weeks</u></a>	

## Unit 1 - Getting Started: Preview & Set up 1 weeks

This unit introduces the Computer Science Principles Curriculum Framework using Mobile CSP resources. Discussions of what computer science is, what a computer is, what the student expectations are in the course, what the course offers, and why students should take a computer science course, as well as a brief look at computer ethics, are supported with videos. A major activity is each student's creation of a Google Site, where he or she will host projects and reflections. The development and testing of the test app piques students' interest in the course.

### Standards

21<sup>st</sup> Century Skills /International Society for Technology in Education

1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Connecticut Career and Technical Education – Computer Information Systems

Content Standard 1 – Impact on Society

- Assess the impact of information technology in a global society.

Content Standard 7 - Networking, Infrastructure, and Security Develop skills for networking and security.

- Design hardware and software network security solutions
- Distinguish among network environments (e.g., peer-to-peer, client server, thin client, n-tier, Internetworks, intranets, extranets).

National Standards: Information Technology

XI. Programming and Application Development:

- Achievement Standard: Design, develop, test, and implement programs

X. Systems Analysis and Design

- Achievement Standard: Analyze and design information systems using appropriate development tools

<u>Unit Objectives</u>	<u>Focus Questions</u>	<u>Assessment</u>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify impacts of computing.</li> <li>• Describe connections between people and computing.</li> <li>• Explain connections between computing concepts.</li> <li>• Setup laptop and mobile devices to use App Inventor</li> <li>• Review the textbook, Blown to Bits</li> </ul>	<ul style="list-style-type: none"> <li>• Where do you see computers, and what do they do?</li> <li>• How do you prepare yourself for the jobs of the future?</li> <li>• What is the purpose of your favorite app and who created it??</li> </ul>	<ul style="list-style-type: none"> <li>• Project</li> <li>• Google Account and Portfolio Setup</li> <li>• App Inventor Setup</li> <li>• Diversity in CS</li> </ul>

Skill Objectives

Students will

Develop an algorithm for implementation in a program.

Explain how programs implement algorithms.

Technology Resources

- Computers
- Internet
- Projector or Interactive Whiteboard

Suggested Materials/Resources

- Google Account
- Google Portfolio
- MIT App Inventor
- Appropriate websites and video tutorials
- Relevant News Articles or Videos

## Unit 2 – Intro.to Mobile Apps & Pair Programming 2 weeks

Computing is a creative discipline in which creation takes many forms, such as remixing digital music, generating animations, developing Web sites, and writing programs. Students in this course engage in the creative aspects of computing by designing and developing interesting computational artifacts as well as by applying computing techniques to creatively solve problems.

### Standards

21<sup>st</sup> Century Skills /International Society for Technology in Education

1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Connecticut Career and Technical Education – Computer Information Systems

Content Standard 1 – Impact on Society

- Assess the impact of information technology in a global society.

Content Standard 7 - Networking, Infrastructure, and Security Develop skills for networking and security.

- Design hardware and software network security solutions
- Distinguish among network environments (e.g., peer-to-peer, client server, thin client, n-tier, Internetworks, intranets, extranets).

National Standards: Information Technology

XI. Programming and Application Development:

- Achievement Standard: Design, develop, test, and implement programs

X. Systems Analysis and Design

- Achievement Standard: Analyze and design information systems using appropriate development tools

<u>Unit Objectives</u>	<u>Focus Question</u>	<u>Assessments</u>
<p>Students will</p> <ol style="list-style-type: none"> <li>1. Create an artifact with a practical, personal, or societal intent.</li> <li>2. Select appropriate techniques to develop a computational artifact.</li> <li>3. <u>Use appropriate algorithmic and information management principles.</u></li> </ol>	<ul style="list-style-type: none"> <li>• What does it mean to program a computer?</li> <li>• What are some abstractions encountered in programming with App Inventor?</li> <li>• When can a conditional statement be used?</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and Homework Assignments</li> <li>• Portfolios</li> <li>• Labs</li> <li>• Projects</li> <li>• Quizzes and Exams</li> <li>• Self-Check and Live Coding Exercises</li> </ul>



Skill Objectives

Students will

- Create a computational artifact for creative expression.
- Create a new computational artifact by combining or modifying existing artifacts.
- Use computing tools and techniques for creative expression.
- Develop a program for creative expression, to satisfy personal curiosity, or to create new knowledge.
- Explain how programs implement algorithms.
- Evaluate the correctness of a program.

Technology Resources

- Computers
- Internet
- Projector or Interactive Whiteboard

Suggested Materials/Resources

- Google Account
- Google Portfolio
- MIT App Inventor
- Appropriate websites and video tutorials  
Relevant News Articles or Videos

## Unit 3 - Creating Graphics & Images Bit by Bit 6 weeks [top](#)

Computational thinking requires understanding and applying abstraction at multiple levels, such as privacy in social networking applications, logic gates and bits, and the human genome project. Students in this course use abstraction to develop models and simulations of natural and artificial phenomena, use them to make predictions about the world, and analyze their efficacy and validity.

### Standards

21<sup>st</sup> Century Skills /International Society for Technology in Education

1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Connecticut Career and Technical Education – Computer Information Systems

Content Standard 1 – Impact on Society

- Assess the impact of information technology in a global society.

Content Standard 7 - Networking, Infrastructure, and Security Develop skills for networking and security.

- Design hardware and software network security solutions
- Distinguish among network environments (e.g., peer-to-peer, client server, thin client, n-tier, Internetworks, intranets, extranets).

National Standards: Information Technology

XI. Programming and Application Development:

- Achievement Standard: Design, develop, test, and implement programs

X. Systems Analysis and Design

- Achievement Standard: Analyze and design information systems using appropriate development tools

<u>Unit Objectives</u>	<u>Focus Questions</u>	<u>Assessments</u>
<p>Students will</p> <ul style="list-style-type: none"> <li>• Explain how data, information, or knowledge is represented for computational use.</li> <li>• Explain how abstractions are used in computation or modeling.</li> <li>• Identify abstractions.</li> <li>• Describe modeling in a computational context.</li> </ul>	<ul style="list-style-type: none"> <li>• How can different types of data be represented in binary form?</li> <li>• What happens to data when they are deleted from a computer?</li> <li>• How is abstraction used in computer programming?</li> <li>• What might errors in stored or transmitted data look like?</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Reading and Homework Assignments</li> <li>• Labs</li> <li>• Projects</li> <li>• Quizzes and Exams</li> <li>• Self-Check and Live Coding Exercises</li> </ul>

Skill Objectives

Students will

- Apply a creative development process when creating computational artifacts.
- Create a computational artifact for creative expression.
- Create a computational artifact using computing tools and techniques to solve a problem.
- Use computing tools and techniques for creative expression.
- Develop an abstraction when writing a program or creating other computational artifacts.
- Develop a program for creative expression, to satisfy personal curiosity, or to create new knowledge.]
- Develop a correct program to solve problems.
- Explain how programs implement algorithms.
- Evaluate the correctness of a program.
- Employ appropriate mathematical and logical concepts in programming.

Technology Resources

- Computers
- Internet
- Projector or Interactive Whiteboard

Suggested Materials/Resources

- Google Account
- Google Portfolio
- MIT App Inventor
- Appropriate websites and video tutorials  
Relevant News Articles or Videos

## Create - Programming Performance Task #1 (Practice) 2 weeks

Computing is a creative activity. Creativity and computing are prominent forces in innovation; the innovations enabled by computing have had and will continue to have far-reaching impact. At the same time, computing facilitates exploration and the creation of computational artifacts and new knowledge that help people solve personal, societal, and global problems. This course emphasizes the creative aspects of computing. Students in this course use the tools

### Standards

21<sup>st</sup> Century Skills /International Society for Technology in Education

1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes

Connecticut Career and Technical Education – Computer Information Systems

Content Standard 1 – Impact on Society

- Assess the impact of information technology in a global society.

Content Standard 7 - Networking, Infrastructure, and Security Develop skills for networking and security.

- Design hardware and software network security solutions
- Distinguish among network environments (e.g., peer-to-peer, client server, thin client, n-tier, Internetworks, intranets, extranets).

National Standards: Information Technology

XI. Programming and Application Development:

- Achievement Standard: Design, develop, test, and implement programs

X. Systems Analysis and Design

- Achievement Standard: Analyze and design information systems using appropriate development tools

### Unit Objectives

Students will

- How can a creative development process affect the creation of computational artifacts?
- How can computing and the use of computational tools foster creative expression?
- How can computing extend traditional forms of human expression and experience

### Focus Questions

- What are models, and why are they important? • What are the different ways in which computing affects our lives?
- How possible is it for a computer to generate a truly random number?
- How can one protect one's privacy in today's digital world??

### Assessments

- Portfolios
- Labs
- Projects
- Performance Task.
- Oral and Video Presentations
- Self-Check and Live Coding Exercises

Skill Objectives

Students will

- Create a computational artifact for creative expression.
- Create a new computational artifact by combining or modifying existing artifacts.
- Develop an abstraction when writing a program or creating other computational artifacts.
- Develop an algorithm for implementation in a program.
- Express an algorithm in a language.
- Develop a correct program to solve problems.
- Use abstraction to manage complexity in programs.
- Employ appropriate mathematical and logical concepts in programming

Technology Resources

- Computers
- Internet
- Projector or Interactive Whiteboard

Suggested Materials/Resources

- Google Account
- Google Portfolio
- MIT App Inventor
- Appropriate websites and video tutorials  
Relevant News Articles or Videos

## Unit 4 - Exploring Computing: Animation, Simulation, & Modeling 6 weeks

The results and artifacts of computation and the computational techniques and strategies that generate them can be understood both intrinsically for what they are as well as for what they produce. They can also be analyzed and evaluated by applying aesthetic, mathematical, pragmatic, and other criteria. Students in this course design and produce solutions, models, and artifacts, and they evaluate and analyze their own computational work as well as the computational work others have produced.

### Standards

21<sup>st</sup> Century Skills /International Society for Technology in Education

1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Connecticut Career and Technical Education – Computer Information Systems

Content Standard 1 – Impact on Society

- Assess the impact of information technology in a global society.

Content Standard 7 - Networking, Infrastructure, and Security Develop skills for networking and security.

- Design hardware and software network security solutions
- Distinguish among network environments (e.g., peer-to-peer, client server, thin client, n-tier, Internetworks, intranets, extranets).

National Standards: Information Technology

XI. Programming and Application Development:

- Achievement Standard: Design, develop, test, and implement programs

X. Systems Analysis and Design

- Achievement Standard: Analyze and design information systems using appropriate development tools

<u>Unit Objectives</u>	<u>Focus Questions</u>	<u>Assessments</u>
<p>Students will</p> <ol style="list-style-type: none"> <li>A. Evaluate a proposed solution to a problem.</li> <li>B. Locate and correct errors.</li> <li>C. Explain how an artifact functions.</li> <li>D. Justify appropriateness and correctness of a solution, model, or artifact.</li> </ol>	<ul style="list-style-type: none"> <li>• What are models, and why are they important?</li> <li>• What are the different ways in which computing affects our lives?</li> <li>• How possible is it for a computer to generate a truly random number?</li> <li>• How can one protect one's privacy in today's digital</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Reading and Homework Assignments</li> <li>• Labs</li> <li>• Projects</li> <li>• Performance Task.</li> <li>• Quizzes and Exams</li> </ul>

	world?	<ul style="list-style-type: none"> <li>• Self-Check and Live Coding Exercises</li> </ul>
<u>Skill Objectives</u> Students will <ul style="list-style-type: none"> <li>• Use models and simulations to represent phenomena.</li> <li>• Use models and simulations to formulate, refine, and test hypotheses.</li> <li>• Collaborate when processing information to gain insight and knowledge.</li> <li>• Develop an algorithm for implementation in a program.</li> <li>• Develop a correct program to solve problems.</li> <li>• Employ appropriate mathematical and logical concepts in programming.</li> <li>• Use computing tools and techniques for creative expression.</li> </ul>		
<u>Technology Resources</u> <ul style="list-style-type: none"> <li>• Computers</li> <li>• Internet</li> <li>• Projector or Interactive Whiteboard</li> </ul>	<u>Suggested Materials/Resources</u> <ul style="list-style-type: none"> <li>• Google Account</li> <li>• Google Portfolio</li> <li>• MIT App Inventor</li> <li>• Appropriate websites and video tutorials</li> <li>• Relevant News Articles or Videos</li> </ul>	

## Unit 5 - Algorithms & Procedural Abstraction 8 weeks

Students in this course describe computation and the impact of technology and computation, explain and justify the design and appropriateness of their computational choices, and analyze and describe both computational artifacts and the results or behaviors of such artifacts. Communication includes written and oral descriptions supported by graphs, visualizations, and computational analysis.

### Standards

21<sup>st</sup> Century Skills /International Society for Technology in Education

1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Connecticut Career and Technical Education – Computer Information Systems

Content Standard 1 – Impact on Society

- Assess the impact of information technology in a global society.

Content Standard 7 - Networking, Infrastructure, and Security Develop skills for networking and security.

- Design hardware and software network security solutions
- Distinguish among network environments (e.g., peer-to-peer, client server, thin client, n-tier, Internetworks, intranets, extranets).

National Standards: Information Technology

XI. Programming and Application Development:

- Achievement Standard: Design, develop, test, and implement programs

X. Systems Analysis and Design

- Achievement Standard: Analyze and design information systems using appropriate development tools

### Unit Objectives

Students will

- Explain the meaning of a result in context.
- Describe computation with accurate and precise language, notations, or visualizations.
- Summarize the purpose of a computational artifact.

### Focus Questions

- What is the fastest way to sort a deck of cards?
- When should a loop within a loop be used?
- How does the Google search engine work?

### Assessments

- Portfolios
- Reading and Homework Assignments
- Labs
- Projects
- Quizzes and Exams



		<ul style="list-style-type: none"> <li>• Self-Check and Live Coding Exercises</li> </ul>
<p><u>Skill Objectives</u></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Collaborate when processing information to gain insight and knowledge.</li> <li>• Develop an algorithm for implementation in a program.</li> <li>• Express an algorithm in a language.</li> <li>• Evaluate algorithms analytically and empirically for efficiency, correctness, and clarity.</li> <li>• Collaborate when processing information to gain insight and knowledge.</li> <li>• Develop an algorithm for implementation in a program.</li> <li>• Explain the difference between algorithms that run in a reasonable time and those that do not run in a reasonable time.</li> <li>• Explain the difference between solvable and unsolvable problems in computer science.</li> <li>• Explain the existence of undecidable problems in computer science.</li> <li>• Evaluate algorithms analytically and empirically for efficiency, correctness, and clarity..</li> </ul>		
<p><u>Technology Resources</u></p> <ul style="list-style-type: none"> <li>• Computers</li> <li>• Internet</li> <li>• Projector or Interactive Whiteboard</li> </ul>	<p><u>Suggested Materials/Resources</u></p> <ul style="list-style-type: none"> <li>• Google Account</li> <li>• Google Portfolio</li> <li>• MIT App Inventor</li> <li>• Appropriate websites and video tutorials</li> <li>• Relevant News Articles or Videos</li> </ul>	

## Unit 6 Computing Context 8 Weeks

Innovation can occur when people work together or independently. People working collaboratively can often achieve more than individuals working alone. Learning to collaborate effectively includes drawing on diverse perspectives, skills, and the backgrounds of peers to address complex and open-ended problems. Students in this course collaborate on a number of activities, including investigation of questions using data sets and in the production of computational artifacts.

### Standards

21<sup>st</sup> Century Skills /International Society for Technology in Education

1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Connecticut Career and Technical Education – Computer Information Systems

Content Standard 1 – Impact on Society

- Assess the impact of information technology in a global society.

Content Standard 7 - Networking, Infrastructure, and Security Develop skills for networking and security.

- Design hardware and software network security solutions
- Distinguish among network environments (e.g., peer-to-peer, client server, thin client, n-tier, Internetworks, intranets, extranets).

National Standards: Information Technology

XI. Programming and Application Development:

- Achievement Standard: Design, develop, test, and implement programs

X. Systems Analysis and Design

- Achievement Standard: Analyze and design information systems using appropriate development tools

<u>Unit Objectives</u>	<u>Focus Questions</u>	<u>Assessment</u>
<ul style="list-style-type: none"> <li>• Students will:</li> <li>• Collaborate with another student in solving a computational problem.</li> <li>• Collaborate with another student in producing an artifact.</li> <li>• Share the workload by providing individual contributions to an overall collaborative effort.</li> </ul>	<ul style="list-style-type: none"> <li>• How do we interact with data? . _</li> <li>• What is the difference between data and information?</li> <li>• What does the adage "A picture is worth a thousand words" mean in terms of data visualization?</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Reading and Homework Assignments</li> <li>• Labs</li> <li>• Projects</li> <li>• Performance Task.</li> </ul>

<ul style="list-style-type: none"> <li>• Foster a constructive, collaborative climate by resolving conflicts and facilitating the contributions of a partner or team member.</li> <li>• Exchange knowledge and feedback with a partner or team member.</li> <li>• Review and revise their work as needed to create a high-quality artifact.</li> </ul>		<ul style="list-style-type: none"> <li>• Quizzes and Exams</li> <li>• Self-Check and Live Coding Exercises</li> </ul>
--	--	---

<p><u>Skill Objectives</u></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Create a computational artifact for creative expression.</li> <li>• Create a computational artifact using tools and techniques to solve a problem.</li> <li>• Create a new computational artifact by combining or modifying existing artifacts.</li> <li>• Find patterns and test hypotheses about digitally processed information to gain insight and knowledge.]</li> <li>• Develop a correct program to solve problems.</li> <li>• Use abstraction to manage complexity in programs.</li> <li>• Employ appropriate mathematical and logical concepts in programming..</li> </ul>		
--	--	--

<p><u>Technology Resources</u></p> <ul style="list-style-type: none"> <li>• Computers</li> <li>• Internet</li> <li>• Projector or Interactive Whiteboard</li> </ul>	<p><u>Suggested Materials/Resources</u></p> <ul style="list-style-type: none"> <li>• Google Account</li> <li>• Google Portfolio</li> <li>• MIT App Inventor</li> <li>• Appropriate websites and video tutorials</li> <li>• Relevant News Articles or Videos</li> </ul>
---	--

## Unit 7 - Communication Through The Internet 8 Weeks

Focuses on the Internet, how it works, and how it is secured. Students take an in-depth look at cryptography. Three apps - No Texting While Busy, My Direction, and Broadcast Hub - are used to illustrate features of the Internet and its impact. Command-line features and some network architecture are introduced and discussed. Students complete the Create Performance Task at the end of this unit.

### Standards

21st Century Skills /International Society for Technology in Education

1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Connecticut Career and Technical Education – Computer Information Systems

Content Standard 1 – Impact on Society

- Assess the impact of information technology in a global society.

Content Standard 7 - Networking, Infrastructure, and Security Develop skills for networking and security.

- Design hardware and software network security solutions
- Distinguish among network environments (e.g., peer-to-peer, client server, thin client, n-tier, Internetworks, intranets, extranets).

National Standards: Information Technology

XI. Programming and Application Development:

- Achievement Standard: Design, develop, test, and implement programs

X. Systems Analysis and Design

- Achievement Standard: Analyze and design information systems using appropriate development tools

<u>Unit Objectives</u>	<u>Focus Questions</u>	<u>Assessment</u>
<ul style="list-style-type: none"> <li>• Students will:</li> <li>• Collaborate with another student in solving a computational problem.</li> <li>• Collaborate with another student in producing an artifact.</li> <li>• Share the workload by providing individual contributions to an overall collaborative effort.</li> </ul>	<ul style="list-style-type: none"> <li>• What do the Internet and the World Wide Web have in common?</li> <li>• How does an email go from one computer to the other?</li> <li>• What activities and tools support a secure Web experience?</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Reading and Homework Assignments</li> <li>• Labs</li> <li>• Projects</li> <li>• Performance Task.</li> <li>• Quizzes and Exams</li> </ul>

<ul style="list-style-type: none"> <li>• Foster a constructive, collaborative climate by resolving conflicts and facilitating the contributions of a partner or team member.</li> <li>• Exchange knowledge and feedback with a partner or team member.</li> <li>• Review and revise their work as needed to create a high-quality artifact.</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Self-Check and Live Coding Exercises</li> </ul>
---	--	--

<p><u>Skill Objectives</u></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Create a computational artifact for creative expression.</li> <li>• Create a computational artifact using tools and techniques to solve a problem.</li> <li>• Create a new computational artifact by combining or modifying existing artifacts.</li> <li>• Find patterns and test hypotheses about digitally processed information to gain insight and knowledge.]</li> <li>• Develop a correct program to solve problems.</li> <li>• Use abstraction to manage complexity in programs.</li> <li>• Employ appropriate mathematical and logical concepts in programming...</li> </ul>		
---	--	--

<p><u>Technology Resources</u></p> <ul style="list-style-type: none"> <li>• Computers</li> <li>• Internet</li> <li>• Projector or Interactive Whiteboard</li> </ul>	<p><u>Suggested Materials/Resources</u></p> <ul style="list-style-type: none"> <li>• Google Account</li> <li>• Google Portfolio</li> <li>• MIT App Inventor</li> <li>• Appropriate websites and video tutorials</li> <li>• Relevant News Articles or Videos</li> </ul>
---	--

## Create - Programming Performance Task #2 8 Weeks

Abstraction reduces information and detail to facilitate focus on relevant concepts. Everyone uses abstraction on a daily basis to effectively manage complexity. In computer science, abstraction is a central problem-solving technique. It is a process, a strategy, and the result of reducing detail to focus on concepts relevant to understanding and solving problems. This course requires students to use abstractions to model the world and communicate with people as well as with machines. Students in this course learn to work with multiple levels of abstraction while engaging with computational problems and systems; use models and simulations that simplify complex topics in graphical, textual, and tabular formats; and use snapshots of models and simulation outputs to understand how data changes, identify patterns, and recognize abstractions.

### Standards

21st Century Skills /International Society for Technology in Education

1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Connecticut Career and Technical Education – Computer Information Systems

Content Standard 1 – Impact on Society

- Assess the impact of information technology in a global society.

Content Standard 7 - Networking, Infrastructure, and Security Develop skills for networking and security.

- Design hardware and software network security solutions
- Distinguish among network environments (e.g., peer-to-peer, client server, thin client, n-tier, Internetworks, intranets, extranets).

National Standards: Information Technology

XI. Programming and Application Development:

- Achievement Standard: Design, develop, test, and implement programs

X. Systems Analysis and Design

- Achievement Standard: Analyze and design information systems using appropriate development tools

<u>Unit Objectives</u>	<u>Focus Questions</u>	<u>Assessment</u>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Collaborate with another student in solving a computational problem.</li> <li>• Collaborate with another student in producing an artifact.</li> </ul>	<ul style="list-style-type: none"> <li>• How are vastly different kinds of data, physical phenomena, and mathematical concepts represented on a computer?</li> <li>• How does abstraction help us in writing programs, creating computational artifacts, and solving problems?</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Reading and Homework Assignments</li> <li>• Labs</li> <li>• Projects</li> <li>• Performance Task.</li> </ul>

<ul style="list-style-type: none"> <li>• Share the workload by providing individual contributions to an overall collaborative effort.</li> <li>• Foster a constructive, collaborative climate by resolving conflicts and facilitating the contributions of a partner or team member.</li> <li>• Exchange knowledge and feedback with a partner or team member.</li> <li>• Review and revise their work as needed to create a high-quality artifact.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• How can computational models and simulations help generate new understanding and knowledge?</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and Video Presentations</li> <li>• Self-Check and Live Coding Exercises</li> </ul>
---	---	--

Skill Objectives

Students will

- Create a computational artifact for creative expression.
- Create a computational artifact using tools and techniques to solve a problem.
- Create a new computational artifact by combining or modifying existing artifacts.
- Find patterns and test hypotheses about digitally processed information to gain insight and knowledge.]
- Develop a correct program to solve problems.
- Use abstraction to manage complexity in programs.
- Employ appropriate mathematical and logical concepts in programming...

Technology Resources

- Computers
- Internet
- Projector or Interactive Whiteboard

Suggested Materials/Resources

- Google Account
- Google Portfolio
- MIT App Inventor
- Appropriate websites and video tutorials
- Relevant News Articles or Videos

**4112.5(a)**  
**4212.5**

## **Personnel -- Certified/Non-Certified**

### **Security Check/Fingerprinting**

In order to create a safe and orderly environment for students, all offers of employment will be conditional upon the successful outcome of a criminal record check. In addition, any person applying for employment with the District shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired.

Applicants, as required, shall disclose (1) current and past employers' contact information; (2) authorization allowing contact with such employers; and (3) statements about any past misconduct, discipline, or licensure penalties as a result of sexual misconduct or abuse allegations.

Prior to hiring any applicant, the District will (1) ensure that the above stated three requirements are completed; (2) review applicants' employment history after making a documented, good faith effort to contact previous employers for information; and (3) request any available information about applicants from SDE.

District employees shall within 30 days after they are hired submit to state and national criminal checks. District students employed by the school system are exempted from this requirement.

Workers placed in a school under a public assistance employment program shall also submit to the criminal check if such individuals will have direct contact with students.

School nurses and nurse practitioners appointed by the Fairfield Board of Health shall also submit to a criminal history check pursuant to C.G.S. 29-17a. The District is responsible for initiating the background check.

Student teachers and interns placed in District schools as part of completing preparation requirements for the issuance of an educator certificate, shall also be required to undergo the same criminal background checks already required for school employees.

### **Criminal Justice Information**

Criminal Justice Information (CJI) is to be maintained in accordance with the administrative regulation pertaining to the use and disclosure of criminal justice information.



## **Personnel -- Certified/Non-Certified**

### **Security Check/Fingerprinting**

(cf. 4112.51/4212.51 - Employment/Reference Checks)

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissed. (as amended by PA 01-173, PA 04-181 and June 19 Special Session, PA 09-1, PA 11-93 and PA 16-67)

29-17a Criminal history checks. Procedure. Fees.

PA 16-67 An Act Concerning the Disclosure of Certain Education Personnel Records

Criminal Justice Information Services (CJIS) Security Policy, Version 5.4, U.S. Department of Justice, Federal Bureau of Investigation, Criminal Justice Information Services Division, October 6, 2015.

**Regular Meeting Minutes  
Fairfield BoE, May 9, 2017**

**NOTICE:** A full meeting recording can be obtained from Fairfield Public Schools. Please call 203-255-8371 for more information and/or see the FPS website (under Board Meeting Minutes) for a link to FAIRTV.

*Call to Order of the Regular Meeting of the Board of Education and Roll Call*

Chairman Philip Dwyer called the Regular meeting to order at 7:35PM. Present were members Eileen Liu-McCormack (arrived 7:45PM), Marc Patten, Donna Karnal (arrived 7:45PM), Jessica Gerber, Philip Dwyer, Trisha Pytko, Jennifer Maxon-Kennelly and John Llewellyn. Others present were Superintendent Dr. Toni Jones, FLHS student representatives Catherine Behjati, and Sean Oppenheimer, FWHS student representative Ashley Agrello, members of the central office leadership team, and approximately 120 members of the public.

*Student Recognition*

The Board recognized the All-State, All-Eastern and All-National musician honorees. Ms. Hoefer introduced the 30+ students. Dr. Jones, the Board and audience congratulated them with a round of applause.

The Board also recognized *Individual* State Champions in Wrestling, Fencing (Women's Foil), Indoor Track, and Girls Swimming. *Team* State Champions were recognized in Dance (4<sup>th</sup> year in a row), Girls Skiing (5<sup>th</sup> year in a row), Bowling (2<sup>nd</sup> year in a row), Boys Indoor Track 4x800, and Girls Swimming 200-yard Freestyle Relay. Athletic Directors Mr. Parness and Mr. Fry introduced the students and coaches to the Board. Dr. Jones, the Board and audience congratulated the students with a round of applause.

*Student Reports*

Ms. Behjati and Mr. Oppenheimer reported for Fairfield Ludlowe: The Juniors' badminton tournament took place last month; the spring drama production, "Mame," was well-received with a great turnout; the upcoming Family Consumer Science night will include PK students modeling clothes made by the fashion department and food provided by the culinary students; the Warde/Ludlowe baseball game will take place at Harbor Yard on Friday; Junior and Senior proms will take place in the next 2 weeks – Grim Reaper Day, the mock crash and assembly will focus on the seriousness of drunk driving; AP tests will be this week and next; *US News & World Reports* reported that FLHS is the 10<sup>th</sup> best high school in CT; 17 students won National Latin Exam Awards.

Ms. Agrello reported for Fairfield Warde: A sense of pride for all the students being recognized; battle of the houses took place in April; the first student-led Identity in Education conference was held with Warde, Ludlowe and Harding high school students participating; AP testing is going well; the spring production "Oklahoma" had great reviews; the jazz ensemble dinner dance is coming up; the baseball game at Harbor Yard is on Friday; induction for the National Honor Society takes place next week; junior prom is on May 20; senior prom on June 3<sup>rd</sup>.

Mrs. Maxon-Kennelly – what is the direction of the Identity Conference going forward? Ms. Agrello said a broader conference is planned.

Mr. Dwyer said the student representatives are welcome to share their final thoughts at the May or June meetings.

*Presentation: PK-12 English/Language Arts Status Update*

Dr. Jones congratulated Mr. Cummings on his recent appointment as Chief Academic Officer. Mr. Cummings said he very much appreciates the opportunity to work with the superintendent.

Mr. Cummings said the PK-12 English/Language Arts (ELA) curriculum was revised in response to the adoption of the Common Core standards. Much has been learned since the revisions; students have acquired skills and knowledge and teachers have improved the instructional practice. He introduced Ms. Khairallah, Curriculum Leader grades PK-5, and Mr. Chiappetta, Curriculum Leader grades 6-12.

Ms. Khairallah and Mr. Chiappetta presented with Ms. O'Donnell (Holland Hill), Ms. McGoey (Stratfield Principal), Ms. Formato (FWMS) and Ms. Ruegger (FLHS).

The singular goal of ELA has not changed – to continuously improve the reading and writing life of all Fairfield students. Changes in the curriculum included alignment to the Connecticut Core standards and articulation of grammar, usage and mechanics scope and sequence. Professional development included coaching classroom teachers, the use of assessments to modify implementation, revision of rubrics and grammar, usage and mechanics mapping. Key adjustments included revised implementation based on shifting national assessments, integrating inquiry to promote application of Language Arts skills across the curriculum, vertical articulation, and the focus on analyzing and critiquing multiple texts.

Next steps include the use of student work to plan instruction and guide professional development, early intervention process for review and standardization, implement skill-based portfolios in grades 9-11, focus on transitions, create and implement a writing scoring system, collaborate with Library/Media and Social Studies, and map content and academic vocabulary.

Mrs. Liu-McCormack:

- Are we introducing script again in 3<sup>rd</sup> grade? Ms. Khairallah said this is part of the approved curriculum; 3<sup>rd</sup> grade teachers have latitude with this. It's happening across the district and they will continue to work on this.
- Is notetaking new? Ms. Khairallah said notetaking starts in KDG and continues with non-fiction units and readers' notebooks.
- Mrs. Liu-McCormack loves these two things, wants to make sure they are implemented. Ms. Khairallah said teachers make judgements on how to adjust instruction and prioritize depending on class needs and priorities. The amount of time may vary on needs and priorities.
- Is there a grammar rubric for all elements, like semi-colons, colons, etc? Mr. Chiappetta said yes – the pacing guide is very clear and is included in the curriculum document on the website. Mrs. Liu-McCormack asked if this is available to the public so that parents can stay on top of things. Mr. Chiappetta said that the majority of this is in the curriculum documents.
- Is there a pacing guide for spelling and vocabulary? Ms. Khairallah said this work is ongoing and is part of the Common Core standards. Mrs. Liu-McCormack wants to know how transparent this is for the public. Ms. Khairallah says the standards are listed. Mr. Chiappetta said there are no word lists per se – the new SAT and SBA assess vocabulary in context, rather than isolated words; work is being done now to map that out. Ms. Khairallah added that there was a switch to a spelling inventory.

Mr. Patten:

- Are handwriting skills taught after 3<sup>rd</sup> grade, what is the national trend? Ms. Khairallah said it is in the approved curriculum with a resource; the focus in middle school is on keyboarding; have to think about classroom priorities. There is mixed research on the trend.
- Any feedback from secondary students from the last 2 years? Has the block schedule helped? Ms. Ruegger said simultaneous classic literature pairings with young adult literature have been made to ensure students are motivated to read more; there is a 'march madness' of books which is a fun way to battle on which book is best. The block schedule affords students more responsibility to read daily, when not in class.
- Commended the team for the work done between transition years.

Ms. Pytko, are rubrics calibrated? Ms. Ruegger and Mr. Chiappetta said yes.

Mrs. Maxon-Kennelly

- Is there is a coordination of skills rubric, such as with Social Studies? Mr. Chiappetta said the work in assessing across disciplines has begun.
- Will Science teachers need some non-fiction reading PD, given the next-generation Science standards? Mr. Chiappetta said work has begun with non-fiction reading at the middle school level. Students are already able to transfer non-fiction reading skills across disciplines.

- Have SBA assessment trends been identified in grades 3-8? Ms. Formato said yes for FWMS – with the lower scores on listening, has started to teach strategies for that skill. Ms. Khairallah said expanded opportunities for digital reading exist in the primary grades. We want to inspire kids to read closely.
- Is the PSAT benchmark the same for 10<sup>th</sup> and 11<sup>th</sup> graders? Mr. Chiappetta said no, cut scores are different.
- Is there a shared common experience with classic texts? Ms. Formato said yes. Mr. Chiappetta said teachers were consulted on the reading list.
- In elementary, how much will the new schedule, PD and data teams help to form what is being done in the classrooms? Ms. McGoey said the use of data teams with actual student work helps to show how students are progressing.

Mr. Dwyer thanked the entire ELA department for the hard work on this presentation.

*Old Business*

*Approval of the Family and Consumer Science Curriculum*

Mrs. Gerber moved, Mrs. Maxon-Kennelly seconded that the Board of Education approve the Family and Consumer Science Curriculum.

**Motion Passed: 8-0**

*Approval of the Solar Carport Proposal at Fairfield Ludlowe High School and Fairfield Warde High School*

Mrs. Gerber moved, Mrs. Maxon-Kennelly seconded that the Board of Education approve the Solar Carport Proposal at Fairfield Ludlowe High School and Fairfield Warde High School.

Mr. Dwyer said the proposal has some changes since the first reading. Mr. Thompson reviewed the changes in the new document, which were a result of boiler plate items. He thanked Mr. Llewellyn for bringing the items to his attention. Three votes will be required for this project: Zoning variance for Warde which was approved, BOE and BOS. Site survey work has already begun, and coordination with the window project resulted in no concerns.

Ms. Pytko – how is site-survey work at FLHS being done without this being an approved project? Mr. Thompson said this is being done at the developer’s risk with school approval to do some advance site work.

Mrs. Maxon-Kennelly expressed some concern about the location of support structures. Mr. Thompson said support columns will be placed on the “X” between 4 spaces, when not on the grass. He clarified that the standard car mirrors wouldn’t be able to reach the steel support columns, so there is little risk of mirrors hitting the columns.

Mrs. Liu-McCormack

- Where in the proposal does it show the cost of the electricity used for car charging? Mr. Thompson said it is about \$150/year per car and is in the FAQs. These are wall outlets with level 1 charging.
- What would be the maximum cost incurred without a permit fee? Mr. Thompson said 20 chargers at \$150 each equals \$3K per school per year.
- Why the different PPA pricing? Mr. Thompson said the Warde site is bigger and more efficient in the ratio of solar to steel.
- Is concerned that education funding is being diluted; feels this belongs at the town level and not in the K-12 budget. Mr. Thompson said the proposal is to have a permit fee to cover the cost of charging.

Mr. Dwyer asked if the suggested proposed fee equals the cost. Mr. Thompson suggested a fee of 50% of the \$150 – since cars would not be plugged in all the time.

Mr. Llewellyn

- Thanked Mr. Thompson for addressing his concerns off-line and asked about the savings with the Parks/Rec structure. Mr. Thompson said the Parks/Rec structure resulted in a 36% savings in electrical for 2015-2016.
- What was the environmental testing that was done? Mr. Thompson said it was load testing for the foundation.
- He is also concerned about the cost and suggested amending the motion to have a permit fee to cover the cost.

Mr. Patten clarified that there would still be a net savings even if all 20 spaces were used. It is a win-win scenario and he is in support of this.

Mr. Llewellyn moved, Mrs. Liu-McCormack seconded to amend the motion and add the following sentence: "Access to electric vehicle charging will be made available subject to the district recovering 100% of the cost of power utilized."

Mr. Llewellyn – will the meters show how much is being charged? Mr. Thompson said meters will not be attached to charging stations; the permit fee of \$75 would more than cover the yearly cost of electricity.

Mrs. Liu-McCormack asked for a guarantee of no cost to the budget. This sets a precedent and is not a mandate; we are diluting the purpose of education funds. Mr. Thompson said he is a volunteer and has no basis to provide a guarantee.

Mr. Dwyer said he is not in support of the amendment. A fee can be implemented accordingly.

Mr. Patten said he does not support the amendment; need to look at the big picture at what is happening at the state level with the budget. Fees can be charged as we see fit.

Mr. Llewellyn said this is a 20-year agreement, with more usage expected.

Mr. Llewellyn moved, Mrs. Liu-McCormack seconded to amend the amendment to read: "Access to electric vehicle charging will be made available subject to the district recovering power utilized by collecting an EV charging fee.

*Public Comment:*

*Suzanne Miska*, Ryegate Road: Disagrees with any additional fees imposed on students.

*Greg Hatzis*, FLHS Headmaster: Explained the current parking fee structure; not easy to monitor if students share their assigned spots with others.

*Mr. Mohab*, Skyway Venture (the developer): There will be a timer; the charging stations, or sockets, can easily be turned off if the limit is reached or exceeded.

Mrs. Liu-McCormack said the no-overflow guarantee should be written into the amendment.

Mr. Llewellyn said parking spots are assigned and plugs can be turned off; there is no way to guarantee without meters. Not all students will pay this fee – only those who wish to purchase power.

**Amendment to the Amendment Failed: 3-4-1**

Favor: Mrs. Liu-McCormack, Mr. Patten, Mr. Llewellyn

Oppose: Ms. Karnal, Mrs. Gerber, Mr. Dwyer, Ms. Pytko

Abstain: Mrs. Maxon-Kennelly

**Amendment Failed: 2-6**

Favor: Mrs. Liu-McCormack, Mr. Llewellyn

Oppose: Mr. Patten, Ms. Karnal, Mrs. Gerber, Mr. Dwyer, Ms. Pytko, Mrs. Maxon-Kennelly

*Public Comment on Main Motion:*

*Suzanne Miska*, Ryegate Road: Skeptical of the package; appreciates Mr. Thompson's work but doesn't like fees.

Mr. Patten - Are fees charged at the Rec center? Mr. Thompson said no.

Mr. Llewellyn asked about the approval process; there needs to be a mechanism to recoup lost savings. Mr. Thompson said the final legal requirement is the Board of Selectmen.

DRAFT

Mr. Dwyer added that the Town controls the property.

Mrs. Maxon-Kennelly said the timer addresses the BOF objection and it would be remiss to hold up the project.

**Original Motion Passed: 6-2**

Favor: Mr. Patten, Ms. Karnal, Mrs. Gerber, Mr. Dwyer, Ms. Pytko, Mrs. Maxon-Kennelly

Oppose: Mrs. Liu-McCormack, Mr. Llewellyn

*Adoption of Policies*

*Adoption of Policy 6162.3 – Instruction – Instructional Resources – Instructional Resources for Teachers*

Mrs. Maxon-Kennelly moved, Mrs. Gerber seconded that the Board of Education adopt Policy 6162.3, Instruction – Instructional Resources – Instructional Resources for Teachers.

**Motion Passed: 8-0**

*Adoption of Policy 6163.31 – Instruction – Curriculum – Basic Instruction – Dissection of Animals in the Classroom*

Mrs. Maxon-Kennelly moved, Mrs. Gerber seconded that the Board of Education adopt Policy 6163.31, Instruction – Curriculum – Basic Instruction– Dissection of Animals in the Classroom.

**Motion Passed: 8-0**

*New Business*

*Approve Plans and Specs for the Tomlinson Middle School Partial Roof Replacement – State Project # TMP-051-QTFX*

Mrs. Gerber moved, Mrs. Maxon-Kennelly seconded that the Board of Education approve Plans and Specs for the Tomlinson Middle School Partial Roof Replacement – State Project # TMP-051-QTFX.

Mr. Morabito said this is part of the normal process for state reimbursement; it will go to the state tomorrow.

Mrs. Gerber said the Board has already approved the ed specs.

Ms. Karnal asked about reimbursement. Mr. Morabito said a percentage will be reimbursed.

**Motion Passed: 8-0**

*Third Quarter Financial Report*

Mrs. Munsell reviewed the June 30 Projected Expenses as of April 28. Projected savings are \$1.15M with projected deficits of \$1.6M, showing an overall deficit of \$500K as of 4/28/17. Funds in reserve total just over \$1M, with projected overall balance of \$523K.

Mr. Llewellyn:

- Are we short \$200K in Pupil Personnel, page 2? Mrs. Munsell said yes.
- Have we incurred additional legal fees of \$91K? Mrs. Munsell said that is a projected overage due to activity between December and the end of the year.
- In 2 months there are many overages in Special Education. Mrs. Munsell said Special Education has grown by approximately \$265K from Dec/January to April.

Mr. Dwyer said we are at risk for the \$780K should the state not pay.

Ms. Karnal, what has changed in the extra legal fees? How many times is legal brought in? Mrs. Munsell couldn't speak to specifics but approximated 60% is special education. Dr. Jones said we can print out the legal fees sheet.

Mr. Patten – are there any savings for not having school on June 6? Mrs. Munsell the savings is \$50K in transportation. Mrs. Maxon-Kennelly- what accounts for the savings in Extra Curricular Salaries and Transportation? Mrs. Munsell said part of the transportation savings is due to 2 fewer days of school – the rest is special education savings; will get specifics of the extra-curricular number; there is a different rate of pay based on experience.

*First Reading of Policies*

- 5141.213 – Students – Administering Medication – Opioid Overdose Prevention
- 5144.1 – Students – Use of Physical Force
- 6142 – Instruction – Basic Instructional Program
- 6173 – Instruction – Homebound/Hospital Instruction

Mrs. Maxon-Kennelly received a question on Policy 6142 from Mrs. Liu-McCormack, were we setting the bar low? The wording is straight from state statute. The rigor and challenge comes from the curriculum.

Mrs. Liu-McCormack wanted to ensure consistency.

Mrs. Gerber added the previous policy was a simple laundry list of subjects, so this policy has a bit more detail.

<i>Approval of Minutes</i>
----------------------------

*Approval of Regular Minutes of April 6, 2017*

Mrs. Gerber moved, Ms. Pytko seconded that the Board of Education approve the Minutes of the Regular Meeting of April 6, 2017.

**Motion Passed: 5-3**

Favor: Mr. Patten, Mrs. Gerber, Mr. Dwyer, Ms. Pytko, Mrs. Maxon-Kennelly

Oppose: Mrs. Liu-McCormack, Ms. Karnal and Mr. Llewellyn

*Approval of Special Meeting/Self-Evaluation Minutes of April 25, 2017*

Mrs. Gerber moved, Mrs. Maxon-Kennelly seconded that the Board of Education approve the Minutes of the Special Meeting/Self-Evaluation of April 25, 2017.

**Motion Passed: 6-0-2**

Favor: Mr. Patten, Mrs. Gerber, Mr. Dwyer, Ms. Pytko, Mrs. Maxon-Kennelly, Mr. Llewellyn

Abstain: Mrs. Liu-McCormack, Ms. Karnal

*Approval of Special Meeting/Town Hall Minutes of April 25, 2017*

Mrs. Gerber moved, Ms. Pytko seconded that the Board of Education approve the Minutes of the Special Meeting/Town Hall of April 25, 2017.

**Motion Passed: 6-1-1**

Favor: Mr. Patten, Ms. Karnal, Mrs. Gerber, Mr. Dwyer, Ms. Pytko, Mrs. Maxon-Kennelly

Oppose: Mr. Llewellyn

Abstain: Mrs. Liu-McCormack

<i>Superintendent's Report</i>
--------------------------------

Dr. Jones reported that Ludlowe's spring production of "Mame" and Warde's production of "Oklahoma" were phenomenal. Warde organized the student-led "Identity in Education" conference – it was so well done it could be a model for the rest of the country. Excellent discussions regarding equity and diversity were taking place.

DRAFT

The district is still holding since the last FY-18 budget update in April. We are still at risk for \$2.2M in primarily 2 categories: Excess Cost and DDS Residential. To be conservative, all items and summer projects listed as Tier 1 are on hold for now. The Tier 2 list contains some items on hold highlighted in yellow (summer curriculum work, district professional development, school allocation reduction, District Improvement Plan implementations, and Secondary Administrator freeze) and some items that are not on hold and require a larger conversation, highlighted in orange (the Student Activity Fee, Building Rental Fee Increase, World Language, 4<sup>th</sup> grade orchestra and the Aquatics Program).

Ms. Karnal, is August too late to begin the summer curriculum work? Dr. Jones said yes. The summer work scheduled was Music and pacing guides, not Science.

Mrs. Liu-McCormack confirmed with Dr. Jones that the orange highlighted items still exist.

Mr. Dwyer summarized that a hold has been placed on some items, rather than a cut – the only change is the \$33K, a cut that can be made at the 2<sup>nd</sup> May meeting or the June meeting.

Mrs. Maxon-Kennelly and Ms. Pytko preferred to do this at the June meeting.

Mrs. Gerber – since these items are in the approved budget – is there any technical reason that the Board would have to approve these reductions?

Mr. Dwyer said he did not think so – ‘holds’ have been used before, such as with hiring personnel.

Mr. Patten – why wouldn’t the Board cut the line items based on the reduction amount?

Mr. Dwyer said this is a conversation that we could have after the state acts with an official budget.

Ms. Pytko agreed with Mr. Patten – a discussion is needed on what might be cut.

Mr. Llewellyn said the state could make cuts in August, so cuts could be made by default based on timelines.

Dr. Jones said the DDS Residential placement is more like a \$1M invoice.

*Committee/Liaison Reports*

Mrs. Maxon-Kennelly said the PTAC is accepting nominations for awards.

Mrs. Gerber reported that funds are lacking to build the OHS connector; the committee is now looking at fencing. FLHS is on track for the windows project.

*Open Board Committee*

Mr. Dwyer said he is in receipt of the official letter from the state regarding FEA negotiations, which will begin in the fall.

*Adjournment*

Mrs. Gerber moved, Ms. Pytko seconded that this Regular Meeting of the Board of Education adjourn.

Motion Passed: 8-0

Meeting adjourned at 10:56PM

*Jessica Gerber  
Fairfield Board of Education  
Secretary*