



Board of Education **Special** Meeting Agenda *(Revised)*
501 Kings Highway East, 2nd Floor Board Conference Room
October 9, 2018
6:45 PM *(or immediately following 5:45pm Executive Session)*

Call to Order of the Special Meeting of the Board of Education and Roll Call

Pledge of Allegiance

Business Items:

1. Mill Hill Building Committee Update, Mr. Dwyer
2. Presentation: Innovative Learning, Mr. Honohan
3. Adoption of Policies:
 - A. Adoption of Policy 6146: Requirements for Graduation
(Enclosure Nos. 1, 1A)*
Recommended Motion: "that the Board of Education adopt Policy 6146: Requirements for Graduation"
**BOE Member Proposed Amendments to Policy 6146 - Enclosure 1A*
 - B. Adoption of Policy 0200: Education Goals
(Enclosure No. 2)
Recommended Motion: "that the Board of Education waive the First Reading of **Policy 0200: Educational Goals** and adopt Policy 0200 as enclosed, as new language was reviewed on June 12, 2018, August 28, 2018, and September 11, 2018"
4. Approval of District Improvement Plan Update
Recommended Motion: "that the Board of Education approve the District Improvement Plan as updated September 25, 2018"
5. Approval of BOE Goal
Recommended Motion: "that the Board of Education approve the September 11, 2018 BOE Goal #1, with the understanding that it will be based on receipt of the 2019-2029 enrollment projections"
(Enclosure No. 3)
6. Discussion of Budget Challenges and Priorities
7. Special Education Audit: Highlights
8. Financial Review of 2017-2018 Fiscal Year, Mrs. Munsell
9. Public Comment

Adjournment

Recommended Motion: “that this Special 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

October 23, 2018 Regular Meeting	7:30 PM	501 Kings Hwy East 2 nd Floor Board Conference Room
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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 the office of Special Education, 501 Kings Highway East, Fairfield, CT 06825, Telephone: (203) 255-8379.

Students

Progress / Records

REQUIREMENTS FOR GRADUATION

6146 (a)

Introduction

I. Graduating Classes 2018 - 2019

To graduate from the Fairfield Public Schools students in the class of 2018 to 2019 must earn a minimum of 43 credits and meet the credit distribution requirement. A student must demonstrate the designated computer applications proficiency. One semester equals 1 credit.

Credit Requirements for Graduation

To meet the minimum requirements for a high school diploma, a student must earn 43 credits and achieve the following credit distribution:

English	8 credits
Math	6 credits
Science	6 credits
Social Studies	7 credits
Physical Education & Health	3 credits (16 units)
Arts / Vocational	2 credits

II. Graduating Classes 2020-2022

To graduate from the Fairfield Public Schools students in the class of 2020 to 2022 must earn a minimum of 43 credits and meet the credit distribution requirement. One semester equals 1 credit.

Credit Requirements for Graduation

To meet the minimum requirements for a high school diploma, a student must earn 43 credits and achieve the following credit distribution:

English	8 credits
Math	6 credits
Science	6 credits
Social Studies	7 credits
Physical Education & Health	3 credits (16 units)
Arts / Vocational	2 credits

REQUIREMENTS FOR GRADUATION (continued)

6146 (b)

III. Graduating Classes Beginning 2023

For the graduating classes commencing in 2023 students must earn a minimum of 25 credits and meet the credit distribution requirement. One semester equals .5 of a credit for a full block assignment. Single courses requiring additional scheduled time to be blocked will also receive commensurate credit.

Seventh-and eighth-grade students may earn up to three (3) high school credits if they successfully complete a middle school course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve.

Credit Requirements for Graduation

To meet the minimum requirements for a high school diploma, a student must earn 25 credits. Each course taken can be credited to only one of the areas below. The 25 credits must achieve the following credit distribution:

Credits in the Humanities, including Civics and the Arts	<u>9 credits</u>
Comprising:	
English	4.0 credits
Social Studies (1 in US History; .5 in Civics)	3.5 credits
Additional credit in Humanities area, core or elective	1.5 credits
Credits in Science, Technology, Engineering and Technology (STEM)	<u>9 credits</u>
Comprising:	
Math	3 credits
Science	3 credits
Additional credit in STEM area core or elective	3 credits
Physical Education and Wellness	<u>1 credit</u>
0.5 credit must be in PE	
Health and Safety	<u>1 credit</u>
0.75 credit must be in Health	
World Language	<u>1 credit</u>
Electives	<u>3 credits</u>
0.5 credit must be in Fine Arts/Vocational Arts	
Mastery Based Diploma Assessment/Assured Skill Experiences	<u>0.5 credit</u>

REQUIREMENTS FOR GRADUATION (continued)

6146 (c)

Students will demonstrate proficiency in each of the indicators of the academic expectations which are embedded in projects and activities developed by the FPS faculty in the following areas:

- Critical and Creative Thinking (Exploring and Understanding, Synthesizing and Evaluating, Creating and Constructing); and
- Communicating and Collaborating (Conveying Ideas, Using Communication (Media) Tools, Collaborating Strategically)

Mastery-Based Diploma Assessment/Assured Content Experience 0.5 Credit
Completion of one option in two out of the three sections in Section IV.

IV. Mastery-Based Diploma Assessment/Assured Content Experience Options

Mathematics

Meet the State of Connecticut expectations for 11th Grade proficiency on the math portion of the PSAT or SAT

Meet the ACT score for proficiency on the math portion of that test

Pass a competency-based assessment to demonstrate proficiency in math

Meet the proficiency standard on a district developed math portfolio

Complete a capstone course

Complete a course internship in a field of study or employment opportunity or volunteer role that requires the use of Algebra II level math at a minimum

Provide evidence of proficiency on a nationally recognized math assessment

Score a 3 or higher on Advanced Placement Calculus AB, Advanced Placement Calculus BC or Advanced Placement Statistics.

Evidence Based Reading and Writing

Meet the State of Connecticut expectations for 11th Grade proficiency on the Evidence Based Reading and Writing portion of the PSAT or SAT

Meet the ACT score for proficiency on the English or Reading portion of that test

Pass a competency based assessment to demonstrate proficiency in Reading

Meet the proficiency standard on a district developed literacy portfolio

Complete a capstone course

REQUIREMENTS FOR GRADUATION (continued)

6146 (d)

Complete a course internship in a field of study or employment opportunity or volunteer role that requires the use of junior year level English

Provide evidence of proficiency on a nationally recognized Reading and Writing assessment

For English Language Learners who have lived in Connecticut for fewer than five years, a score of proficiency or above on the State English Mastery exam designed for this population

Score a 3 or higher on Advanced Placement Language & Composition or Advanced Placement Literature & Composition.

Content Area Mastery

Score of 3 or higher on content area Advanced Placement exam (other than Math or English)

Placement in state or national competitions in a content area as listed in administrative regulations

Proficiency scores on other content area assessments which are approved by curriculum departments and are listed in administrative regulations.

V. Additional Considerations

Transfers

If a student transfers to a Fairfield high school after completing three (3) years of high school elsewhere, he/she is exempt from Fairfield High School Performance Standards.

Notification: Teachers, Students, and Parents

By August before the start of the Senior Year, the guidance department will formally notify students, their teachers, and their parents or guardians if the district's standard has not been met in the areas of Mathematics or Evidence-Based Reading and Writing. A plan will be put in place to assist the student in successful completion of an alternate pathway.

Options

If a student does not meet the credits required for graduation he or she may return to the high school for a fifth year, enroll in summer school, or enroll in other course options, all to be pre-approved by the headmaster(s) and Chief Academic Officer.

REQUIREMENTS FOR GRADUATION (continued)

6146 (e)

Appeals

The headmaster(s) shall oversee all appeals processes for accepting credit substitutions in unique circumstances, or accepting credit from accredited institutions outside the Fairfield Public School system, such as other high schools, higher education, and national programs. The final authority to determine graduation eligibility rests with the Chief Academic Officer.

Legal Reference: Connecticut General Statutes

NEW LEGISLATION REFERENCE HERE

Approved 8/27/04

Revised and Approved 9/27/05

Revised and Approved 1/12/2010



Enclosure No. 1A
October 9, 2018

October 9, 2018

BOE Member Proposed Amendments to Policy 6146:

Proposed by Jen Jacobsen:

Proposed Amendment under Section V. Additional Considerations of the Draft Graduation Policy

Statement of Purpose: In support of the FPS Social and Civic Expectations and the value of community engagement and service.

Fairfield Board of Education Designation of Community Service

The Fairfield Board of Education Designation of Community Service is a district recognition of students who have earned the requisite service hours by high school graduation in support of the Fairfield site-specific Social and Civic Expectations and the Mission of Fairfield Public Schools to be a successful participant in their community and society.

The Fairfield Board of Education Designation of Community Service may be earned by any student who accumulates 50 hours or more of community service commencing the summer prior to 9th grade and by high school graduation.

The Fairfield Board of Education Designation of Community Service shall be denoted upon the transcript of any student who earns the recognition.

Proposed by Nick Aysseh:

"To be inserted in Section III prior to Credit Requirements for Graduation"

Non-credit requirement for Graduation

Students will complete 60 hours of community service as an assured experience for Fairfield Public Schools Social and Civic Expectations. This service obligation begins as of the summer before 9th grade.

Fairfield Public Schools
Board of Education
Policy Guide

Mission, Goals, Objectives

EDUCATIONAL GOALS

0200(a)

Fairfield Public School students will:

- achieve and exemplify mastery of the district FPS Academic Expectations;
- perform at high levels regarding school-specific Social and Civic Expectations;
- develop into responsible citizens who exhibit ethical behavior;
- acknowledge, explore, and value the importance of diversity;
- develop a healthy personal identity and self-reliance;
- demonstrate strong motivational persistence to learn;
- exhibit an inquisitive attitude, open-mind, and curiosity;
- acquire an understanding and appreciation of other cultures;
- understand international issues and demonstrate the skills needed to participate in a global society; and
- acquire knowledge of the following areas of study: science; technology; mathematics; language arts; social studies; literary, visual, and performing arts; world language; unified arts; health and physical education.

ACHIEVEMENT OF EDUCATIONAL GOALS

In order to achieve the above Educational Goals, Fairfield Public School students shall acquire knowledge and mastery of skills by:

- engaging in critical thinking through
 - collaboration
 - problem solving
 - analyzing data and complex systems
 - acquiring, evaluating, and applying information to build greater understanding
 - transforming existing ideas, knowledge, and solutions into new ideas, products, and processes
 - innovative, creative, and artistic expression;
- communicating effectively by
 - asking questions, listening, and thinking adaptively while making connections and creating innovative solutions
 - conducting research and demonstrating the skills necessary to locate and use information effectively
 - expressing ideas clearly and effectively;
- achieving an understanding of themselves and others by
 - utilizing effective study skills and articulating their own learning style
 - self-advocacy

Mission, Goals, Objectives

EDUCATIONAL GOALS (continued)

0200(b)

- taking advantage of opportunities to explore, develop, and express their own uniqueness and creativity
- recognizing the importance of healthy social, emotional, and physical growth
- exhibiting ethical conduct
- demonstrating empathy for others;
- mastering literacy and numeracy;
- gaining understanding of the interactions among various areas of study;
- recognizing one's individual civic responsibility by
 - developing an understanding of local, state, national, and international governments
 - exhibiting civic mindedness through participation in local, state, national, and international communities.

Adopted 8/27/2004

Revised and Adopted 3/11/2014

September 11, 2018
Board Goal Top Five Topics

The Superintendent reviewed 8 separate goal statements* regarding facilities and consolidated them into one single goal, identified as Goal #1.

Goal #1 Consolidated from all Contributors

The Board of Education will explore and research to make a decision on or before June 30, 2019 with a BoE vote on all four of the following items:

- Implementing an intra-district magnet or other program;
- Relocation or renovation of Walter Fitzgerald Campus;
- Approach to Early Childhood Center overcrowding;
- The desired comprehensive redistricting model to be utilized to resolve overcrowding and racial imbalance.

*Individual Versions as Submitted by BoE Members

A. Initiate staff research and board discussions immediately and by May, 2019, the Board of Education, will have discussed, received community input and acted on plans to resolve four specific facility utilization issues:

- Explore **Magnet Program(s)** to be located at McKinley School, or other schools, and choose the best option that will help FPS ensure more even facility utilization at our elementary schools.
 - International Baccalaureate Program
 - STEAM Program
 - Math and Science
 - Other, for which there is general public interest
- Research **Walter Fitzgerald Campus alternative high school Facility Issues** and determine the feasibility of relocating the WFC to a town owned school or other facility at reasonable cost, or if investing in the renovation of the existing leased property. The goal is to provide an improved facility and educational setting for use by 30 to 50 students.
- Study the **Early Childhood Center ("ECC")**, including the anticipated enrollment projections. 161 students are currently served and we have outgrown the existing facility, resulting in a classroom serving 24 students being created at Stratfield ES. Determine if it is feasible to expand at Warde HS or relocated to a town owned school(s) or other facilities at reasonable cost which will provide improved facilities and educational settings for use by the projected student population.
- Research a Comprehensive **Redistricting Plan** to resolve facility utilization concerns.

- B. The Board, with community input, will address facility topics, including;
- Exploration of an Intra-District Magnet Program
 - School capacity and utilization
 - Continue to implement the state approved Racial Imbalance Plan, evaluate the effectiveness of strategies contained therein, and amend the plan if necessary
- C. Discuss and work with administration to either a) have FPS staff develop one or more redistricting plans that will better utilize our school buildings; or b) hire a firm to develop one or more redistricting plans that will better utilize our school buildings. These plans should be presented to the BoE in 2019 for possible implementation in the 2020-21 or 2021-22 school years.
- D. The Fairfield Board of Education shall research a district-wide redistricting plan with current and ten year enrollment projections to ensure adequate student educational and special needs capacity by June 2019. (this may need re-wording)
- E. By our first meeting in October, in the absence of an agreement by the majority of the Board to reject the need for a racial imbalance plan, the Board shall direct the Superintendent to seek a request for proposals to hire a consulting firm to assist with a district wide redistricting plan to solve overcrowding and racial imbalance.
- F. The Fairfield Board of Education shall research the facilities, economic, and educational aspects of the Early Childhood Center and determine a solution to the enrollment capacity issue without disrupting the effective model by June 2019.
- G. The Fairfield Board of Education shall research the facilities, economic, and educational aspects of the Walter Fitzgerald Campus and Program and determine a solution to the facilities issue without disrupting the effective model by June 2019.
- H. Continue discussion on how to best utilize school facilities while still respecting approved facilities planning principles:
- By the December Town Hall meeting, the Board will have a proposal for addressing ECC overcrowding and WFC location.
 - By the February Town Hall Meeting, the Board will have a proposal on possible magnet programs that might help alleviate the district's racial imbalance.
 - Prior to the BoS vote on Mill Hill bonding, the Board will have held one community forum to discuss facility utilization, the planning principles, and the pros/cons/scope of a possible redistricting.