

# FAIRFIELD PUBLIC SCHOOLS

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.

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*THE PUBLIC IS REQUESTED TO SILENCE DEVICES FOR THE DURATION OF THE MEETING*

Board of Education Organizational/Regular Meeting Agenda  
501 Kings Highway East, 2<sup>nd</sup> Floor Board Conference Room  
December 9, 2014  
**7:30 PM**

1. Call to Order and Roll Call

2. Pledge of Allegiance

3. Election of Officers:

Board of Education Chairman  
Board of Education Vice Chairman



*Newly elected officers take office  
immediately upon election*

4. Student Reports

Mr. Tyler Shuster (FWHS)

Mr. Max Kutsch and Ms. Suzanne Finnerty (FLHS)

5. Public Comments and Petitions

*During this period the Board will hear comments and receive petitions from any citizen present at the meeting. Any single presentation must be limited to two minutes, and audio-visual equipment cannot be used without the advance authorization of the Chairman. **The Board will not hear comment on individual personnel matters or comments addressed to a specific member(s) of the Board.** Decorum will be enforced. Citizens are asked to comment on any voting item at the time the item is under consideration by the Board.*

6. Presentations

A. Congratulatory Acknowledgement: Ms. Sarah Grinalds, Girls State Champion, Class LL Swimming  
Mr. Hatzis, Mr. Schulz

B. AON: Review of Health Insurance Projections and the Affordable Care Act  
Mr. Carlton Lindgren, Mr. Erik Fiedler

(Enclosure No. 1)

7. Old Business

A. Approval of Policy #5516 – Students – Students with Health Care Needs – Life Threatening Allergies and Glycogen Storage Disease Management Policy

**Recommended Motion:** "that the Board of Education approve Policy #5516 – Students – Students with Health Care Needs – Life Threatening Allergies and Glycogen Storage Disease Management Policy"

(Enclosure No. 2)

B. Approval of Recommended 2015-2016 Calendar

**Recommended Motion:** "that the Board of Education approve the recommended 2015-2016 calendar as proposed"

8. New Business

A. Discussion of Student Performance Indicators for the District's Long-Range Improvement Plan, Dr. Title  
(Enclosure Nos. 3A, 3B, 3C, 3D, 3E)

B. Fairfield BOE Proposed Capital Non-Recurring Projects 2015-2016, Mr. Cullen, Dr. Title  
(Enclosure No. 4)

9. Approval of Minutes

A. Approval of Minutes of the November 25, 2014 **Organizational Meeting**

**Recommended Motion:** "that the Board of Education approve the Minutes of the **Organizational Meeting** of November 25, 2014"

(Enclosure No. 5)

B. Approval of Minutes of the November 25, 2014 **Regular Meeting**

**Recommended Motion:** "that the Board of Education approve the Minutes of the **Regular Meeting** of November 25, 2014"

(Enclosure No. 6)

C. Approval of Minutes of the December 1, 2014 **Special Meeting**

**Recommended Motion:** "that the Board of Education approve the Minutes of the **Special Meeting** of December 1, 2014"

(Enclosure No. 7)

10. Superintendent's Report

11. Committee/Liaison Reports

12. Open Board Comment

13. Adjournment

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

CALENDAR OF EVENTS

January 13, 2015 (proposed)	Board of Education Regular Meeting 7:30 pm	501 Kings Hwy East Board 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 Pupil & Special Education Services, 501 Kings Highway East, Fairfield, CT 06825, Telephone: (203) 255-8379

DEC 09 2014

## Fairfield Public Schools - July 1, 2015 Renewal Projection

Fairfield Public Schools - Updated Current Year (2014 - 2015 Fiscal Year)

Data Through October 2014

Components	AonHewitt Updated CY Renewal Projection: 2014 - 2015 Fiscal Year											
	CIGNA Med			CVS/Caremark Rx <sup>(1)</sup>			Delta Dental			Total - All Coverages		
	Active	Retirees	Total	Active	Retirees	Total	Active	Retirees	Total	Active	Retirees	Total
1. Exp. Per Pd Claims <sup>(2)</sup>	\$18,159,722	\$1,490,175	\$19,649,897	\$4,442,866	\$655,015	\$5,097,881	\$1,074,388	\$150,166	\$1,224,554	\$23,676,976	\$2,295,355	\$25,972,331
2. (less) Claims in Excess of ISL <sup>(3)</sup>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Experience Period Net Paid Claims	\$18,159,722	\$1,490,175	\$19,649,897	\$4,442,866	\$655,015	\$5,097,881	\$1,074,388	\$150,166	\$1,224,554	\$23,676,976	\$2,295,355	\$25,972,331
4. Trend Factor ( 8 Months )	1.057	1.057		1.049	1.049		1.030	1.030				
5. Annual Trend <sup>(4)</sup>	8.6%	8.6%		7.5%	7.5%		4.5%	4.5%				
6. Trended Paid Claims	\$19,186,499	\$1,574,432	\$20,760,931	\$4,662,322	\$687,369	\$5,349,691	\$1,106,382	\$154,638	\$1,261,020	\$24,955,203	\$2,416,438	\$27,371,642
7. Experience Period Lives (1 mo. lag)	1,253	108	1,361	1,241	160	1,401	1,256	217	1,473			
8. Trended Exp Per Claims (per ee)	\$15,313	\$14,601		\$3,756	\$4,310		\$881	\$712		\$19,951	\$19,622	
9. Projected Current Year Average Lives	1,239	113	1,352	1,224	165	1,389	1,238	223	1,461			
10. Exp Claims: July 1, 2014 - July 1, 2015	\$18,969,558	\$1,646,218	\$20,615,776	\$4,596,902	\$710,712	\$5,307,614	\$1,090,743	\$158,912	\$1,249,654	\$24,657,203	\$2,515,842	\$27,173,045
11. Admin: July 1, 2014 - July 1, 2015 <sup>(5)</sup>	\$652,425	\$59,383	\$711,808	\$0	\$0	\$0	\$69,076	\$12,448	\$81,524	\$721,501	\$71,831	\$793,332
12. ACA Fees - PCORI <sup>(6)</sup>	\$6,169	\$561	\$6,730	\$0	\$0	\$0	\$0	\$0	\$0	\$6,169	\$561	\$6,730
13. ACA Fees - Transitional Reins Fee <sup>(6)</sup>	\$165,020	\$15,020	\$180,040	\$0	\$0	\$0	\$0	\$0	\$0	\$165,020	\$15,020	\$180,040
14. SL Exp: July 1, 2014 - July 1, 2015 <sup>(5)</sup>	\$434,058	\$39,508	\$473,566	\$0	\$0	\$0	\$0	\$0	\$0	\$434,058	\$39,508	\$473,566
15. Est Tot Cost: 2014 - 2015 Fiscal Year	\$20,227,230	\$1,760,690	\$21,987,921	\$4,596,902	\$710,712	\$5,307,614	\$1,159,818	\$171,360	\$1,331,178	\$25,983,951	\$2,642,762	\$28,626,713
16. 2014 - 2015 Fiscal Year: Aon Renewal Projection	\$19,976,923	\$1,661,907	\$21,638,831	\$4,672,942	\$645,067	\$5,318,009	\$1,224,682	\$172,210	\$1,396,891	\$25,874,547	\$2,479,183	\$28,353,731
17. Change (\$)	\$250,307	\$98,783	\$349,090	(\$76,040)	\$65,646	(\$10,395)	(\$64,863)	(\$850)	(\$65,713)	\$109,404	\$163,579	\$272,983
18. Change (%)	1.3%	5.9%	1.6%	-1.6%	10.2%	-0.2%	-5.3%	-0.5%	-4.7%	0.4%	6.6%	1.0%

<sup>(1)</sup> Rx rebates are not considered in projection<sup>(2)</sup> based on claims from 11/13 through 10/14<sup>(3)</sup> based on claims from 11/13 through 10/14<sup>(4)</sup> Aon Consulting Winter 2014 Health Care Trend Survey<sup>(5)</sup> based on final CIGNA offer - SL Fee reflects \$300,000 ISL<sup>(6)</sup> PCORI Fee = \$2/member/yr, and Transitional Reinsurance Fee = \$63/member/yr (goes to \$44/member/yr on 1/1/15)



# Fairfield Public Schools - July 1, 2015 Renewal Projection

Fairfield Public Schools - Renewal Year (2015 - 2016 Fiscal Year)

Data Through October 2014

AonHewitt Renewal Projection: 2015 - 2016 Fiscal Year												
Components	CIGNA Med			CVS/Caremark Rx <sup>(1)</sup>			Delta Dental			Total - All Coverages		
	Active	Retirees	Total	Active	Retirees	Total	Active	Retirees	Total	Active	Retirees	Total
1. Exp. Per Pd Claims <sup>(2)</sup>	\$18,159,722	\$1,490,175	\$19,649,897	\$4,442,866	\$655,015	\$5,097,881	\$1,074,388	\$150,166	\$1,224,554	\$23,676,976	\$2,295,355	\$25,972,331
2. (less) Claims in Excess of ISL <sup>(3)</sup>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Experience Period Net Paid Claims	\$18,159,722	\$1,490,175	\$19,649,897	\$4,442,866	\$655,015	\$5,097,881	\$1,074,388	\$150,166	\$1,224,554	\$23,676,976	\$2,295,355	\$25,972,331
4. Trend Factor ( 20 Months )	1.154	1.154		1.128	1.128		1.076	1.076				
5. Annual Trend <sup>(4)</sup>	9.0%	9.0%		7.5%	7.5%		4.5%	4.5%				
6. Trended Paid Claims	\$20,964,605	\$1,720,342	\$22,684,947	\$5,011,996	\$738,922	\$5,750,917	\$1,156,170	\$161,596	\$1,317,766	\$27,132,770	\$2,620,860	\$29,753,630
7. Experience Period Lives (1 mo. lag)	1,253	108	1,361	1,241	160	1,401	1,256	217	1,473			
8. Trended Exp Per Claims (per ee)	\$16,733	\$15,954		\$4,038	\$4,633		\$921	\$744		\$21,691	\$21,331	
9. Projected Current Year Average Lives	1,236	115	1,351	1,224	166	1,390	1,240	226	1,466			
10. Exp Claims: July 1, 2015 - July 1, 2016	\$20,681,545	\$1,834,677	\$22,516,222	\$4,942,343	\$769,034	\$5,711,377	\$1,141,744	\$168,234	\$1,309,978	\$26,765,632	\$2,771,945	\$29,537,577
11. Benefit Adjustment (Teachers, Admin, Cust)	0.9613	1.0000		0.9960	1.0000		1.0000	1.0000				
12. Benefit Adj. Claims	\$19,880,136	\$1,834,677	\$21,714,813	\$4,922,446	\$769,034	\$5,691,480	\$1,141,744	\$168,234	\$1,309,978	\$25,944,326	\$2,771,945	\$28,716,271
13. Admin: July 1, 2015 - July 1, 2016 <sup>(5)</sup>	\$670,506	\$62,385	\$732,891	\$0	\$0	\$0	\$71,268	\$12,989	\$84,257	\$741,774	\$75,374	\$817,148
14. ACA Fees - PCORI <sup>(6)</sup>	\$6,155	\$573	\$6,728	\$0	\$0	\$0	\$0	\$0	\$0	\$6,155	\$573	\$6,728
15. ACA Fees - Transitional Reinsurance	\$115,412	\$10,738	\$126,150	\$0	\$0	\$0	\$0	\$0	\$0	\$115,412	\$10,738	\$126,150
16. SL Exp: July 1, 2015 - July 1, 2016 <sup>(7)</sup>	\$519,713	\$48,355	\$568,068	\$0	\$0	\$0	\$0	\$0	\$0	\$519,713	\$48,355	\$568,068
17. Est Tot Cost: 2015 - 2016 Fiscal Year	\$21,191,921	\$1,956,728	\$23,148,650	\$4,922,446	\$769,034	\$5,691,480	\$1,213,012	\$181,223	\$1,394,235	\$27,327,379	\$2,906,986	\$30,234,365
18. 2014 - 2015 Fiscal Year: Aon Renewal Projection <sup>(5)</sup>	\$19,976,923	\$1,661,907	\$21,638,831	\$4,672,942	\$645,067	\$5,318,009	\$1,224,682	\$172,210	\$1,396,891	\$25,874,547	\$2,479,183	\$28,353,731
19. Change (\$)	\$1,214,998	\$294,821	\$1,509,819	\$249,504	\$123,968	\$373,471	(\$11,670)	\$9,013	(\$2,656)	\$1,452,832	\$427,802	\$1,880,634
20. Change (%)	6.1%	17.7%	7.0%	5.3%	19.2%	7.0%	-1.0%	5.2%	-0.2%	5.6%	17.3%	6.6%

- <sup>(1)</sup> Rx rebates are not considered in projection  
<sup>(2)</sup> based on claims from 11/13 through 10/14  
<sup>(3)</sup> based on claims from 11/13 through 10/14  
<sup>(4)</sup> Aon Consulting Winter 2014 Health Care Trend Survey  
<sup>(5)</sup> assumes 3% increase from prior year  
<sup>(6)</sup> PCORI Fee = \$2/member/yr, and Transitional Reinsurance Fee = \$44/member/yr (estimated @ \$31/member/yr on 1/1/16)  
<sup>(7)</sup> assumes 20% increase from prior year

DEC 09 2014

**Students****Welfare****MANAGEMENT OF FOOD ALLERGIES IN SCHOOLS** **5516**

~~The Fairfield Board of Education recognizes the increasing prevalence of potentially life-threatening food allergies among children. Effective management of food allergies in the school setting includes implementing strategies for avoidance of offending foods by allergic children and emergency planning to ensure prompt identification and treatment of allergic reactions that may occur. The Board supports the education of school personnel, students, and parents or guardians regarding food allergy management to maintain a safe school environment for allergic children.~~

Approved 8/27/04



## **Students**

### **Students with Special Health Care Needs**

**5516**

#### **Life Threatening Allergies and Glycogen Storage Disease Management Policy**

The Fairfield Public Schools recognize that allergies may be life threatening. For this reason, the District is committed to developing strategies and practices to minimize the risk of accidental exposure to life threatening allergens and to assist in the management of glycogen storage disease and to ensure prompt and effective medical response should a child suffer an allergic reaction while at school. The district further recognizes the importance of collaborating with parents and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his/her life threatening allergy(ies), or glycogen storage disease as developmentally appropriate. There is currently no cure for life-threatening allergies; there is only medication available for emergency response. The only way to prevent the symptoms of an allergic response is to prevent exposure to allergens, which will require understanding and effort on the part of the entire school community.

Best practice asks us to reduce students' exposure to known allergens in the learning environment, reinforcing a safe and inclusive environment for all students. When a student with life-threatening allergies is present in a school environment, cooperation and compliance is necessary at all levels: District, School, Classroom, Home. Each level has its role and responsibilities:

#### **District:**

- Shall clearly communicate district policy to all school leaders and parents and provide for training on food allergy awareness and the administration of medication to all applicable personnel.
- Shall monitor and evaluate all schools for compliance with district policy and follow up with all individuals for instances of policy violations.

#### **School:**

- Each school shall clearly communicate the needs of students with life-threatening food allergies to their school community through letters to classroom communities and their families and of district and school expectations of compliance.
- Schools leaders shall inform PTA leaders of the need for safety and inclusion in all school sponsored events.

#### **Classroom:**

- Peers shall be educated as to the individualized safety and inclusion needs of fellow students.
- Expectations of compliance shall be clearly communicated to students and their families.

**Students**

**Students with Special Health Care Needs**

**5516**

**Life Threatening Allergies and Glycogen Storage Disease Management Policy (continued)**

**Home:**

- Families shall be educated on food allergy awareness and how to comply with safety requests for students with life-threatening allergies.
- Families shall make every effort possible to ensure the safety of students with life-threatening food allergies when sending a snack into the learning environment.
- Students with life-threatening food allergies should know to never accept food from others and how to communicate their needs to peers.
- Parents of students with life-threatening allergies shall help their student access developmentally appropriate self-advocacy skills. Parents may choose to collaborate with schools on these skills.

To this end, the Fairfield Public Schools adopt the following protocols related to the management of life threatening allergies for students enrolled in district schools.

**I. Identifying Students with Life Threatening Allergies**

- A. Early identification of students with life-threatening allergies is vital to the effective implementation of this policy. The district therefore requests parents/guardians of children with life-threatening allergy(ies) to promptly notify the school in writing of the allergy(ies).
- B. Upon receipt of parent written notification that their child has been diagnosed with food allergy(ies) and/or other life threatening allergy(ies), the school shall request the parent/guardian to provide the following:
  - 1. Written authorization to obtain detailed written medical information on the child's condition from the physician;
  - 2. Written consent to administer or self-administer medications during the school day, as applicable in accordance with the District's Administration of Medication Policy;
  - 3. An Emergency Care Plan and Treatment Authorization ("Emergency Care Plan") completed and signed by their child's licensed health care provider and signed by the parent;
  - 4. Any medications necessary to prevent or treat allergic reactions along with relevant prescription and dosage information. Replace medications after use or expiration;
  - 5. A description of the student's past allergic reactions, including triggers and warning signs;
  - 6. Current emergency contact information and prompt notice of any updates;
  - 7. A description of the student's emotional response to the condition and the need for intervention; and
  - 8. Recommendations on age-appropriate ways to include the student in planning or care.



**Students**

**Students with Special Health Care Needs**

**5516**

**Life Threatening Allergies and Glycogen Storage Disease Management Policy**

**I. Identifying Students with Life-Threatening Allergies (continued)**

- C. **Suspected Allergies:** In the event the School Nurse suspects that a student has a food allergy or other life threatening allergy(ies) the school shall provide the parent/guardian written notification and request for the student to be evaluated by a physician.
- D. **Non-Cooperation:** If the parent/guardian of a student with known or suspected food allergy(ies) or other life threatening allergy(ies) fails or refuses to cooperate with the school for an evaluation or implementation of an appropriate Individualized Health Care Plan (IHCP) and Emergency Care Plan (ECP), the school shall implement an Emergency Care Plan stating to call 911 immediately upon recognition of symptoms along with sending written notification to the parent/guardian of the student's ECP.

**II. Individualized Health Care Plans and Emergency Care Plans**

- A. If the District is notified pursuant to Section I of this policy that child has life-threatening allergy(ies), the district shall develop an individualized health care plan (IHCP) for the child.
- B. The IHCP shall be developed by the parents/guardians, school nurse, and appropriate school personnel. Such personnel may include, but are not limited to, school or food service administrator(s); classroom teacher(s); and the student, if appropriate. The school may also consult with the town medical advisor, as needed.
- C. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the child's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self-care and age appropriate independence; and the responsibilities of parents, school nurse and other school personnel. The IHCP may also include strategies to minimize the student's risk for exposure, such as considerations regarding:
  - 1. Classroom environment, including allergy free considerations;
  - 2. Cafeteria safety;
  - 3. Participation in school nutrition programs;
  - 4. Snacks, birthdays and other celebrations;
  - 5. Alternatives to food rewards or incentives;
  - 6. Hand-washing;
  - 7. Location of emergency medication;
  - 8. Risk management during lunch and recess times;
  - 9. Special events;
  - 10. Field trips;



**Students**

**Students with Special Health Care Needs**

**5516**

**Life Threatening Allergies and Glycogen Storage Disease Management Policy**

**II. Individualized Health Care Plans and Emergency Care Plans (continued)**

11. Extracurricular activities;
  12. School transportation;
  13. Staff notification; and
  14. Transitions to new classrooms, grades and/or buildings.
- D. As part of the IHCP, the district shall also develop an Emergency Care Plan (ECP) for each child identified as having a life threatening food allergy. The ECP describes the specific directions about what to do in a medical emergency. The ECP should include the following information, as appropriate:
1. The child's name and other identifying information, such as date of birth, grade and photo;
  2. The child's specific allergy(ies);
  3. The child's signs and symptoms of an allergic reaction;
  4. The medication, if any, or other treatment to be administered in the event of exposure;
  5. The location and storage of the medication;
  6. Who will administer the medication (including self-administration options, as appropriate);
  7. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
  8. Recommendations for what to do if the child continues to experience symptoms after the administration of medication; and
  9. Emergency contact information for the parents/family and medical provider.
- E. The IHCP shall be reviewed annually, or upon receipt of new medical information, and/or in the event of an anaphylactic reaction in school.
- F. An individualized health care plan and glycogen storage disease action plan shall also be developed for any student with glycogen storage disease. Such plan shall include, but is not limited to, the provision of food or dietary supplements by the school nurse or by an employee approved by the school nurse to a student with glycogen storage disease. Such plan may not prohibit a parent/guardian or a person they so designate, from providing food or dietary supplements to the affected student on school grounds during the school day.

**Students**

**Students with Special Health Care Needs**

**5516**

**Life Threatening Allergies and Glycogen Storage Disease Management Policy**

**II. Individualized Health Care Plans and Emergency Care Plans (continued)**

- G. The IHCP and ECP shall be disseminated to all school staff who supervise the student during the school day and at school sponsored activities or are responsible for the provision of food to the student. Plan distribution includes, but is not limited to, the students' teachers, classroom assistants, food service staff, coaches, transportation staff, school health professionals, school case managers, custodial staff, student aides and the parents/guardians of the student.

**III. Referral to Section 504 and IDEA**

In addition to having an IHCP, a student with a life-threatening allergy or glycogen storage disease (GSD) may also be eligible under Section 504 of the Rehabilitation Act if the student has a disability that substantially limits a major life activity or under the Individuals with Disabilities Education ACT (IDEA) if the student has a qualifying disability that adversely impacts the student's education and causes the student to need specialized instruction. The team responsible for the IHCP shall refer the student under Section 504 or the IDEA as appropriate. Eligibility under either Section 504 or IDEA must be considered on a case-by-case basis given each student's unique situation.

**IV. Training/Education**

- A. All school personnel will be educated on how to recognize symptoms of allergic reactions, preventative strategies to minimize a child's risk of exposure to life-threatening allergies, and what to do in the event of an emergency. Staff education will be coordinated by the principal and school nurse, utilizing a consistent District training module supported by the town Director of Health. Any such training regarding the administration of medication shall be done in accordance with District Policy and State Law.
- B. The District shall offer training consistent with District Policy # 5515 Protocol for Administration of Emergency Medications by Non-nursing Personnel.
- C. The District shall provide each school with consistent and age-appropriate information for students about food allergies, how to recognize symptoms of an allergic reaction and the importance of adhering to the school's policies regarding food and snacks, as well as the development of empathy, understanding, and tolerance for individuals with life threatening allergies and glycogen storage disease. The principal shall coordinate the delivery of this educational information with building staff.



Students

Students with Special Health Care Needs

5516

Life Threatening Allergies and Glycogen Storage Disease Management Policy

V. Prevention

- A. A District-wide, multi-disciplinary team will develop a Pre K-12 Management Plan ~~plan~~ for the management of life-threatening allergies, including food allergies, aligned to the CSDE Guidelines for Managing Life-threatening Food Allergies ~~in Connecticut Schools~~, and Glycogen Storage Disease.
- B. The District-wide, multi-disciplinary team will annually review the ~~District's allergy and glycogen storage disease management plan~~ Management Plan and Guidelines.
- C. Food in Elementary Schools
  - ~~1. The only food allowed in Elementary School classrooms will be snacks from the approved Safe School Snack List.~~
    - ~~a. Annually, at the start of the school year, the District Committee will publish an approved Safe School Snack List.~~
    - ~~b. Non-compliant students will be offered an alternative approved snack by the teacher.~~
  1. Peanut and tree nuts typically cause the most severe allergic reactions in elementary classrooms. Snacks sent from home for consumption in the classroom must be mindful of this heightened risk and must not contain peanuts and/or tree nuts. The District will make best efforts to recognize peanut and tree nut products that are in violation of this policy.
  - ~~2. All schools will designate food free zones, including the Library, Computer Lab, Music Room, Art Room, and Science Room.~~
  2. The District is committed to providing an elementary school classroom environment free of tree nuts and peanuts. Parents are advised that while the District is committed to ensuring that the elementary classrooms are free of tree nuts and peanuts, due to the choices made by individual parents, the District cannot guarantee that every elementary school classroom will be completely free of tree nuts and peanuts at all times. In order to ensure all elementary classrooms are free of tree nuts and peanuts, the District shall remove any and all items containing these allergens from its vending machines and shall insure that ingredients containing these allergens are excluded from school provided snacks. ~~Notwithstanding the above, it shall not be the responsibility of the faculty or staff of any elementary school to read student provided food labels or to ascertain whether or not student provided food items contain tree nuts and peanuts. It is the obligation of each parent to determine the content of the food items they provide to their child.~~ Faculty and staff shall use their best efforts to ensure that no food items containing tree nuts and peanuts are present in elementary classrooms. The District, in partnership with school staff, shall counsel all parents against providing children with food items containing tree nuts and peanuts to consume as classroom snacks; all parents share in the responsibility of keeping children safe in the classroom by complying with this policy.

**Students**

**Students with Special Health Care Needs**

**5516**

**Life Threatening Allergies and Glycogen Storage Disease Management Policy**

**W. Prevention (continued)**

- ~~3. All classrooms will provide protein soluble hand wipes for mandated use for students to use after snack if hand washing is not available.~~
3. The multi-disciplinary team will develop:
  - a. A voluntary, suggested snack list for parents who would like guidance on identifying nut-free snacks for their children
  - b. An intervention plan for students who bring nut-containing snacks to the Classroom
- ~~4. All kindergarten classes will have their snacks in the cafeteria.~~
4. All in school celebrations shall be food free.
5. All elementary schools will designate food free zones, including the Library, Computer Lab, Music Room, Art Room, Gym, Stage, and Science Room.
6. All elementary classrooms will provide protein soluble hand wipes for mandated use for students to use after snack if hand washing is not available. Students will be required to remain at their desks while eating snacks to contain the spread of allergens.
7. All desks will be cleaned with soap and water, protein soluble wipes, or other approved cleaning agents after snacks are eaten in the classroom.
8. All cafeteria tables will be cleaned with soap and water or other approved cleaning agents after each use.
9. Community/PTA use of elementary school facilities:
  - a. No food is allowed in any classroom;
  - b. Any event in which food will be served or consumed must be held in the school cafeteria or outdoors;
  - c. Outside organizations are encouraged to serve only nut-free food items and consult the suggested food list referenced on the District's website ~~SnackSafely.com website~~ when selecting food to be served in the cafeteria or outdoors.



## Students

### Students with Special Health Care Needs

5516

#### Life Threatening Allergies and Glycogen Storage Disease Management Policy

##### VI. Communication (continued)

- A. The school nurse shall be responsible for coordinating the communication among parents, a student's individual health care provider and the school regarding a student's life threatening allergic condition. School staff responsible for implementing a student's IHCP will be notified of their responsibilities and provided with appropriate information as to how to minimize risk of exposure and how to respond in the event of an emergency.
- B. The school administrative staff and school nurse shall communicate annually to all school personnel the availability of training regarding Policy #5515, Protocol for the Administration of Emergency Medications by Non-nursing Personnel.
- C. Each school will ensure that there are appropriate communication systems available within each school (i.e. telephones, cell phones, walkie-talkies) and for off-site activities (i.e. field trips) to ensure that school personnel are able to effectively respond in case of emergency.
- D. The District shall develop standardized letters to be sent home to parents; ~~whenever appropriate, to alert them to food restrictions within their child's classroom or school.~~ introducing, explaining and enforcing the District's food allergy policy and protocols.
- E. Beginning with the school year 2015-2016, the District shall annually, not later than October 1, provide notice to parents of the Plan for the Management of Severe and Life-Threatening Allergies, Including Food Allergies, and
  - 1. Make the plan available on the District's Website and/or the websites of each school under the District's jurisdiction;
  - 2. Provide notice of such plan in conjunction with the annual written statement provided to parents and guardians as required by subsection (b) of section 10-231c of the Connecticut General Statutes.
- F. The District shall annually update its ~~approved website for identifying Safe School Snacks.~~ resources for voluntary, suggested snack alternatives for families.
- G. All communication, written or verbal, shall be compliant with the Family Education Rights and Privacy Act.

##### VII. Monitoring the District's Plan and Procedures

The District shall conduct periodic assessments of its Food Allergy Management Plan and Procedures. Such assessments shall occur at least annually and after each emergency event involving the administration of medication to determine the effectiveness of the process, why the incident occurred, what worked and what did not work.

## Students

### Students with Special Health Care Needs

5516

#### Life Threatening Allergies and Glycogen Storage Disease Management Policy

Legal Reference: Connecticut General Statutes

- 10-15b Access of parent or guardian to student's records.
- 10-154a Professional communications between teacher or nurse and student.
- 10-207 Duties of medical advisors.
- 10-212a Administrations of medications in schools
- 10-212c Life threatening food allergies; Guidelines; district plans
- 10-212a(d) Administration of medications in schools by a paraprofessional.
- 10-212c Life threatening food allergies; Guidelines; district plans, as amended by P.A. 12-198)
- 10-220i Transportation of students carrying cartridge injectors
- 10-231c Pesticide application at schools
- 19a-900 Use of cartridge injectors by staff members of before or after school programs, day camp or day care facility.
- 52-557b Good Samaritan Law. Immunity from liability for emergency medical assistance, first aid or medication by injection
- The Regulations of Connecticut State Agencies section 10-212a through 10-212a-7, Administration of Medication by School Personnel.
- Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools, Connecticut State Department of Education (2006)

Federal Legislation

- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794 § 504; 34 C.F.R. § 104 et seq.)
- Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. §12101 et seq.; 29C.F.R. §1630 et seq.
- The Family Education Rights and Privacy Act of 1974 (FERPA)
- Land v. Baptist Medical Center*, 164F3d423 (8<sup>th</sup> Cir. 1999)
- The Individuals with Disabilities Education Act of 1976 (IDEA) (20 U.S.C. § 1400 et seq.); 34 C.F.R. § 300 et seq.
- FCS Instruction783-2, Revision 2, Meal substitution for medical or other special dietary reasons.
- P.A. 09-155 An Act Concerning the Use of Asthmatic Inhalers and Epinephrine Auto-Injectors While at School.





## FAIRFIELD PUBLIC SCHOOLS

ENCLOSURE NO. 3A

DEC 09 2014  
David G. Title, Ed.D.  
Superintendent of Schools

December 9, 2014

Dear Members of the Board of Education,

Over the past four months the District Leadership Team has been researching a variety of Potential Student Performance Indicators for the Long-Range District Improvement Plan. This is the first step in a multi-step process to craft our overall Plan, as detailed in the enclosed Process and Timeline document that you received on September 9, 2014 (Enclosure 3B). These Indicators attempt to answer this question: What are the best available ways to gauge our progress toward reaching the Mission and Long-Range Goals approved by the Board? (The Mission and Goals are Enclosure 3C.)

To guide our work, we developed a set of criteria to determine the merits of potential Student Performance Indicators (Enclosure 3D). Each individual Indicator was held up against these criteria. Our goal was to identify a set of Potential Student Performance Indicators that, taken together, represent a fair way to assess the many important purposes of our school system as described in the Board's Mission and Long-Range Goals.

This is exciting work because many districts default to standardized test scores as the primary or only measure of success. Our Board's Mission is much broader than that, and rightfully so. The challenge is to identify credible measures that address the many facets of our educational program. As a result, this list of Student Performance Indicators results in approximately 227 data points being reported on an annual basis.

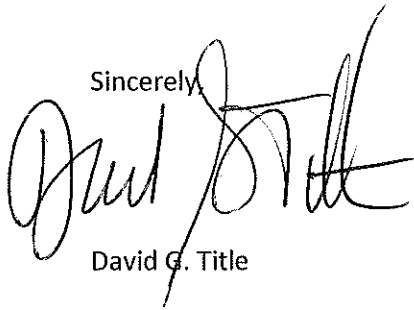
The Student Performance Indicators are listed in descending order beginning with high school measures and ending with pre-school measures. They are not listed in priority order. We have also not listed the baseline status of the Indicators or the five-year target. These will come later, once we know we are on the right track with the Indicators themselves.

For many Indicators, we include a measure of overall student performance AND a measure of student performance for those students receiving free or reduced-price lunches. This conscious decision highlights the importance of addressing our achievement gap, to ensure that we meet the Board's stated Mission that ALL students achieve our rigorous standards. In addition, we intentionally included reporting of "Grade Level" and "Advanced" where available.

For each Indicator, we list the assessment, content, grade level(s), date, whether internally or externally developed and/or scored, whether there are national or state comparisons available, the data measures and the number of data points (Enclosure 3E).

Finally, this document does not attempt to address HOW we will improve student achievement on these Indicators. That process will begin in January and will be presented to the Board at a later date. For now, we would like feedback on our approach to the Student Performance Indicators. We will then move to the "how" part of the process and another iteration of this document for your review in the late winter.

Sincerely,

A handwritten signature in black ink, appearing to read "David G. Title", written over the word "Sincerely,".

David G. Title

*Attachments:*

- 3B. Long-Range District Improvement Plan, Process and Timeline*
- 3C. Board of Education Mission and Goals*
- 3D. Criteria for Quality Performance Indicators*
- 3E. Student Performance Indicators*

DGT/mb

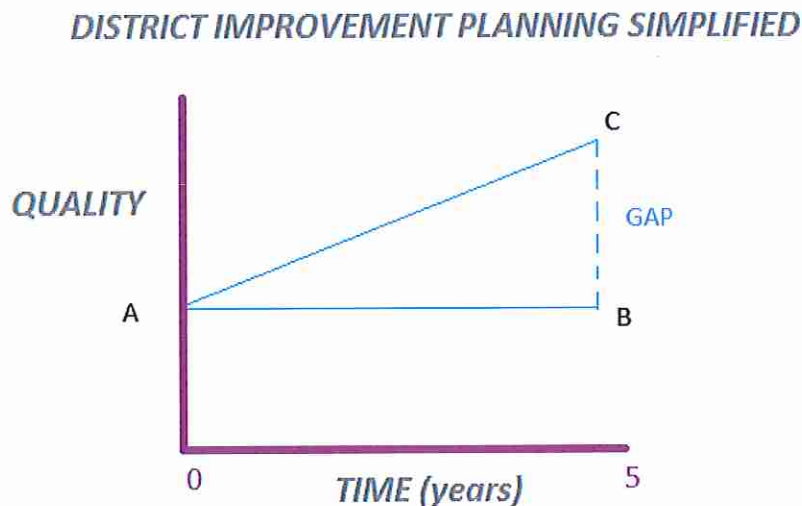


DEC 09 2014

## Fairfield Public Schools

### Process and Timeline for Developing a Long-Range District Improvement Plan

The process of district improvement over time can be represented by the following diagram, where the vertical axis represents school district quality and the horizontal axis represents time:



Point A represents the current state of the district. Point B indicates that, if no improvement efforts are undertaken, at the end of five years, district quality will be same as the current status. Some would argue that, with no improvement efforts, Point B would actually be lower than Point A due to changes in expectations that will likely occur over the next five years. Point C represents where the district desires to be in terms of quality, as articulated by its Mission and Goals. The purpose of the Plan is to design improvement efforts to move the District from Point B to Point C and measure the progress of these efforts and their impact on student learning.

Conceptually, long-range improvement consists of two distinct phases, one focusing on the ENDS and the other focusing on the MEANS. It is logical to develop the plan in the following sequence:

#### Part 1 -- Ends

1. Agreement of the Student Performance Indicators that would accurately represent the current status (Point A) and the desired status (Point C). This agreement comes in two parts:
  - a. Agreement on the Student Performance Indicators as outlined in the "Criteria for Quality Student Performance Indicators." These indicators are stated in terms of student achievement, learning or outcomes; NOT adult actions.

- b. Agreement on the five-year target for each Student Performance Indicator.

## **Part 2 – Means**

2. Agreement on the strategies to be employed to achieve the ends in Part 1. These strategies, taken together, are sometimes referred to as a Theory of Action. These are adult actions that we believe will lead to improvement in student learning, achievement or other important student outcomes.
3. Agreement on the “Indicators of Progress” on these strategies. “Indicators of Progress” answer the question: if this strategy were fully implemented, what would it look like in practice? How would we know that we have accomplished this strategy?
4. Agreement on the specific actions to be taken that, if enacted, would fully implement each of the strategies identified in Step 2.

## **Proposed Process and Timeline**

- August/Sept:* Administrative Team drafts potential Student Performance Indicators (1a).
- September:* Process for Plan Development shared with the Board of Education.
- October:* Administrative Team reviews feedback on the potential Performance Indicators, decides on list and identifies baseline measures if available (targets not set).
- November:* Administrative Team reviews potential Student Performance Indicators with Board of Education.
- Dec. – March:* Administrative Team drafts specific actions to be taken over a multi-year period to achieve the strategies, sets targets for each School Performance Indicator, and agrees on Indicators of Progress for each strategy.
- March:* Revision and presentation to Board of Education.
- April – May:* Further refinement of Plan, costing out of Plan.
- June:* Board of Education approval.
- July – August:* Administration determines implementation schedule for 2015-16 and begins implementation.



DEC 09 2014

**FAIRFIELD PUBLIC SCHOOLS****Board of Education Mission and Goals** (Approved March 11, 2014)**Mission Statement:**

The mission of the Fairfield Public Schools, in partnership with families and community, is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever changing global society through a comprehensive educational program.

**Long-Term Goal:**

Fairfield Public Schools will ensure that every student is engaged in a rigorous learning experience that recognizes and values the individual and challenges each student to achieve academic progress including expressive, personal, physical, civic, and social development. Students will be respectful, ethical, and responsible citizens with an appreciation and understanding of global issues. Student achievement and performance shall rank among the best in the state and the nation.

**Educational Goals:**

Fairfield Public School students will:

- 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.

DEC 09 2014

## Fairfield Public Schools

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### Criteria for Quality Student Performance Indicators:

- **Valid** – accurately reflects accomplishment of the Mission and Goals; worth dedicating scarce resources; reflects district priorities; creates appropriate incentives.
- **Reliable** – consistent, accurate measurement from one rater to another and over time.
- **Aligned to our curriculum** – so that staff receive consistent messages about the goals of instruction.
- **Publicly defensible and understood (or easily explained)** – may benchmark to other districts; publicly-reported student performance data is almost always included if curriculum alignment is present.
- **Good baseline data** exists or is easily gathered with existing resources.
- **Summative or highly predictive/critical point** (based on student data).
- **Not overly narrow in scope.**
- **Best available measures may be “proxies” in difficult-to-measure areas.**
- **Does not result in “over-testing” solely for the purposes of this Plan.**

Taken together, the entire set of Student Performance Indicators provides an accurate, comprehensive reflection of the District’s Mission, given assessment tools readily available at this time.



# Student Performance Indicators 12/09/2014

**ENCLOSURE NO. 3E**

Number	Assessment	Content	Grade Level(s)	Date Given	External (E) or Internally (I) Developed	External (E) or Internally (I) Scored	National or State Comparisons	DEC 09 2014 Data Measure	Data Points
1	Post High School Student Survey	Success Post-High School		1 Year After Graduation	E	E	Yes	TBD	1
2	State-Calculated Graduation Rate: 4 and 5 Year				E	E	Yes (S)	% 4 Year % 4 Year - F/R <sup>1</sup> % 5 Year % 5 Year - F/R	4
3	Drop-Out Rate				I	I	No	% Overall % F/R	2
4a	AP Scores	Various	High School	May	E	E	Yes (N,S)	% 3 and Above % 3 and Above - F/R	2
4b	AP Participation by Graduation	Various			E	E	No	% Successfully Complete 1 AP Course by Graduation % Successfully Complete 1 AP Course by Graduation - F/R	2
5	Career and Technical Education (CTE)	<ul style="list-style-type: none"> <li>Technology Education</li> <li>Family and Consumer Science</li> <li>Business</li> </ul>	High School		I	I	No	Number of Students Enrolled Number of 'Non-Traditional' Students Enrolled <sup>2</sup>	2
6	Academic Expectations Rubrics	A. Creative and Critical Thinking  B. Communication and Collaboration	11 & 12	Spring	I	I	No	% At/Above 3 on a 1-4 Scale % At/Above 3 on a 1-4 Scale – F/R % At 4 on a 1-4 Scale % At 4 on a 1-4 Scale – F/R % At/Above 3 on a 1-4 Scale % At/Above 3 on a 1-4 Scale – F/R % At 4 on a 1-4 Scale % At 4 on a 1-4 Scale – F/R	16

## Student Performance Indicators 12/09/2014

Number	Assessment	Content	Grade Level(s)	Date Given	External (E) or Internally (I) Developed	External (E) or Internally (I) Scored	National or State Comparisons	Data Measure	Data Points
7a	American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance Towards Proficiency in Languages	French Spanish Chinese	Level 20 Level 20 Level 20	Spring	E	E	Yes (N)	% At/Above Proficient Level % At Advanced Level	6
7b	ACTFL Latin Interpretive Reading Assessment (ALIRA)	Latin	Level 20	Spring	E	E	Yes (N)	% At/Above Proficient Level % At/Above Advanced Level	2
7c	World Language Credits Earned by Graduation	World Language			I	I	No	% Students Earning 2+ Credits by Graduation % Students Earning 4+ Credits by Graduation	2
8	Extra-Curricular Participation	All Extra-Curricular Activities	6-12		I	I	No	% Students enrolled in at least one extra-curricular activity each year overall	28
		• Clubs	6-12		I	I	No	% Students enrolled in at least one club activity each year	
		• Sports	6-12		I	I	No	% Students enrolled in at least one sports-based activity each year	
		• Arts	6-12		I	I	No	% Students enrolled in at least one arts-based activity each year	
9	CMT/CAPT <sup>3</sup>	Science	5,8,10	March	E	E	Yes(S)	% At/Above Goal – F/R % At/Above Grade Level – F/R % At Advanced % At Advanced – F/R	12
10	CT Physical Fitness Test	Fitness	4,8,10	Fall	E	I	Yes (S)	% Passing all 4 Tests	3
11	District Common Assessments	Writing	K-11	Spring	I	I	No	% At/Above Grade Level % At/Above Grade Level – F/R % At Advanced Level % At Advanced Level- F/R	48



## Student Performance Indicators 12/09/2014

Number	Assessment	Content	Grade Level(s)	Date Given	External (E) or Internally (I) Developed	External (E) or Internally (I) Scored	National or State Comparisons	Data Measure	Data Points
12	School Climate Survey	Climate	3-12	October	I	I	No	% Answering "Agree" or "Strongly Agree" to all student responses about safety, social-emotional well-being and citizenship (community service)	10
13	iReady <sup>3</sup>	Reading Comprehension	4-8	Spring	E	E	Yes (N)	% At/Above Level % At/Above Level – F/R % Above Level % Above Level - F/R	20
14	iReady <sup>3</sup>	Math	K-8	Spring	E	E	Yes (N)	% At/Above Level % At/Above Level – F/R % Above Level % Above Level - F/R	36
15	Benchmark Assessment System <sup>4</sup>	Reading	K-3	Spring	E	I	Yes (N)	% At/Above Grade Level % At/Above Grade Level – F/R % At Advanced Level % At Advanced Level – F/R	16
16	Attendance		PK-12		I	I	No	% Average Daily Attendance Rate	13
17	Clinical Evaluation of Language Fundamentals (CELF)	Vocabulary and Language	Age 4	Spring	E	I	Yes (N)	% Approaching Benchmark % Exceeding Benchmark	2
<b>Total Data Points:</b>									<b>227</b>

**Superscript Notes:**

1. F/R means students qualifying for Free or Reduced Lunch, a proxy for socio-economic status.
2. The term non-traditional means occupations or fields of work, including careers in computer science, technology, and other current and emerging high-skill occupations, for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work.
3. SBAC may replace some of these in 2016 or later.
4. K-3 Reading Assessment must be on the state-approved list per statute. The list is under development.

## Descriptions:

### 1. Post High School Student Survey

We will contract with an outside vendor to conduct an independent, reliable and valid assessment of our graduates, one year after high school graduation.

### 6. Academic Expectations Rubric

The Academic Expectations Rubric is an internally designed and scored tool that measures our students' achievement of 21st Century Skills in the areas of Communicating and Collaborating as well as Critical and Creative Thinking. The rubric will be used in grades 9 – 12 to assess students on performance-based assessments in a range of content areas. The use of this rubric supports a NEASC expectation that a school-wide rubric will measure students' progress in these skills across all academic areas during the four years of high school.

### 7a. American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance Towards Proficiency in Languages (AAPPL)

The ACTFL Assessment of Performance Towards Proficiency in Languages (AAPPL) addresses the World-Readiness Standards for Learning Languages. The AAPPL Measure assesses the following modes of communication: Interpersonal Listening/Speaking; Presentational Writing; Interpretive Reading and Listening.

### 7b. ACTFL – Latin Interpretive Reading Assessment

The ACTFL Latin Interpretive Reading Assessment (ALIRA) is a computer-adaptive assessment of Latin students' ability to read for comprehension a variety of Latin-language texts that typify those used in an instructional setting. One or two multiple-choice questions accompany each text and gather evidence of understanding of main ideas, supporting details, point-of-view, inferences, or text purpose. Criterion-referenced standards are used.

### 10. CT Physical Fitness Test

The Connecticut Physical Fitness Assessment Program includes a variety of physical fitness tests designed to measure muscle strength, muscular endurance, flexibility and cardiovascular fitness. There are 4 sub-tests in this assessment.

### 11. District Common Assessments

District Common Assessments: Writing: In elementary grades (K-5), students write an on-demand writing piece three times a year. The writing is assessed in three different genres: narrative, informational and opinion writing. The writing is assessed across nine categories from organization to spelling. The grade level expectation increases across the year.



## Student Performance Indicators 12/09/2014

### 13. iReady – Reading Comprehension

iReady is a valid and reliable growth measure of Reading Comprehension aligned to the Common Core Standards. This adaptive screening tool covers the main domains for reading ability: Phonics, Phonological Awareness, High-Frequency Words, Vocabulary, Comprehension of Literature, and Comprehension of Informational Text. Students are assessed according to being on, above or below level.

### 14. iReady - Math

iReady is a valid and reliable growth measure for Mathematics aligned to the Common Core Standards. This adaptive math screening tool covers the main domains of mathematics: Number and Operations, Algebra and Algebraic thinking, Measurement and Data, and Geometry. Students are assessed according to being on, above or below level.

### 15. Benchmark Assessment System

This reading assessment uses continuous text to measure decoding, fluency (with oral reading rate), vocabulary and comprehension skills for determining a student's reading level in correlation to grade level expectations. Comprehension is assessed for thinking within, beyond, and about the text. Students are measured against grade level expectations in the beginning, middle and end of year.

### 17. Clinical Evaluation of Language Fundamentals (CELF)

CELF is a rating scale for student progress in the following areas: (1) non-verbal communication, (2) conversational routines and skills and (3) asking for, giving and responding to information. Student progress is measured against age criterion scores.

Organizational Meeting Minutes  
Fairfield BoE, November 25, 2014

ENCLOSURE NO

5

DEC 09 2014

**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 Organizational Meeting of the Board of Education and Roll Call*

Chairman Philip Dwyer called the Special meeting to order at 7:07PM. Present were members Eileen Liu-McCormack, John Llewellyn, Jessica Gerber, Philip Dwyer, Jennifer Maxon-Kennelly, Marc Patten, Paul Fattibene, and Donna Karnal. John Convertito was not present. Also present were Dr. David Title, members of the Central Office Leadership Team and approximately 30 members of the public.

*Election of Temporary Chairman*

Mrs. Maxon-Kennelly moved, Ms. Karnal seconded the recommended motion that in accordance with the By-Laws, Superintendent Dr. David Title will serve as Temporary Chairman/Secretary during the election of Board Officers.

**Motion Passed: 8-0**

*Election of Officers*

Board of Education Chairman

Ms. Karnal moved to nominate Mr. Fattibene for Chairman, he accepted.  
Mr. Patten moved to nominate Mr. Dwyer for Chairman, he accepted.

Votes: 4 for Mr. Fattibene (Mrs. Liu-McCormack, Ms. Karnal, Mr. Fattibene, Mr. Llewellyn)  
4 for Mr. Dwyer (Mrs. Gerber, Mr. Dwyer, Mrs. Maxon-Kennelly, Mr. Patten)

**No Chairman was elected.**

Board of Education Vice Chairman

Mrs. Liu-McCormack moved to nominate Ms. Karnal for Vice Chairman, she accepted.  
Mr. Fattibene moved to nominate Mr. Dwyer for Vice Chairman, he declined.

Votes: 4 for Ms. Karnal (Mrs. Liu-McCormack, Ms. Karnal, Mr. Fattibene, Mr. Llewellyn)  
4 against (Mrs. Gerber, Mr. Dwyer, Mrs. Maxon-Kennelly, Mr. Patten)

**No Vice Chairman was elected.**

Board of Education Secretary

Mr. Patten moved to nominate Mrs. Gerber for Secretary, she accepted  
Mrs. Liu-McCormack moved to nominate Mr. Llewellyn for Secretary, he declined.

Votes: 6 for Mrs. Gerber (Ms. Karnal, Mrs. Gerber, Mr. Dwyer, Mr. Fattibene, Mrs. Maxon-Kennelly, Mr. Patten)  
2 against (Mrs. Liu-McCormack, Mr. Llewellyn)

**Mrs. Gerber was elected Secretary.**

Mrs. Gerber will serve as acting Chairman until the next Regular BoE meeting, when Board Officer elections will resume.

Dr. Title explained that per statue statute, if the Board is unable to elect a Chair, the Selectmen would appoint one.  
Mr. Llewellyn questioned whether there was also a Town rule that would address this situation and said he thought the RTM would make the decision, not BoS.



*Approval of Ad-hoc Committee By-Laws*

Mrs. Liu-McCormack moved, Mr. Llewellyn seconded the recommended motion that the Board of Education approve the Ad-hoc Committee changes to the By-Laws as presented.

Mr. Dwyer moved, Mrs. Liu-McCormack seconded to divide the question into three parts.

Mr. Dwyer withdrew his motion.

Ms. Karnal moved, Mrs. Liu-McCormack seconded to divide the question into three parts.

Mrs. Liu-McCormack and Mr. Llewellyn said this motion was originally presented as three motions last December. Mr. Fattibene felt this motion was appropriate to divide, given that it is a report on several recommendations to the Board.

Mrs. Kennelly mentioned that a motion to divide was rejected last December.

**Motion Passed 8-0**

**By-Law Motion #1:**

Mr. Llewellyn moved, Mrs. Liu-McCormack seconded to accept the proposed language '8100 Responsibilities of the Board' to replace the existing 'Responsibilities of the Board,' 8100, Section B.

Mrs. Liu-McCormack supports the motion, as the language is lifted directly from CABE, and she made sure to check with senior attorneys at CABE to ensure that it is appropriate for BOE By-Laws.

Mr. Patten does not support the motion; budgets are not developed by the Board – they are approved and overseen. A CABE official said this language was lifted from an overview and not from a CABE manual.

Mr. Llewellyn supports the motion; it is more robust; in the past, the district has struck select phrases from the CABE Code of Ethics. This added language gives more specificity.

Mr. Fattibene does not support the motion; By-Laws are governing documents that should not be restrictive or detailed.

Mr. Dwyer does not support the motion; CABE does not recommend this language; it comes from a document that was not intended for By-Laws.

Mrs. Liu-McCormack, when asked why she did not use the CABE governance documents language, said that it contains language which includes giving the Board the responsibility to confirm administrative position appointments; she felt the Board would not want to do that; this motion follows existing By-Laws but is more comprehensive.

- a) Mr. Llewellyn moved, Mrs. Liu-McCormack seconded to divide the motion into seven separate items.

**Motion Failed 3-5**

Favor: Mrs. Liu-McCormack, Ms. Karnal, Mr. Llewellyn

Oppose: Mrs. Gerber, Mr. Dwyer, Mr. Fattibene, Mrs. Maxon-Kennelly, Mr. Patten

**By-Law Motion #1 Failed 3-5**

Favor: Mrs. Liu-McCormack, Ms. Karnal, Mr. Llewellyn

Oppose: Mrs. Gerber, Mr. Dwyer, Mr. Fattibene, Mrs. Maxon-Kennelly, Mr. Patten

**By-Law Motion #2:**

Mrs. Liu-McCormack moved, Mr. Llewellyn seconded to approve the Short-Term Goals, Objectives and Action Plans and to add BoE By-Law 8450 to the current By-Laws.

Mrs. Liu-McCormack read from the enclosure and said this language will make the Board more effective.

- a) Mr. Llewellyn moved, Ms. Karnal seconded to divide the motion into six separate items.

**Motion Failed 3-5**

Favor: Mrs. Liu-McCormack, Ms. Karnal, Mr. Llewellyn

Oppose: Mrs. Gerber, Mr. Dwyer, Mr. Fattibene, Mrs. Maxon-Kennelly, Mr. Patten

Mr. Fattibene does not support the motion; while it may warrant more discussion, it is more properly discussed as a policy.

Mrs. Liu-McCormack mentioned that she had previously tried to raise similar issues during the Board Goals, but they were not brought forth for discussion. The By-Laws are the policies that govern the BOE and more clarity is needed; there are currently no short-term goals.

Mr. Dwyer agreed with Mr. Fattibene; there is a well-developed strategic initiative plan in process this year; strategic planning is more dynamic.

Mr. Llewellyn commented on #3; it is very different from Board goals that fulfill political promises and is similar to what has been adopted in Darien, New Canaan and Westport; it puts fiscal management at the top of the list, and he felt the Board was not provided with any detailed student achievement reports last year.

Mrs. Maxon-Kennelly does not support the motion; the Board always puts student achievement first and does not need a reminder to do so; this By-Law is too much work for the district; to produce these reports would impede student achievement; the district recently received AP recognition from the College Board, unlike New Canaan or Darien. There is a process in place for short-term goals and a long-range strategic plan goal that the Board has agreed to.

Mrs. Gerber said these By-Law amendments appear as Board Goals in other districts, but not as By-Laws in other districts.

Mrs. Liu-McCormack said the Board should be doing this anyway, but since it isn't, she has added it to the By-Laws in order to start a process to monitor progress reports.

Mr. Patten said it may not be appropriate to constantly compare with other towns; he felt the rationale behind this is a lack of trust; he does not support the motion.

**By-Law Motion #2 Failed 3-5**

Favor: Mrs. Liu-McCormack, Ms. Karnal, Mr. Llewellyn

Oppose: Mrs. Gerber, Mr. Dwyer, Mr. Fattibene, Mrs. Maxon-Kennelly

**By-Law Motion#3**

Mrs. Liu-McCormack moved, Mr. Llewellyn seconded to add the amendment By-Law 8460 regarding the strategic plan.

Mrs. Liu-McCormack read the By-Law Amendment explaining the rationale for a yearly review of the strategic plan.

Mr. Dwyer said the district initiatives are reviewed yearly with the superintendent. There is a 5 year plan/process in place, the sentiment expressed in this amendment belongs in the strategic plan and not in the By-Laws.

**By-Law Motion #3 Failed 3-5**

Favor: Mrs. Liu-McCormack, Ms. Karnal, Mr. Llewellyn

Oppose: Mrs. Gerber, Mr. Dwyer, Mr. Fattibene, Mrs. Maxon-Kennelly, Mr. Patten

<i>Adjournment</i>
--------------------

Mr. Dwyer moved, Ms. Karnal seconded that the Organizational Meeting of the Board of Education adjourn.

**Motion Passed 8-0**

Meeting adjourned at 7:50PM

*Respectfully Submitted*  
*Jessica Gerber*  
*Fairfield Board of Education*  
*Acting Chairman and Secretary*



Regular Meeting Minutes  
Fairfield BoE, November 25, 2014

ENCLOSURE NO. 6

DEC 09 2014

**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*

Acting Chairwoman Jessica Gerber called the Regular meeting to order at 8:05PM. Present were members Eileen Liu-McCormack (left the meeting at 10:25PM), Jessica Gerber, Philip Dwyer, Paul Fattibene, Jennifer Maxon-Kennelly, John Llewellyn and Marc Patten. Mr. Convertito and Ms. Karnal were not present. Others present were Superintendent David Title, members of the Central Office Leadership Team, student representatives Tyler Shuster (FWHS) and Suzanne Finnerty (FLHS) as well as approximately 40 members of the public.

*Student Reports*

Mr. Shuster reported for FWHS: Girls Soccer Team is a FCIAC co-champ, the Thanksgiving Ludlowe vs. Warde Football game will take place at FWHS; over 200 colleges and universities participated in visits; students are looking forward to alumni day; charity fundraising is underway; choir students will be performing at the tree lighting, drama shows were sold out, and the Freshman Forum was a big success.

Ms. Finnerty reported for FLHS: The Boys Soccer Team won FCIAC, Freshman Sarah Grinalds is the Class LL State Swimming Champion, the Girls Volleyball Team made the FCIAC semi-finals; Division 1 athletes signed letters of intent; and FLHS expects victory in the Town Crown.

Mr. Fattibene asked the students, in general, how they felt about coursework and college. Mr. Shuster responded that it all depends on the student and the course; students feel they took the courses they wanted; the Guidance Office is supportive. Ms. Finnerty said a heavy course load is difficult to manage while applying to college; it might be helpful to start preparations earlier.

No one came forward for Public Comment.

*Old Business*

Mrs. Maxon-Kennelly moved, Mr. Patten seconded the recommended motion: "that the Board of Education approve Policy #5516-Students-Students with Health Care Needs – Life Threatening Allergies and Glycogen Storage Disease Management Policy.

Mr. Fattibene clarified that the policy under consideration was received in Friday Packet; he felt the changes are too substantial for a first reading; the approval should be postponed to the next meeting.

Mr. Fattibene moved, Mr. Dwyer seconded to postpone a vote on the policy until the next Regular Board meeting.

Mrs. Maxon-Kennelly mentioned that postponing would preclude public comment on the policy, and said it would be helpful to get some feedback from Board members before postponement.

Mr. Fattibene withdrew the motion to allow for public comment.

Mr. Patten asked, as a point of order, for clarification regarding the process of when and how substantive changes are made to a policy.

Mr. Dwyer offered that Roberts Rules says that committee changes can be brought forward, but any member can postpone.

Mr. Llewellyn spoke to the new language regarding prevention, saying he cannot support the policy with the last two sentences that were added, as he believes there's no oversight as a result of the wording.

Mr. Patten moved, Mrs. Maxon-Kennelly seconded to remove language from Section V.C.2: -- Final two sentences in their entirety: "Notwithstanding the above, it shall not be the responsibility of the faculty or staff of any elementary school to read student provided food labels or to ascertain whether or not student provided food items contain tree nuts and peanuts. It is the obligation of each parent to determine the content of the food items they provide to their

child.”

And insert language in the same place: “Faculty and staff shall use their best efforts to ensure that no food items containing tree nuts and peanuts are present in elementary classrooms. The District, in partnership with school staff, shall counsel all parents against providing children with food items containing tree nuts and peanuts to consume as classroom snacks; all parents share in the responsibility of keeping children safe in the classroom by complying with this policy. The District shall indemnify and hold harmless any faculty or staff member from any claim for personal injuries in accordance with CT Gen. Statute 10-235.”

Mrs. Maxon-Kenelly said the point is not to create an ineffective policy. The wording came from the previous policy meeting; examples of active roles by staff in other policies were given (bullying, drug use, etc.); and she also mentioned that teachers do have a legal obligation.

Mr. Dwyer supported the concept but struggled with the language that puts more liability on the backs of teachers. He suggested the Town attorney write language that would protect the staff and support the concept; he supported the motion to postpone.

Mr. Llewellyn requested a definition of CT Statute 10-235 and Mrs. Maxon-Kennelly responded that, in essence, in a situation where personal injury occurs, a teacher may not be held liable unless the action is wanton or reckless. Mr. Llewellyn felt that the bottom paragraph was unnecessary and redundant, as it is already included in state statute.

Mrs. Maxon-Kennelly agreed with Mr. Llewellyn, but supported the inclusion of that language as a compromise.

Mrs. Gerber asked why the language was changed and whether a lawyer had reviewed the ‘notwithstanding the above’ language in the policy; Mrs. Parks responded that per the Policy Committee’s request, she obtained legal counsel and the entire paragraph under #2 was drafted by the Board’s attorney.

Mr. Fattibene asked why the policy is limited to peanut and tree-nut allergies; Mrs. Maxon-Kennelly referred him to the epi-pen chart for life-threatening allergies and explained that, per state statute, life threatening allergies have to be addressed. He requested additional attorney information regarding the amendment that includes personal injury; it may be more specific than general liability.

Mr. Llewellyn asked whether parents may request a 504 referral and was told yes.

Mr. Patten asked if Dr. Title had any concerns about the policy language and he responded that it may need more review by the Board’s attorney.

Mr. Fattibene suggested that the proposer withdraw the proposed amendment until the next regular meeting; Mr. Patten declined.

Mr. Llewellyn made a friendly amendment to withdraw the final line of the amendment; the Board accepted.

Mrs. Gerber read the revised amendment as follows:

Remove language from Section V.C.2: -- Final two sentences in their entirety: “Notwithstanding the above, it shall not be the responsibility of the faculty or staff of any elementary school to read student provided food labels or to ascertain whether or not student provided food items contain tree nuts and peanuts. It is the obligation of each parent to determine the content of the food items they provide to their child.”

And insert language in the same place: “Faculty and staff shall use their best efforts to ensure that no food items containing tree nuts and peanuts are present in elementary classrooms. The District, in partnership with school staff, shall counsel all parents against providing children with food items containing tree nuts and peanuts to consume as classroom snacks; all parents share in the responsibility of keeping children safe in the classroom by complying with this policy.

#### *Public Comment*

Bob Smoler, FEA President: Does not support policy amendment.

Trisha Pytko, Castle Avenue and Region 9 Teacher: Policy language.

Trish Donovan, Fairfield Resident: Support of policy.

Jessica Curran, Fairfield Resident: Policy language.

Annie Crino, Fairfield Resident: Support of policy.

Mr. Patten asked if any section in the policy requires teachers to read labels and was told no.

Mr. Dwyer felt the vote should be postponed due to the need for a legal review and missing policy committee members' review.

Mrs. Maxon-Kennelly agreed, as she felt that the Board was not united on approval of the policy.

Mr. Llewellyn requested a vote on the amendment prior to legal review.

**Amendment to Policy Passed: 6-1**

Favor: Mrs. Liu-McCormack, Mrs. Gerber, Mr. Fattibene, Mrs. Maxon-Kennelly, Mr. Llewellyn, Mr. Patten

Oppose: Mr. Dwyer

Mr. Fattibene moved, Mr. Dwyer seconded to postpone the vote on the policy to the next regular Board of Education meeting on Tuesday, December 9.

Mrs. Maxon-Kennelly stressed that this policy also addresses non-ingested allergies.

Mrs. Liu-McCormack asked what policy will be used until a new policy is in place; Mrs. Maxon-Kennelly said the current policy is still in place.

Mr. Llewellyn asked whether the current policy complies with state statutes, Mrs. Maxon-Kennelly said it did not, but the administrative regulations did.

*Public Comment on Motion to Postpone*

Monique Sudikoff, Lockwood Road: Policy discussion opportunities.

Kristen Tharrington, Walbin Court: Support of revised policy.

Trish Donovan, Fairfield Resident: Policy postponement.

Mr. Llewellyn asked of the possibility of drafting administrative regulations before policy approval; Dr. Title said given the short time frame until the next meeting, it would be impractical.

Mr. Patten confirmed that the policy will go into effect immediately once approved.

Mrs. Gerber supports the postponement for legal review as well as missing policy committee members' review.

Mr. Llewellyn and Mrs. Gerber discussed whether this policy could be sent back to committee; Mr. Dwyer said the Board owns the policy.

**Motion to Postpone Policy 5516 Passed 7-0**

*New Business*

*School Calendar*

Dr. Title presented the Draft 2015-2016 Student Calendar and reminded the Board of the Regional Calendar requirement in 2016-2017.

Mr. Fattibene asked whether the current calendar would comply with the regional calendar. Dr. Title said that it complies with the exception of the start date; some programs begin a day earlier.

Mr. Patten noticed that school still ends mid-June and was reminded that the start date is later for 15-16 because Labor Day is later.

*World Language Options*

Dr. Title said the district is looking to reinstate and improve the World Language (WL) program. Because it is a budget impact item, he would appreciate the Board's direction even though this is not a voting item.

Dr. Boice thanked the teachers for the work in developing the program options for students to learn and become fluent in a different language. The recommendation is to expand the 6<sup>th</sup> grade offerings to include Spanish and French and to offer Spanish starting in Kindergarten. She explained that in 6<sup>th</sup> grade, if a full period were to be used for WL, additional reading support would be required for some students, resulting in additional FTE requirements. Dr. Title added, however, that middle school enrollment numbers may result in savings at one middle school. It would be wise to remember the fiscal realities and to expand the program beginning in 6<sup>th</sup> grade and moving backwards as the budget allows.



Mrs. Maxon-Kennelly asked about administrative budget implications and 6<sup>th</sup> grade language instruction levels, given the revised elementary WL program. Dr. Title said there is a possibility that a curriculum leader might be needed later on, and mentioned that this model could be enhanced, but there are tradeoffs with instructional time; Mr. Rafferty explained that the focus on instruction in 6-1 would change if the elementary program were to be enhanced.

Mrs. Liu-McCormack was excited to see the program enhancements, questioned the sequence of instruction, and asked what 5<sup>th</sup> graders are expected to have achieved. Dr. Boice said there is a clear sequence from middle school into high school. Ms. Leffert explained that the FEA contract contains language that WL class periods cannot be less than 25 minutes. Ms. Cowenhoven mentioned that a thematic approach will be used at the elementary level; and there will be more depth and higher rigor at the upper levels.

Dr. Title said Board guidance is needed as program enhancements will directly affect the budget.

Mrs. Maxon-Kennelly asked how to provide input; Dr. Title mentioned that it is not a voting item; Board members may choose to provide input in various ways.

Mr. Fattibene likes the proposal, but it is a question of budget trade-off. It is hard to justify additional funds without program achievement expectations.

Mr. Dwyer said this is a good proposal and a good example of the Board and the Superintendent working together. In order for this to work, the Board should be supportive of the budget and attend BOS, BOF and RTM meetings.

Mr. Patten mentioned that this is a great start but is not comfortable with 2 periods in a 6 day rotation which is less than what is currently offered. Dr. Title said as of now we're not sure what type of rotation will be used next year; he and Mr. Rafferty noted that the complicated schedule matrix has not been finalized.

Mrs. Liu-McCormack is supportive of WL and felt the budget should be prioritized to include it. She thinks this a great start, she would like to hear more and wants to make sure we are spending effectively.

Mr. Llewellyn felt that starting WL earlier is preferred, but has concerns about cost and what it gets us, and said he did not receive a copy of the teacher contract that would have enabled him to review the 25 minute language. He said he requested the differences between the old and new contract but didn't get it.

Mr. Dwyer said the contract is a public document available upon request. The 25 minute language was in the previous contract and therefore was not listed as a contract change.

Dr. Title said there are provisions for contract side-letters and amendments but no guarantee of success in negotiating a change.

Mrs. Gerber mentioned that she believed the contract was previously provided; and confirmed that Dr. Boice and Mr. Rafferty should be contacted with additional questions.

#### *Approval of Minutes*

##### *Approval of Minutes of October 21, 2014 Special Meeting*

Mrs. Maxon-Kennelly moved, Mr. Dwyer seconded the recommended motion that the Board of Education approve the Minutes of the **Special Meeting** of October 21, 2014.

##### **Motion Passed 6-0**

Favor: Mrs. Gerber, Mr. Dwyer, Mr. Fattibene, Mrs. Maxon-Kennelly, Mr. Llewellyn

*(Mrs. Liu-McCormack was not present for this vote.)*

##### *Approval of Minutes of October 21, 2014 Regular Meeting*

Mrs. Maxon-Kennelly moved, Mr. Dwyer seconded the recommended motion that the Board of Education approve the Minutes of the **Regular Meeting** of October 21, 2014.

##### **Motion Passed 6-0**

Favor: Mrs. Gerber, Mr. Dwyer, Mr. Fattibene, Mrs. Maxon-Kennelly, Mr. Llewellyn

*(Mrs. Liu-McCormack was not present for this vote.)*

##### *Approval of Minutes of the November 12, 2014 Special Meeting*

Mrs. Maxon-Kennelly moved, Mr. Dwyer seconded the recommended motion that the Board of Education approve the Minutes of the **Special Meeting** of November 12, 2014.

##### **Motion Passed 6-0**

Favor: Mrs. Gerber, Mr. Dwyer, Mr. Fattibene, Mrs. Maxon-Kennelly, Mr. Llewellyn

*(Mrs. Liu-McCormack was not present for this vote.)*

Mrs. Maxon-Kennelly moved, Mr. Llewellyn seconded to suspend the rules and extend the meeting to 11:15PM.

**Motion Passed 4-2**

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

Oppose: Mr. Dwyer, Mr. Fattibene

(Mrs. Liu-McCormack was not present for this vote.)

<i>Superintendent's Report</i>
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*New High School Schedule*

Dr. Title introduced the high school schedule topic by referring to the memo and powerpoint enclosures. The district has been trying to change the high school schedule, and this was also adopted as a Board Goal. While the new schedule is still being finalized, it provides a substantial increase in instructional time with a regular lunch; all at essentially no cost.

Mr. Llewellyn commented that the Board would appreciate getting documents before the Town and the public. He asked about the difference in cost from the last time this was discussed. Dr. Title was not sure why the cost was so high during the last attempt to change the high school schedule. He said the district hired an expert this time around; the group also used the same guiding principles from the previous attempt.

Mrs. Maxon-Kennelly said the cost in the previous attempt was attributed to the cafeteria expansion and not the schedule itself.

Mr. Llewellyn questioned the instructional time and Mrs. Gerber referred him to the enclosed chart. Dr. Title also explained that teachers will be spending more time teaching.

Mr. Llewellyn asked whether a delay in construction will have any impact. Dr. Title and Mr. Hatzis said that work is expected to begin on December 24 and should be on track; it is possible to use a company on the state bid list without going out to RFP.

Mr. Fattibene asked why this particular schedule was chosen above the others. Mr. Hatzis responded that the group started from scratch and looked closely at the guiding principles that applied then and still apply.

Mrs. Maxon-Kennelly thanked the staff that ran the very informative high school meetings.

Mr. Patten echoed Mrs. Maxon-Kennelly's comments and confirmed that exams would not be 85 minutes in length; extra time after an exam would be devoted to instruction. He also asked about homework assignments and requested more information on the impact on special education.

Mrs. Parks expects instruction to be a little different but there won't be twice as much homework.

Dr. Title and Dr. Boice offered that the new schedule provides options that are currently not available and there will be extensive PD for teachers. The schedule allows for the 85 minute block to be halved for supports.

Mrs. Maxon-Kennelly moved, Mr. Llewellyn seconded to suspend the rules and extend the meeting to 11:15PM.

**Motion Passed 4-2**

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

Oppose: Mr. Dwyer, Mr. Fattibene

(Mrs. Liu-McCormack was not present for this vote.)

Mrs. Gerber asked when a more information will be available; Mrs. Parks said the next meeting is on December 10; subcommittees will work on a plan and possible timeline.

<i>Committee/Liaison Reports</i>
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Mr. Dwyer reported that the RTM voted overwhelmingly to approve the FEA contract 37-7-1.

*Open Board Comment*

Mr. Patten attended the Riverfield Groundbreaking Ceremony and the students were excited about the changes. He also commended Mrs. Gerber on her job as acting Chairman.

Mr. Fattibene also commended Mrs. Gerber in her role as acting Chairman. He also commented on the Fairfield Ludlowe High School First Place in Textiles and Design, as awarded by the CT Career and Technical Educational Assessment, and mentioned that it is an excellent program.

*Adjournment*

Mrs. Maxon-Kennelly moved, Mr. Llewellyn seconded the recommended motion that this Regular Meeting of the Board of Education adjourn.

**Motion Passed 6-0**

Meeting adjourned at 11:00PM.

*Respectfully Submitted*  
*Jessica Gerber*  
*Fairfield Public Schools*  
*Board of Education Secretary*



DEC 09 2014

**Special Meeting Notes  
Fairfield BoE; December 1, 2014**

**Call to order and Roll Call**

Acting chairman Jessica Gerber called the Special meeting to order at 7:37PM. Present were members John Llewellyn (arrived 7:40PM), John Convertito, Jessica Gerber, Philip Dwyer, Jennifer Maxon-Kennelly, Marc Patten, Paul Fattibene, and Donna Karnal. Also present were Mrs. Ann Leffert, Mr. David Becker (BoF), Mr. Carlton Lindgren and Mr. Eric Fiedler (Aon), Mr. Steven Sedor, Ms. Megan Krom and Mr. Donald Houston (Durant, Nichols, Houston, Hodgson & Cortese-Costa).

**Convene to Executive Session**

Mrs. Maxon-Kennelly moved/Ms. Karnal seconded the recommended motion: "that the Board of Education convene to Executive Session to discuss records, reports and statements of strategy or negotiations with respect to collective bargaining in accordance with Connecticut General Statute CGS 1-210(b)(9); and invite Mrs. Leffert, Mr. Becker, Mr. Lindgren, Mr. Fiedler, Mr. Sedor, Ms. Krom and Mr. Houston as appropriate."

Motion passed 7-0 (Mr. Llewellyn was not present for the vote).

The Board came out of Executive session at 8:32PM

**Public Session**

Mrs. Maxon-Kennelly moved/Mr. Convertito seconded the recommended motion: "that the Board of Education approve the Collective Bargaining Agreement between the Fairfield School Administrators Association and the Fairfield Board of Education for the period July 1, 2015 to June 30, 2018"

Motion passed 6-2 (Mr. Convertito, Ms. Karnal, Mrs. Gerber, Mr. Dwyer, Mrs. Maxon-Kennelly, Mr. Patten in favor; Mr. Fattibene, Mr. Llewellyn against).

**Adjournment**

Mr. Dwyer moved/Ms. Karnal seconded "that this Special Meeting of the Board of Education adjourn"

Motion passed 8-0. Meeting adjourned at 8:35PM.