

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

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

Board of Education, Fairfield Public Schools
501 Kings Highway East, 2nd Floor Board Conference Room
Tuesday, August 26, 2014
REGULAR MEETING
7:30 p.m.

1. Call to Order and Roll Call

2. Pledge of Allegiance

3. 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.*

4. Presentations

A. District Improvement Initiatives for 2014-2015, Dr. Title
(Enclosures Nos. 1a, 1b, 1c)

B. Impact of State of Connecticut Legislative Actions, Dr. Title
(Enclosure No. 2)

5. Old Business

A. Adoption of Board Goal(s)

Recommended Motion: "that the Board of Education adopt Board Goal(s) #____, entitled
_____, per Enclosure No. 3"

(Enclosure No. 3)

6. Approval of Minutes

A. Approval of Minutes of July 15, 2014 **Special Meeting**

Recommended Motion: "that the Board of Education approve the Minutes of the 6:00 pm
Special Meeting of July 15, 2014"

(Enclosure No. 4)

B. Approval of Minutes of July 15, 2014 **Special Meeting**

Recommended Motion: "that the Board of Education approve the Minutes of the 6:30 pm
Special Meeting/Executive Session of July 15, 2014"

(Enclosure No. 5)

C. Approval of Minutes of June 24, 2014 **Regular Meeting**

Recommended Motion: "that the Board of Education approve the Minutes of the **Regular Meeting** of June 24, 2014"

(Enclosure No. 6)

7. Superintendent Report
8. Committee/Liaison Reports
9. Open Board Comment
10. Adjournment

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

CALENDAR OF EVENTS

September 9, 2014	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

AUG 26 2014

Fairfield Public Schools
District-Wide Improvement Initiatives 2014-2015

This list of district-wide improvement initiatives will require considerable and sustained effort during the 2014-2015 year for which at least one member of the Central Office Leadership Team is responsible. In some cases these initiatives are driven by state or federal mandates; in others, they are part of a multi-year, district-wide improvement effort. It is not an exhaustive list and does not include day-to-day operations or improvement efforts specific to a particular school.

IMPROVEMENT INITIATIVES

INSTRUCTIONAL PROGRAM	
<i>We will ensure that a rigorous, comprehensive instructional program is consistently delivered across all schools and grade levels.</i>	
We will:	
1	Implement Student Success Plans in grade 6-12 including an Advisory Program at all high schools.
2	Revise and implement additional common assessments aligned to the curriculum in grades 3 through 12, including performance-based assessments.
3	Implement newly adopted curriculum in all content areas.
4	Develop and approve curriculum in World Language and Library/Media K-12. *
5	Determine a revised high school schedule and complete planning for September 2015 implementation.
6	Research middle school Unified Arts offerings and recommend changes if warranted.
7	Determine a revised elementary school schedule and complete planning for September 2015 implementation.
8	Revise the curriculum development schedule to include Status Updates. (Art Curriculum K-12, 2014-2015)
9	Investigate appropriate resources for the Adult Education online GED assessment.
TEAMS/IMPROVEMENT PLANS	
<i>We will work effectively in teams to examine system, school and individual student progress, and develop, share and implement effective classroom practices.</i>	
We will:	
10	Continue implementation of 2-year School Improvement Plan and processes.
11	Continue to improve the effectiveness of data teams at the school, grade, department and district levels to enhance student learning.
12	In an effort to close the achievement gap, conduct research on evidence-based practices for improving outcomes for struggling and disabled readers, PK-8.
13	Develop and approve a multi-year District Improvement Plan. *
14	Develop and implement department-level improvement plans in Mathematics, Language Arts, Social Studies and Science.
15	Conduct and analyze data from the school climate survey to drive school-based decisions.

Fairfield Public Schools
District-Wide Improvement Initiatives 2014-2015

LEADERSHIP CAPACITY

We will strengthen the instructional leadership capacity of teachers and administrators and help teachers improve their practices through support and accountability.

We will:

16	Implement the professional growth and evaluation plans for all certified staff and revise as appropriate. *
17	Strengthen teacher leadership capacity related to the school improvement process (Instructional Rounds, Data Teams, Marzano learning strategies).
18	Strengthen administrators' capacity to provide quality feedback to teachers using Marzano's learning protocols.
19	Use Instructional Rounds in all schools to provide support to teachers and administrators as they implement changes in instructional practice derived from an analysis of student performance data.

RESOURCES

We will provide our staff and students with appropriate levels of educational resources (human, time, and material) and use these resources effectively.

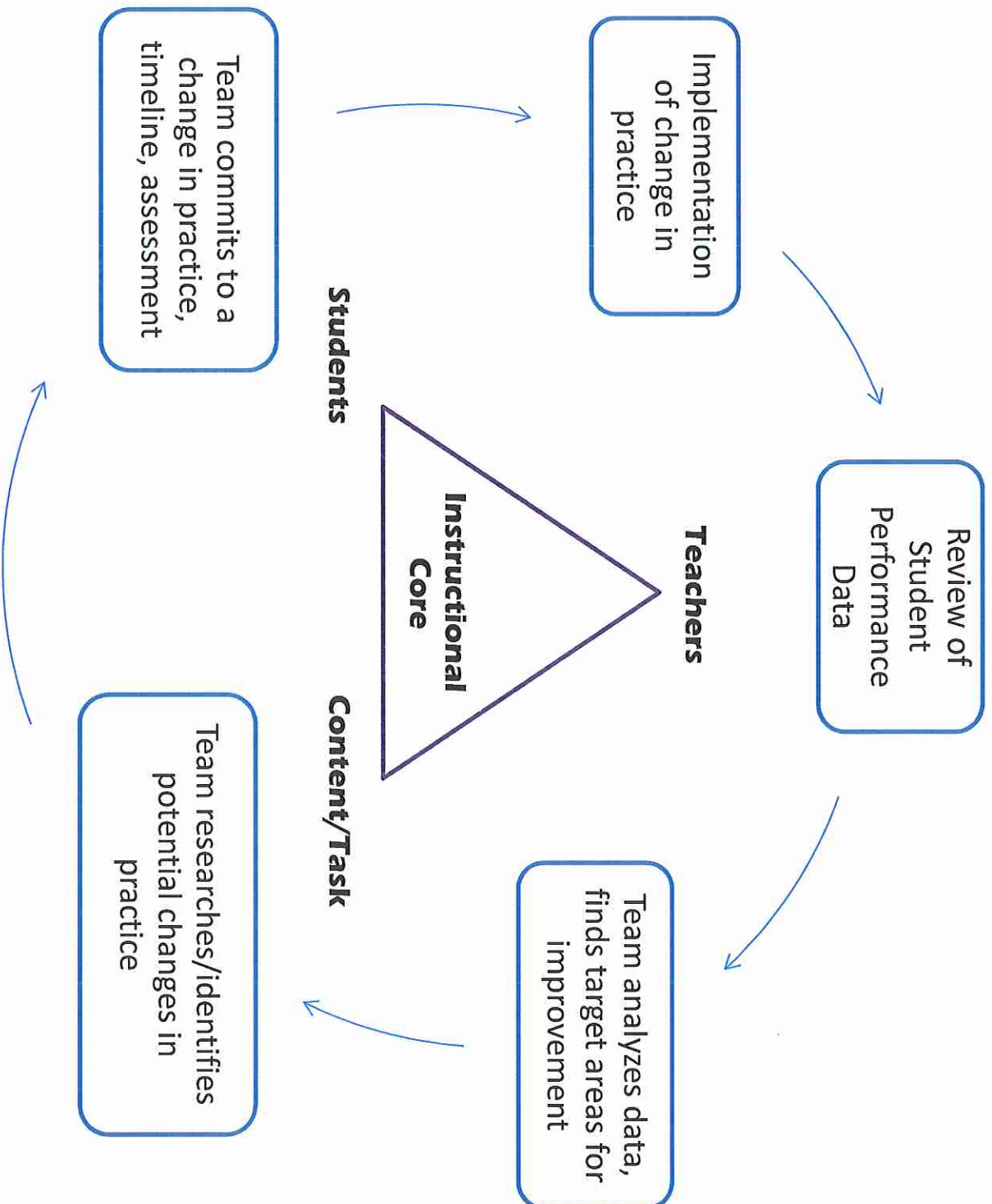
We will:

20	Develop and clearly communicate an operating and capital budget for 2015-2016 that fully funds state and federal mandates, district initiatives and existing programs. *
21	Revise and approve the Long-Range Facilities Plan. *
22	Accept the Stratfield and Mill Hill roof projects as complete. *
23	Finalize 2 non-certified and 2 certified contracts. *
24	Improve the efficiency of substitute staffing through the implementation of a new electronic substitute placement system.
25	Expand the use of Infinite Campus across all schools to improve communication and efficiency.
26	Implement electronic applications to increase efficiency (HR functions, field trip approval, brochure approval, Preventative Maintenance, increased electronic communication).
27	Ensure a successful transition of food service to the new vendor.
28	Implement a school safety and security improvement plan that complies with all state requirements in conjunction with the Fairfield Police Department and the community.
29	Develop and approve the school safety infrastructure non-recurring capital project for submission to the Town.*
30	Develop a new 3-year Technology Plan that supports effective instruction and increases student and staff access to educational opportunities. *
31	Launch Phase I of the new Special Education website; produce and publish 8 parent information webinars.
32	Implement an online, anonymous and discrete reporting system for bullying, at all levels.

* Indicates BOE Approval

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Fairfield Public Schools - Model of Data Analysis District, School, Department, and Grade Level



Professional Development is a key component at each step of this process to ensure its effectiveness.

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Overview of the Rounds Process

Preparation with the Host School and Visitors

- Problem of Instructional Practice

- Logistics for the visit

Site Visit

- Problem of Instructional Practice

- Classroom Observations of Instructional Practice

- Debrief Observations (Describe, Analyze, Predict)

- Next Level of Work

Post-Visit Follow-Up

- Sharing of data with staff

- Schedule for next level of work and reporting out school progress



October 2011 | Volume 69 | Number 2

Learning from Instructional Rounds

Elizabeth A. City

When teachers conduct instructional rounds, they focus on why a problem of practice persists schoolwide—and on what they can do about it.

How do we improve our collective teaching practice? How do we ensure that every classroom is a place of rich and valuable learning for all students? And who's responsible for doing so?

Over the last several years, my colleagues and I, in collaboration with educators across the United States, Canada, and Australia, have tried to answer these questions.¹ The model we've developed to improve instructional practice is based on medical rounds, the primary way that doctors learn and improve their practice. We call the approach *instructional rounds*.

The practice, which began with administrators, has become increasingly popular in schools. Teachers are usually the most enthusiastic rounds participants, leading the next evolution of the practice.

What Are Instructional Rounds?

Instructional rounds are a disciplined way for educators to work together to improve instruction (City, Elmore, Fiarman, & Teitel, 2009). The practice combines three common elements of improvement: classroom observation, an improvement strategy, and a network of educators. Many educators currently use one or more of these elements, often with some success. In our own work, my colleagues and I have found that it's the *combination* of elements that's most powerful. We have also found that it's hard to dislodge familiar habits and behaviors that serve different purposes, the most ingrained of which are supervision and evaluation.

Instructional rounds contrast with supervision and evaluation on a number of dimensions, the first of which is learning (see fig. 1, p. 39). Rounds are an inquiry process. People doing rounds should expect to learn something themselves. In supervision and evaluation, only the person *being* observed is expected to learn. I think of this as the difference between looking through a window (supervision and evaluation) and holding up a mirror (rounds).

Figure 1. Instructional Rounds Versus Supervision and Evaluation		
	Instructional Rounds	Supervision and Evaluation
<i>Learning stance</i>	Inquiry: Genuinely want to learn something ourselves Main learners: The observers	Informative: Genuinely want someone else to learn something Main learner: The observed
<i>Unit of improvement</i>	Meant to improve the collective (school, system)	Meant to improve the individual
<i>Accountability</i>	Lateral (peer-to-peer)	Positional (top-down)
<i>Output</i>	Next level of work, collective commitments	Evaluative feedback, prescriptions for next steps
<i>Primary focus in the classroom</i>	The instructional core, especially the students and the tasks they're engaged in	The teacher

Participants in rounds, particularly teachers, emphasize the learning they do as observers. "My teachers schooled me pretty quickly on this—you don't learn anything by being observed, only by observing," said John Roberts, assistant director at Lowell Middlesex Academy Charter School in Lowell, Massachusetts, after introducing rounds to his faculty.

Rounds are not about "fixing" individual teachers. Rounds are about understanding what's happening in classrooms, how we as a system produce those effects, and how we can move closer to producing the learning we want to see. This focus on "we" means that peers learn to hold one another accountable, individually and collectively. For rounds to accelerate improvement, educators need a protocol for taking next steps that they've committed to on their own. They don't rely on someone with formal authority to enforce agreements or on others to comply with mandates. In the California Rural Network, for example, superintendents do follow-up visits with one another after rounds visits. They say this follow-up visit from a peer helps them take action amid multiple competing priorities.

Rounds are fundamentally descriptive and analytic, not evaluative. At no point in rounds do we declare what we see to be "good" or "bad" or something we "like" or "don't like." Observers don't tell the observed what to do next to improve. However, observers *do* think about "the next level of work" or what the school or district could do to make progress in a problem area.

Finally, because rounds are about the instructional core, when my colleagues and I are in classrooms we focus on the interactions among teachers, students, and content. Effective supervision and evaluation, of course, pay attention to these things as well. However, educators consistently say that one of their early changes in practice as a result of participating in rounds is a shift of attention from the teacher to the students and the tasks they're engaged in.

How Do You Do Instructional Rounds?

Although educators adapt rounds to their purpose and context, the essential practice looks the same and relies heavily on protocol: You gather a group of colleagues who will meet together over time (that is, you form a *network*); you define a problem of practice connected to your improvement strategy; you visit classrooms in small groups; you

debrief after the observation; you identify next levels of work and build the group's relevant knowledge and skills; and you repeat this process often.

Assemble a Network

Some networks are composed of peers (all superintendents, principals, or teachers). Others have cross-functional groups (teachers and administrators together or multiple roles across a district). Some educators build on existing networks and incorporate rounds into their practice; others form new networks for rounds. Some are intentional about who is in the network (for example, staff members in shared content areas or in cross-content areas that focus on a shared issue); others are pragmatic (for example, those who have a common planning period do rounds together). The same group meets over time, giving members the opportunity to build a trusting, respectful community that pushes itself hard and develops a common language and understanding of learning and teaching. Networks typically range from 8 to 30 members.

Define the Problem of Practice

A problem of practice is something the school cares about, feels stuck on, and wants to understand more deeply. A problem of practice focuses on instruction, is observable and actionable, connects to a broader strategy of improvement, and is high leverage (City et al., 2009). See "Common Problems of Practice" (p. 40) for examples. Schools vary in their process for determining a problem of practice. The process works best when it's connected to ongoing improvement work and is based on data. A school might convene its instructional leadership team and ask the following questions: Where do we feel stuck? Where are we struggling? How do we know we're struggling? Which situation do we need help collecting data on and thinking about?

Schools sometimes invite the whole faculty to identify a problem of practice; sometimes they work with their leadership team to identify a problem. And sometimes, frankly, they pluck the problems of practice out of thin air, with just the principal deciding what the "problem" is. I don't recommend that option, as it usually results in little improvement and in data that teachers aren't all that interested in.

Ballarat Clarendon College, a K–12 school in Victoria, Australia, started with this problem of practice:

We've noticed that our students are more often engaged in tasks that involve remembering and understanding than in tasks that involve analyzing, evaluating, and creating. Some students aren't getting enough opportunities to practice higher-order thinking skills and to take an active role in the learning process.

At Lowell Middlesex Academy Charter School, teachers thought that students struggled with intellectual curiosity. Students sat in class "absorbing" and didn't ask questions. After examining this problem of practice in rounds, teachers decided that the level of the task assigned might have something to do with students' lack of intellectual curiosity, so they shifted the problem of practice to be about the level of the task and the level of teacher questioning.

Observe in Classrooms

The network divides into small groups of approximately four people. Each group typically visits four classrooms, staying 20–25 minutes in each. Observers don't have rubrics to guide them because they're gathering descriptive data rather than assessing against a rubric. However, they usually do have focus questions related to the problem of practice, such as, What are students doing and saying? What's the teacher doing and saying? What's the task? They also question students about what they're working on, what they do when they don't understand something, and how they know whether their work is good or great.

The problem of practice acts as a filter. In classrooms, observers don't pay attention to all the things they think are important. For example, if the problem of practice is about higher-order thinking skills, observers try to ignore how well students are behaving, what is or isn't on the walls, or whether the teacher wrote the objective on the board. Observers also don't do an implementation check on a given strategy. They're detectives, not inspectors. They try to

unlock the mystery of why the school is stuck, why this problem of practice persists, and what might help the school get unstuck.

Between classroom visits, observers don't chat about what they saw or what they thought about what they saw. They save that for the formal debrief.

Debrief

Lowell Middlesex Academy assistant director John Roberts finds the rounds protocol crucial. "The reason we follow this protocol," he notes, "is that it separates us from the practice and keeps us from being the crazy, judgmental human beings we are." The debriefing protocol moves in steps from description to analysis to prediction and leads participants into identifying the next level of work.

Describe. In the description phase, the various observation groups come together to share the evidence they collected related to the problem of practice. Evidence is most helpful when it's specific and descriptive as opposed to judgmental or general. Gathering and stating specific, descriptive evidence are learned skills that educators can help one another with. When you hear something judgmental—such as, "The teacher talked too much" or "The questions were mostly low level"—ask "What's the evidence?" When you hear something general—such as "The teacher asked lots of questions"—ask for specificity, for instance, "What were some specific questions the teacher asked?"

Analyze. Having built the evidentiary foundation for a strong discussion, observation groups move into the analysis phase, looking for patterns across the evidence and noting exceptions to the patterns. Patterns might include the following:

- Teachers ask questions that require one- or two-word answers, and students respond with one or two words.
- Students sit in groups, yet work individually.
- The pattern of interaction is teacher–student–teacher, with teachers initiating the conversation.

We pause at this point in the debriefing session so each group can share the patterns it has seen. Often, a distinct pattern will emerge across the school—that tasks are low level, for example—but sometimes groups see different patterns in a certain grade level, content area, or classroom.

Predict. Next, the protocol asks, "If you were a student in these classes today and you did everything the teacher asked you to do, what would you know and be able to do?" This question doesn't ask what you think teachers *hope* students will learn or what the objectives written on the board are, but what students would actually learn if they completed the tasks given to them. For example, observers might predict that students would be able to follow directions, recall information, or complete mathematics problems if they had the formula for the problems in front of them.

Identify the Next Level of Work

Taking into account all the evidence, what do we now understand about this stuck place? How can the school focus its energy and resources to make progress on the problem of practice? What new knowledge and skills might teachers need, and how might the school support that learning?

For example, a rounds visit might reveal that in a school whose students struggle with higher-order thinking, teachers typically give students fairly low-level tasks. The next level of work might be for the teachers to see these data together—for example, teachers might collect all the tasks given on a certain day and then assess them using a framework like Bloom's taxonomy.

On the basis of their assessment, the teachers might identify the support they need, which might involve having more time to design tasks together or receiving training in Bloom's taxonomy. At the same time, school leadership might not only reorganize planning time to make it possible for teachers to design tasks together, but also look at how challenging the tasks are that *adults* are being asked to complete during professional development and other

meetings. The school might stop having informational meetings where teachers are just called on to listen and, instead, create sessions where teachers are challenged as learners.

Different networks experiment with different ways of formulating the next level of work. Some brainstorm action steps for this week, next month, and by the end of the year. Others generate reflective questions to prompt further thinking, such as, In a differentiated classroom, what would teachers and students be doing? or How do teachers know that their students understand? At Lowell Middlesex Academy Charter School, teachers create commitment cards and post the cards in their classrooms. For example, one might read, "Ask a question at the evaluation level at the beginning of class."

Inevitably, rounds bring to the surface areas of need that can inform professional development. In Boston Public Schools, for example, high school principals worked together to generate a common definition of rigor but realized they didn't all agree on what it looked like in the classroom. Through rounds, they identified a districtwide pattern of tasks focused on remembering, understanding, and, from time to time, applying. The next level of work was engaging teachers in rounds and developing a deeper understanding of rigor.

As a result, the central office designed a course on rigor and the practice of rounds. Teachers learned that students with low skills do not need low-level tasks—rather, they need supports to successfully engage with high-level tasks. They also learned to compare the stated task with the enacted task, which may be more low-level than expected; students may simply be doing more of something or following the teacher's example rather than really using their minds. Teachers took the course, learned how to do rounds, and will facilitate rounds focused on rigor as a problem of practice in their schools.

For Judith Blanco, district instructional coach for Boston's high schools, rounds are a "cyclical process that ties your whole school improvement plan, your professional development, and your rounds together, all informing each other." Because the process is cyclical, she says, "rounds shouldn't be one-time events." Melissa Chen, science teacher at Lowell Middlesex Academy Charter School, agrees: "We don't see rounds as an extra thing—they're part of what we do." At Lowell Middlesex Academy, teachers do rounds once a week. Teachers at Ballarat Clarendon College do rounds once every two weeks. Other networks do rounds once a month. Frequency matters.

Why Do Instructional Rounds?

Rounds are time-consuming, complex, and challenging. So why bother? Several educators I asked suggested the following reasons:

- *To take improvement to the next level.* In the California Rural Network, school districts had been engaged in improvement through Reading First and other efforts. As a result, they were experiencing improvements in student achievement. They believed they could take student and adult learning to the next level, but they weren't sure how to do it. Rounds have helped them build on their earlier improvement efforts.
- *To build a common understanding of effective learning and teaching.* Educators in the California Rural Network think that rounds are a valuable way to explore the following questions: Do we know what effective instruction looks like? Do we recognize it when we see it? Do we agree?
- *To reduce variability.* Educators at Ballarat Clarendon College do rounds "because we know there's a significant difference in levels of instruction among classrooms." They think rounds will help them reduce variability by focusing on tasks in classrooms and getting shared commitments about how to improve.
- *To focus the work.* Melissa Chen says that rounds help Lowell Middlesex Academy focus: "There are so many things we want to improve, and it helps to put more of our energy in one place, to choose one problem a year that we want to look at."
- *To put educators in charge of their own learning.* Judith Blanco sees rounds as building on Boston's previous coaching work. According to Blanco, it's "a way of getting teachers to observe one another's practice in a

nonevaluative way. It's a process and structure to make that happen." Connie Tate of the California Rural Network explains,

We're trying to build collective efficacy. It's really behavior modification: Tell me what to do, and I'm going to resist it, but give me time, let me do it and see the results...and I'll change my behavior.

- *To provide data and inform professional development.* Lowell Middlesex Academy uses rounds to inform professional development in a targeted way and create a feedback loop for teachers: "It's hard to plan professional development if we don't all agree on what we're seeing in our classrooms." Similarly, educators at one Boston high school said,

The data from instructional rounds give us a more complete picture of student learning and bluntly show whether professional development has had an impact on student performance—[and] whether we have adequately addressed the problem of practice.

Ultimately, educators choose to do rounds because they find them a powerful way of continually informing and improving their practice. One educator in the California Rural Network captured her experience:

We're finally having conversations about instructional practice. I've learned more about myself as a teacher and about quality instruction in one day of instructional rounds than in five years of professional development.

It's in Our Hands

Done poorly or briefly as just another initiative, rounds, like any improvement effort, will have little effect. At worst, poorly done rounds will suggest that we educators are incapable of improving our own practice. However, done well, in a way that is sustained, and integrated with an improvement strategy, rounds offer the opportunity for educators to show ourselves and others what we're capable of as professionals and to develop learning environments in which all students can succeed.

Common Problems of Practice

Are students engaged in high-level or low-level tasks? Do teachers ask high-level or low-level questions?
Are students able to articulate their thinking in writing?
Are students able to transfer learning from one content area or grade level to another?
Is students' understanding in mathematics conceptual or only procedural?
Are students active or passive participants in class?
Are some students—such as students with special needs, English language learners, boys, or girls—performing as well as they might? If not, what does this look like in the classroom?
Do teachers do most of the talking and thinking in the classroom?
Do teachers enact a high-level curriculum in a low-level way?
How do teachers know what students know?
How do students know the quality of their work?
What role do students play in assessment?
How do students talk with one another about classwork?

Reference

City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2009). *Instructional rounds in education: A network approach to improving learning and teaching*. Cambridge, MA: Harvard Education Press.

Endnote

¹ We build on the early work of Tony Alvarado, Elaine Fink, and colleagues in New York City District 2 and of Andrew Lachman, Richard Elmore, and colleagues in the Superintendents' Network of the Connecticut Center for School Change.

Elizabeth A. City is executive director of the Doctor of Education Leadership Program and lecturer on education at the Harvard Graduate School of Education. She is coauthor, with Richard Elmore, Sarah Fiarman, and Lee Teitel, of *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning* (Harvard Education Press, 2009) and coauthor, with Rachel Curtis, of *Strategy in Action: How School Systems Can Support Powerful Learning and Teaching* (Harvard Education Press, 2009).
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STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION



ENCLOSURE NO. 2

AUG 26 2014

Series: 2014-15
Circular Letter: C-2

TO: Superintendents of Schools

FROM: Stefan Pryor, Commissioner of Education

DATE: July 14, 2014

SUBJECT: Summary of Legislation Enacted in the 2014 Regular Session of the Connecticut General Assembly

The Connecticut General Assembly recently adjourned its 2014 Regular Session. The State Department of Education (SDE) is hereby providing you with a comprehensive summary of the public acts passed during the regular session that appear to be of applicability and interest to school districts.

In reviewing this summary, please keep the following in mind:

1. We recognize that with so many pieces of legislation this is a lengthy document. We would especially draw your attention to the following public acts: 14-38 (*An Act Concerning The Recommendations Of The Uniform Regional School Calendar Task Force, Licensure Exemptions For Certain After School Programs And Expanding Opportunities Under The Subsidized Training And Employment Program*), 14-39 (*An Act Establishing The Office Of Early Childhood, Expanding Opportunities For Early Childhood Education And Concerning Dyslexia And Special Education*), 14-172 (*An Act Concerning Improving Employment Opportunities Through Education And Ensuring Safe School Climates*), 14-176 (*An Act Concerning The Storage And Administration Of Epinephrine At Public Schools*), 14-196 (*An Act Concerning A State-Wide Sexual Abuse And Assault Awareness Program*), 14-198 (*An Act Concerning Excused Absences From School For Children Of Service Members*) and 14-232 (*An Act Concerning The Review And Approval Of Safe School Climate Plans By The Department Of Education And A Student Safety Hotline Feasibility Study*). The index page may help you to prioritize the reading of acts affecting your district.
2. This document does not describe every 2014 public act affecting the operation of a school district or provide every detail of the summarized acts. Since this is only a summary of new legislation, each superintendent or designated district leader should

review the actual text of any act that may impact his or her district. If you are viewing this document electronically, clicking the title on the index page will allow you to view the full act.

3. The summaries are organized in two parts. The first part contains those newly enacted laws that primarily concern education. The second part contains those newly enacted laws that concern the budget and bond-related public acts affecting education.
4. Following the legislation index is a summary of each enacted bill, including the effective date. In some cases where only portions of a public act relate to education, only those sections of the act have been included in this summary.

If you have any questions, please contact Sarah Hemingway, Legislative Liaison, at 860-713-6493 or sarah.hemingway@ct.gov.

Public Acts Affecting Education

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Public Act 14-38	<u><i>An Act Concerning The Recommendations Of The Uniform Regional School Calendar Task Force, Licensure Exemptions For Certain After School Programs And Expanding Opportunities Under The Subsidized Training And Employment Program</i></u>	1
Public Act 14-39	<u><i>An Act Establishing The Office Of Early Childhood, Expanding Opportunities For Early Childhood Education And Concerning Dyslexia And Special Education</i></u>	1-2
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Public Acts Affecting Education

PA 14-21: An Act Concerning the English Language Learner Educator Incentive Program *(Effective July 1, 2014)*

- This public act redesigns an existing teachers' loan reimbursement program administered by the Office of Higher Education (OHE) as an incentive grant and loan reimbursement program for college and university students who are studying to be teachers and are pursuing an endorsement in bilingual education or teaching English to speakers of other languages upon graduation.
 - It allows eligible students to receive a grant of \$5,000 per year, for up to two years of schooling. Upon graduation, students become eligible for a loan reimbursement of \$2,500 per year for up to four years of teaching. The FY 14 and FY 15 biennial budget contain \$95,000 for this program.

PA 14-38: An Act Concerning the Recommendations of the Uniform Regional School Calendar Task Force, Licensure Exemptions for Certain After School Programs and Expanding Opportunities under the Subsidized Training and Employment Program *(Effective July 1, 2014)*

- Section 1 extends the option for local and regional boards of education to choose to adopt the uniform regional school calendar developed and approved by their regional education service center (RESC) to the school year commencing July 1, 2014 or July 1, 2015.
- Section 1 requires local and regional boards of education to adopt this calendar for the school year beginning July 1, 2016, unless an existing employee contract makes that impossible, in which case the board must adopt the calendar for the school year commencing July 1, 2017.
- Section 2 exempts child day care services administered by a public school system or municipal agency or department from licensing requirements, even if they are not located in a public school.
- Section 3 allows eligible small businesses or small manufacturers to apply to the DOL for a grant to subsidize on-the-job training for a new apprentice (defined as a student at a public or private high school, preparatory school or institution of higher education), and specifies the grant amount based on the apprentice's days of employment. This is part of the Labor Department's Subsidized Training and Employment program.

PA 14-39: An Act Establishing the Office of Early Childhood, Expanding Opportunities for Early Childhood Education and Concerning Dyslexia and Special Education *(Effective upon passage unless otherwise noted)*

- Section 1 requires that, not later than January 1, 2015, SDE to add “SLD-Dyslexia” under “Specific Learning Disability” on the individualized education program (IEP) form.
- Section 2 (*effective July 1, 2014*) requires that after July 1, 2015, teacher preparation programs leading to professional certification include instruction on the detection and recognition of, and evidence-based interventions for, students with dyslexia.
- Section 3 requires boards of education to notify parents or guardians of preschool special education students who reach age five or age six of their legal right to hold the child back from entering kindergarten, in accordance with CGS 10-184.
- Remaining sections of the bill establish the Office of Early Childhood (OEC), which shall be responsible for the delivery of services to young children and their families to ensure optimal health, safety and learning for each young child. Specific provisions related to local boards of education include:
 - The OEC developing and implementing the early childhood information system;
 - The development of a plan, in consultation with SDE, to change the date that a child must reach five years of age to be eligible to enroll in kindergarten from January first of any school year to October first of any school year, and to create spaces in school readiness, public, and private prekindergarten programs for children not eligible to enroll in kindergarten;
 - The development of a state-wide kindergarten assessment tool that measure’s a child’s preparedness for kindergarten;
 - The expansion of the school readiness program in two ways by expanding the competitive grant for school readiness spaces under current law, and creating a new school readiness grant to enable eligible towns and regional school readiness councils to start up new school readiness classrooms and provide spaces to eligible children in school readiness programs that are accredited or seeking accreditation;
 - In consultation with SDE, the development of a preschool experience survey that may be included in kindergarten registration materials; and
 - The addition of OEC to the list of employers, schools under OEC to the definition of “public schools” and OEC professional staff to the definition of “teacher” under the Teachers’ Retirement System (TRS).

School readiness programs, which were previously under SDE, are now under the purview of OEC. For questions on this, or any other OEC initiatives, please contact OEC at (860) 713-6410.

PA 14-41: An Act Establishing the Connecticut Smart Start Program *(Effective July 1, 2014)*

- The public act requires OEC, in consultation with SDE, to design and administer the Connecticut Smart Start competitive grant program. The program reimburses local and regional boards of education for capital and operating grants for expenses related to establishing or expanding a preschool program under the board's jurisdiction. Boards must apply to OEC for the grants. Additional information about this program will be forthcoming from the OEC.

PA 14-59: An Act Implementing the Recommendations of the Legislative Program Review and Investigations Committee on the Reemployment of Older Workers Concerning the Technical High School System *(Effective July 1, 2014)*

- In addition to current requirements, Section 1 requires the Connecticut Technical High School System (CTHSS) superintendent, in collaboration with the Labor Commissioner, to collect employment information and report on demographics, course and program enrollment and completion, and wage information, for typical and adult students who graduate or complete an approved program of study, when reporting to the general assembly annually.

PA 14-65: An Act Concerning Revisions to the Higher Education Statutes and Military Occupational Licensing Data *(Effective July 1, 2014)*

- Section 13 moves the deadline for the Planning Commission for Higher Education's implementation and progress report on the strategic master plan from October 1, 2016 to January 1, 2016.

PA 14-66: An Act Concerning Youth Athletics and Concussions *(Effective July 1, 2014)*

- Section 1 clarifies that any coach who has completed the initial training course regarding concussions must annually review current and relevant information regarding concussions.
- It also requires SDE to consult with DPH and other stakeholders to develop or approve a training course regarding concussions. By October 1, 2014, and annually thereafter, the group must also develop or approve annual review materials.
- It further requires SDE to consult with DPH and other stakeholders to develop a refresher course regarding concussions, including current best practices, and, for football coaches, current best practices around the frequency of games and full contact practices and scrimmages.

- It also requires that, by January 1, 2015, the State Board of Education (SBE) in consultation with DPH and other stakeholders develop a concussion education plan to be used by local and regional boards of education. Boards of education will be responsible for implementing such plan using written materials, online training or videos, or in person training. The content of the training to be implemented by boards of education is described in the statute.
- For the school year beginning July 1, 2105, local boards of education must prohibit a student athlete from participating in intramural or interscholastic athletic activities unless the student athlete and a parent or guardian have read written materials, viewed online training or videos, or attended in person training regarding the concussion education plan. A student athlete's parent or legal guardian must also return a signed informed consent, which must include a summary of the concussion education plan, and a summary of the local board's policies regarding concussions. The form is to be developed by SDE, DPH, and other stakeholders.
- Section 2 requires a qualified school employee to notify the parents or guardian of a student athlete who has been removed from an athletic activity due to signs, symptoms, behaviors, or diagnosis of a concussion not later than 24 hours of such removal, but to make a reasonable effort to provide such notification immediately after such removal. Qualified school employee is defined as a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or school paraprofessional.
- Section 3 provides that the SBE require all local and regional school districts to collect and report all occurrences of concussions, including the nature and extent of the concussion and the circumstances in which the student sustained the concussion, if known to the SBE which shall then send a concussion report to the DPH containing all information.
- Section 4 establishes a task force to study occurrences of concussions in youth athletics and make recommendations for possible legislative initiatives to address such concussions. Appointments to the task force are to be made by the Governor and various legislative leaders from various organizations and the task force is also to include the Commissioners of Education, Public Health and Children and Families or their designees.

PA 14-93: An Act Concerning Sudden Cardiac Arrest Prevention (*Effective October 1, 2014*)

- Section 1 requires the State Board of Education (SBE), in consultation with the Commissioner of Public Health, the governing authority for intramural and interscholastic athletics, an appropriate organization representing licensed athletic trainers, and an organization representing national, state or local medical associations, to

develop or approve a sudden cardiac arrest awareness education program for use by local or regional boards of education. The program must be published on the SDE website by July 1, 2015.

- It also requires that, by July 1, 2015, the SBE, with these stakeholders, develop and approve an informed consent form to distribute to parents and guardians, regarding sudden cardiac arrest. This form must include, at a minimum, a summary of the sudden cardiac arrest awareness program, and a summary of the school district's policies regarding sudden cardiac arrests.
- Sections 2 and 3 require that any person who holds or is issued a coaching permit by the SBE annually review the sudden cardiac arrest program prior to commencing the coaching assignment. The law also provides that the SBE may revoke a coaching permit if any coach is found not to have reviewed the sudden cardiac arrest program on an annual basis prior to the commencement of the coaching assignment.
- Section 4 states that coaches are immune from suit and liability, both personally and in an official capacity, for any actions or omissions associated with this act, unless the actions or omissions constitute willful misconduct, gross negligence or recklessness.

PA 14-99: An Act Concerning the Department of Children and Families and the Education of Children *(Effective October 1, 2014)*

- This public act requires that the superintendent of each school district providing education to a child or youth under DCF custody provide to DCF, the foster parent, and the attorney for such child or youth, a description of child's or youth's education status and academic progress. Such description shall include information regarding current levels of educational performance, including absenteeism and grade level performance, test results, report cards, individual success plans, and discipline reports.
- The public act also requires DCF and Court Support Services Division (CSSD) to promptly review any educational files upon entry into any facility or school program run or contracted by DCF or CSSD to determine if such child may be eligible for special education.

PA 14-113: An Act Concerning Recommendations by the Legislative Commissioners for Technical Revisions to the Education Statutes *(Effective from passage)*

- The act makes technical corrections and conforming changes within the education statutes.

PA 14-172: An Act Concerning Improving Employment Opportunities through Education and Ensuring Safe School Climates *(Effective July 1, 2014)*

- Section 1 permits recipients of temporary family assistance to take education courses as part of the requirements of the recipient's employability plan. Education courses that may be approved include high school graduate equivalency degree or basic education programs.
- The remainder of the public act amends the school climate statutes in a number of ways:
 - Section 2, within the safe school climate plan,
 - Specifies that students and parents or guardians should be notified at the beginning of each school year, rather than annually, of the process to anonymously report acts of bullying;
 - Requires that parents or guardians of the student alleged to have committed an act or acts of bullying, as well as the parents or guardians of the student who was bullied, receive prompt notice that an investigation has commenced; and
 - Specifies two separate meetings with parents or guardians – one with the parent or guardian of the student who was bullied to discuss measures taken by the school, including the policies and procedures in place to prevent further acts, and one with the parents or guardians of a student who commits a verified act of bullying to discuss specific interventions undertaken to prevent further acts.
 - Section 3 includes in the “prevention and intervention strategy” (defined in C.G.S. 10-222g) a new aspect of culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation. The act specifies that funding may originate from public, private, federal, or philanthropic funds for this purpose. SDE will issue further information regarding possible opportunities for districts wishing to pursue work in this area.
 - Section 3 also clarifies that “interventions with the bullied child” as one of the options for a prevention and intervention strategy includes referrals to a school counselor, psychologist or other appropriate social or mental health service, and periodic follow-up by the safe school climate specialist with the bullied child.
 - Section 4 establishes a competitive grant, administered by OEC in collaboration with SDE, for up to three alliance school districts to develop and implement a strategy to promote the social and emotional well-being and health of children age three to third grade. More information will be forthcoming on this initiative.

PA 14-176: An Act Concerning the Storage and Administration of Epinephrine at Public Schools *(Effective July 1, 2014)*

- This Public Act requires the SBE to adopt regulations concerning the conditions and procedures for the storage of, and administration of epinephrine by school personnel to,

students for the purpose of emergency first aid to students who experience allergic reactions and do not have prior written authorization for administration of epinephrine.

- It further requires schools to designate and train qualified school employees to administer emergency epinephrine in cartridge injectors (epipens) to students having a first time allergic reaction and who do not have prior parental authorization or a written order of a qualified medical professional for the administration of epinephrine. Qualified school employees are defined as principal, teacher, licensed athletic trainers, licensed physical or occupational therapist employed by the district, coach of intramural or interscholastic athletics, and school paraprofessional. There shall be at least one such qualified school employee on school grounds during their regular school hours in the absence of a school nurse.
- The school nurse or principal must select the qualified school employees to administer epinephrine in the absence of a school nurse, and may only do so if they have undergone training. Such training must be developed by SDE and DPH, in conjunction with the School Nurse Advisory Council, by December 31, 2014.
- A parent or guardian may submit, in writing, to the school nurse and school medical advisor, if any, that epinephrine shall not be administered to such student.

PA 14-186: An Act Concerning the Department of Children and Families and the Protection of Children *(Effective October 1, 2014 unless otherwise noted)*

- Section 1 *(effective from passage)* amends the situations when the Department of Children and Families (DCF) is required to disclose records in their possession, without consent of the person who is the subject in the record, in various respects, including notification to the superintendent of a public school when DCF places an individual employed by the school district on the child abuse and neglect registry.
- Section 6 adds any person who holds or is issued a coaching permit by the State Board of Education, is a coach of intramural or interscholastic athletics and is eighteen years of age or older and other persons to the list of mandated reporters.
- Section 7 requires that, not later than five working days after an investigation of child abuse or neglect by a school employee has been completed, DCF notify the school superintendent and SDE of the results of such investigation. This also clarifies that if DCF has reasonable cause, and recommends the employee be placed on the registry, the superintendent shall suspend such employee.

PA 14-187: An Act Eliminating Unnecessary Government Regulation *(Effective from passage)*

- Section 42 eliminates the statutory provisions, and associated regulations, around the fee associated with competency examinations administered by the State Board of Education (SBE). Repealing this outdated regulation makes statute conform to current practice.
- Section 54 repeals the regulations 10-295-10(c) to 10-295-10(f), inclusive. These regulations concern local board of education reimbursement procedures for certified teachers of students with visual impairments (TVIs).

PA 14-196: An Act Concerning A State-wide Sexual Abuse and Assault Awareness Program *(Effective July 1, 2014)*

- The act requires the DCF to collaborate with SDE and the Connecticut Sexual Assault Crisis Services, Inc., or a similar entity, to identify or develop a state-wide sexual abuse and assault awareness and prevention program for use by local boards of education, by July 1, 2015.
- The program will include modules for teachers, age-appropriate materials for students in kindergarten through grade 12, and a uniform sexual abuse and assault response policy.
- The act requires that, by October 1, 2015, each local and regional board of education implement the program. It also specifies that no student shall be required to participate in the program, and that a student shall be exempt upon written notification from a parent or guardian.

PA 14-198: An Act Concerning Excused Absences from School for Children of Service Members *(Effective July 1, 2014)*

- Requires any public or private school to grant ten days of excused absences, and additional days at the discretion of the local or regional boards of education, to a child aged five to eighteen whose parent or legal guardian is an active duty member of the armed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, when such absence is for the purpose of visiting such child's parent or legal guardian with respect to such leave or deployment.
- The act specifies that such child and the parent or legal guardian shall be responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and ensuring that such assignments are completed prior to returning to school.

PA 14-212: An Act Concerning the State Education Resource Center *(Effective from passage)*

- Section 1 defines the State Education Resource Center (SERC) as a quasi-public agency, which will be governed by a Board of Directors.
- Section 2 defines the purpose of SERC as assisting the SBE in the provision of programs and activities that will promote educational equity and excellence, and lists specific activities associated with this work.
- Section 19 expands the definition of retired police officer, allowing for additional officers to provide security services in public schools. The expanded definition adds sworn federal law enforcement agents who retired or separated in good standing and sworn officers of an organized police department in another state to those eligible to offer security services, as long as they meet or exceed the standards of the Police Officer Standards and Training (POST) Council for certification in Connecticut.

PA 14-213: An Act Concerning Notice To The Superintendent Of Schools Or Chief Executive Officer Of A Municipality Upon Release Or Relocation Of A Registered Sexual Offender Into The School District Or Municipality *(Effective July 1, 2014)*

- The act requires the Department of Emergency Services and Public Protection (DESPP) to notify the superintendent of the school district when someone required to register as a sex offender notifies DESPP of a change of address in the municipality. DESPP must email this notice and provide the Superintendent with the same registry information that DESPP will post publicly on the Internet about the registrant the registrant resides or plans to reside when a registered sex offender notifies DESPP of an address change. By law, DESPP already provides this notice and information to school superintendents when registered sex offenders are released into the community.

PA 14-229: An Act Concerning the Expungement of a Pupil's Cumulative Education Record for Certain Expulsions *(Effective July 1, 2014)*

- Section 1 amends current law to specify that a local or regional board of education cannot shorten or waive the expulsion for a pupil expelled for the first time if the expulsions results from possession of a firearm or deadly weapon.
- Section 2 allows a local or regional board of education to expunge the expulsion from a pupil's cumulative educational record , except for notice of an expulsion of a pupil in grades nine to twelve, inclusive, based on possession of a firearm or deadly weapon, as follows:
 - Upon graduation from high school;
 - Before graduation from high school for a pupil whose length of expulsion is shortened or the expulsion is waived, at the time such pupil completes the board-specified program and meets any other conditions set forth by the board; or

- Before graduation from high school for a pupil who has demonstrated conduct and behavior in the years following such expulsion which warrants an expungement, as determined by the local or regional board of education (which may consider evidence of subsequent disciplinary problems that have led to removal from the classroom, suspension, or expulsion).

PA 14-231: An Act Concerning the Department Of Public Health's Recommendations Regarding Various Revisions to the Public Health Statutes *(Effective October 1, 2014)*

- Section 4 provides that school nurses shall be provided with sufficient information on children who live in the nurse's jurisdiction and who are listed on the Department of Public Health (DPH) childhood immunization registry, to allow the nurses to determine which children in their jurisdiction are overdue for scheduled immunizations and provide outreach to help get them vaccinated. The bill grants this access to school nurses who are required to verify students' immunization status in public and private schools, grades pre-K through 12.

PA 14-232: An Act the Review and Approval of Safe School Climate Plans by the Department of Education and a Student Safety Hotline Feasibility Study *(Effective from passage)*

- Section 1 requires the Department of Emergency Services and Public Protection (DESPP) to study the feasibility of establishing a student safety hotline. They must submit such study to the General Assembly's Education Committee by January 1, 2015.
- Section 2 requires that any district that has not had a safe school climate plan previously reviewed and approved by SDE submit it by September 1, 2014. Not later than 30 days after Department approval, such plan shall be available on the local or regional board of education's and each individual school's website, and included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.
- Section 3 requires that SDE receive each school climate plan and review it for compliance with CGS 10-222d.
 - Within 30 days, SDE must approve or reject such plan. If rejected, the district has 30 days to resubmit to SDE, which must approve or reject within 30 days. If the resubmission is rejected, the local or regional board of education must adopt an appropriate model plan, developed or recommended by SDE.
 - SDE must make available on its website:
 - Each safe school climate plan that has been approved;
 - A list of districts that have an approved plan; and

- A list of districts whose plans have been rejected and are in the process of resubmitting.
- Section 4 requires SDE to develop or recommend model safe school climate plans. It also requires that the school climate assessment instruments, used by schools to collect information to monitor bullying prevention efforts over time and compare district's progress to state trends, contain uniform grade-level appropriate questions that collect information about students' perspective and opinions about the school climate, and allow students to submit such survey anonymously. More information will be forthcoming on this issue.

PA 14-234: An Act Concerning Domestic Violence and Sexual Assault (*Effective October 1, 2014*)

- Section 3 adds a definition of teen dating violence to the school climate statutes. Per this definition, teen dating violence means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
- It further requires that the local and regional safe school climate plan now address teen dating violence, in addition to bullying.
- Section 4 adds teen dating violence to several sections of the term "prevention and intervention strategy":
 - Positive behavioral interventions and supports process to prevent such actions;
 - School rules prohibiting these actions;
 - Adequate adult supervision in areas these behaviors are likely to occur; and
 - Inclusion of grade-appropriate education and prevention curricula.
- Section 5 requires SDE to consult with stakeholders, including the Connecticut Coalition Against Domestic Violence, to establish a resource network for the identification, prevention and education of school bullying and teen dating violence, and make such information available to schools.
- Section 6 requires annual training for school employees, except those who hold professional certification, unless the employee holding professional certification is the safe school climate coordinator, safe school climate specialist, or member of the safe school climate committee, on the prevention, identification and response to teen dating violence, similar to the training required around bullying.
- Section 7 grants the same protections to school employees, students, parents, and boards of education for teen dating violence reporting and investigations that are granted for reporting, investigating and responding to bullying.
- SDE will offer further guidance to districts to carry out the provisions of this act.

SA 14-15: An Act Concerning Interpreter Qualifications *(Effective July 1, 2014)*

- The act requires the Commissioner of Rehabilitation Services, in consultation with stakeholders, and with the Commissioner of Education, to develop a plan to ensure that an adequate number of qualified interpreters are available to assist students who are deaf or hard of hearing, and to submit a report, with recommendations as to standards to ensure an adequate number of interpreters, a fee structure, and methods to monitor compliance with standards, by December 31, 2014.

SA 14-19: An Act Requiring a Technical High School and Community-Technical College Cooperative *(Effective July 1, 2014)*

- Requires the CTHSS, in collaboration with the Department of Labor (DOL), SDE, Boards of Regents for Higher Education (BOR), and industry and business representatives to develop a plan to utilize the manufacturing centers at the technical high schools after regular school hours and on weekends for career-readiness programs and apprenticeship preparation for students of Connecticut high schools or institutions of higher education or adults seeking to reenter the workforce. The plan is due to the legislature by January 1, 2015.

SA 14-22: An Act Concerning Access to Preschool Programs for Children in the Care and Custody of the Department of Children and Families *(Effective July 1, 2014)*

- Section 1 requires the OEC and DCF to adopt policies and procedures that maximize the enrollment of children placed in out-of-home care by the Commissioner of DCF in eligible pre-school programs. Eligible programs are defined as school readiness, programs offered by local or regional boards of education, NAEYC accredited programs, Head Start, or any other program the DCF Commissioner deems suitable to meet the needs of the child.
- Section 2 requires that by January 1, 2015, DCF and OEC must submit a report to the legislature concerning the number of eligible children, analysis of available spaces, cost, and a plan to provide priority to these children.

Budget and Bond-Related Public Acts Affecting Education

PA 14-47: An Act Making Adjustments to State Expenditures and Revenues for the Fiscal Year Ending June 30, 2015 (*Effective July 1, 2014 unless otherwise noted*)

- Section 17 makes several transfers and adjustments to OEC accounts.
- Section 18 allocates equalization aid grants to towns for the 2014-15 school year.
- Section 20 allocates up to \$100,000 of the After School Program line item at SDE to Plainville (up to \$50,000), Thompson (up to \$25,000) and Montville (up to \$25,000).
- Section 21 transfers \$1,000,000 from the Tobacco Settlement Fund to the After School Program line item at SDE for grants to the following programs: Waterbury (up to \$143,000); Meriden (up to \$71,000); Bridgeport, for the Lighthouse Program (up to \$164,000); Stamford (up to \$123,000); New Britain (up to \$87,000); East Hartford (up to \$65,000); Hartford (up to \$172,000); New Haven (up to \$149,000); and Windham (up to \$26,000).
- Section 27 (*effective upon passage*) authorizes SDE to provide \$1,200,000 in grant-in-aid to the city of Bridgeport for the fiscal year ending June 30, 2014 and \$700,000 to the city of Bridgeport for the fiscal year ending June 30, 2015.
- Section 41 allocates \$10.4 million for the magnet account for the current fiscal year.

PA 14-90: An Act Concerning Authorization of State Grant Commitments for School Building Projects and Concerning Changes to the Statutes Concerning School Building Projects (*Various effective dates*)

- Section 1 authorizes bonds for grant commitments for various school building projects. (*Effective from passage*)
- Section 2 adds a licensed building official to the School Safety Infrastructure Council. (*Effective from passage*)
- Section 3 allows the Commissioner of the Department of Administrative Services (DAS) to waive any of the provisions of the school safety infrastructure standards if the commissioner determines the application has made a good faith effort to address such standards and compliance would be infeasible, unreasonable, or excessively expensive. (*Effective July 1, 2014*)
- Section 4 allows the Commissioner of DAS to require any town or board of education applying for a grant for a school building project to conduct a safety assessment of the project to determine compliance with the school safety infrastructure standards. (*Effective July 1, 2014*)
- Section 5 through 12 make conforming changes regarding the transfer of the Bureau of School Facilities from SDE to DAS. (*Effective July 1, 2014*)

- Section 13 adds the Education Commissioner, or his designee, to the School Building Projects Advisory Council. *(Effective from passage)*
- Sections 14 through 53 *(Effective from passage)* offer relief to miscellaneous school construction projects, making otherwise ineligible project costs eligible for reimbursement. Among these sections,
 - Section 37 enables the New London school district to expand the number of interdistrict magnet schools for which it may seek the maximum 80% school building project reimbursement rate under CGS 10-264h. New London has until June 30, 2017 to enroll at least fifteen percent of its district-wide enrollment from other districts in order keep the higher rate;
 - Section 38 enables a school building project subsidy for the New London Magnet School for Visual and Performing Arts, which is to have a governance agreement between the New London Public Schools, The Garde Arts Center, and the Commissioners of Education and Administrative Services, under a future memorandum of understanding. This project is to receive a ninety-five percent reimbursement rate for eligible construction project costs that are not to exceed \$31 million.

PA 14-98: An Act Authorizing and Adjusting Bonds of the State for Capital Improvements, Transportation and Other Purposes *(Effective July 1, 2014 unless otherwise noted)*

- Section 9 authorizes \$10 million for grants-in-aid for alterations, repairs, improvements, technology, equipment, and capital start-up costs to expand the availability of high-quality school models and to assist in implementing common core state standards and assessments, in accordance with procedures the SDE commissioner establishes. Additional information about the availability of these funds will be forthcoming.
- Sections 24 *(effective upon passage)* and 25 authorize \$10 million per year to the OEC to administer the Smart Start Program.
- Sections 67, 72, 75 and 91 make changes to the supervision of bond funds associated with several programs now under the OEC purview.
- Sections 73 *(effective upon passage)* and 74 expand the school security infrastructure program to include regional educational service centers, state charter schools, the technical high school system, incorporated or endowed high schools or academies approved by the SBE, and nonpublic schools. To be eligible for reimbursement, an applicant must demonstrate that it has developed and periodically practices an emergency plan, and provide for a uniform assessment of the schools, including security infrastructure using the National Clearinghouse for Educational Facilities' Safe Schools Facilities Checklist. \$37 million (\$22 million of which is new) is allocated for these

provisions. Applications will be available in a time and manner prescribed by the DESPP Commissioner.

- Section 82 authorizes \$3.5 million for CTHSS to establish a pilot program to provide expanded educational opportunities by extending hours at technical high school in Hamden, Hartford, New Britain and Waterbury for academic enrichment and training in trades for secondary and adult students.
- Section 90 authorizes \$17.4 million for capital costs associated with meeting the goals of the current *Sheff* stipulated agreement.

PA 14-217: An Act Implementing Provisions of the State Budget for the Fiscal Year Ending June 30, 2015 (*Effective from passage unless otherwise noted*)

- Section 56 adds two members to the School Building Projects Advisory Council, one of whom has experience with school safety, and one of whom has experience with the State Building Code. Both are to be appointed by the Governor.
- Section 79 creates a Juvenile Justice Policy and Oversight Committee, which shall evaluate policies related to the juvenile justice system and its expanded jurisdiction to 16 and 17 year old youths. Among the members on the Committee are the Commissioner or his designee, two child or youth advocates, and two parents or parent advocates. The Committee will issue reports to the legislature by January 1, 2015 and July 1, 2015 regarding policies, laws and goals related to the juvenile justice system and its expanded jurisdiction.
- Sections 89 through 107 implement the provisions of the 2013 *Sheff* stipulated agreement. Section 89 adds a provision (*effective July 1, 2014*) which permits the SDE to limit the magnet school grant payment to an interdistrict magnet operator to an amount equal to the grant such operator was eligible to receive based on the enrollment level on October 1, 2013. Approval of funding above such level shall be prioritized by the Department as follows:
 - Increases in enrollment in a program that is adding planned new grades;
 - Increases in enrollment in program moving into a permanent facility for the school year commencing July 1, 2014;
 - Increases in a program to ensure compliance; and
 - New enrollment in a program commencing operations on or after July 1, 2014 pursuant to the 2013 *Sheff* stipulated agreement.
- Section 108 extends the period the SDE may reduce the transportation grants to local and regional boards of education proportionately based on available appropriations through June 30, 2015.
- Section 109 allows SDE to pay the remaining amount of the priority school district grant for the fiscal year ending June 30, 2014, as well as the amount for the fiscal year ending

June 30, 2015. It further permits districts to carry forward any priority school district funds allocated after May 1, 2014 into the fiscal year ending June 30, 2015.

- Sections 110 and 111 make minor corrections to definitions in statute.
- Section 112 redefines, clarifies and lowers the town contribution for local charter funding. It also makes minor date change corrections to align to current practice.
- Sections 113 and 114 make clarifying changes to alliance district funding:
 - Section 113 and 114 clarify that alliance district funding can only be used to supplant local funding for educational purposes if such supplanting is part of an alliance district plan approved by the Commissioner and clarify that the recipient town must distribute all such funding to the local or regional board of education; and
 - Section 114 authorizes the Commissioner to permit a local or regional board of education to use a portion of their alliance district funds for paying tuition to interdistrict magnet schools.
- Section 115 (*effective July 1, 2014*) allows mastery examinations to take place any time, rather than limiting the testing window to March and April.
- Section 116 allows the SDE to provide operating grants to magnet schools that are not in compliance with racial minority requirements, due to changes in the federal racial reporting requirements, for the 2013-14 and 2014-15 school years, as long as such program submits a compliance plan to the Commissioner, and the Commissioner approves such plan. By January 1, 2015, the SDE must submit a report to the legislature recommending changes to the racial minority enrollment requirements for interdistrict magnet schools to conform to federal law.
- Section 117 requires the SDE to submit a report on the pilot study for early literacy to both the Appropriations and Education committees of the general assembly by October 1, 2016.
- Section 118 and 119 (*effective July 1, 2014*) makes changes to vo-ag funding. Section 118 increases the per pupil grant to districts operating an agricultural science and technology education centers from \$2,750 to \$3,200 per student. Note that the \$1.5 Million dollar increase in appropriation is not enough to cover the increase in the per student amount from \$2,750 to \$3,200, so SDE is paying approximately 98.6% (\$3,155). Section 118 also lowers the amount a district can charge in tuition from 62.47% of the foundation level set in CGS section 10-262f, to 59.2% of the foundation level. Currently, the foundation level is set at \$11,525. Section 119 makes minor technical changes to vo-ag funding.
- Sections 132 and 133 require the same study and reporting on DCF children receiving pre-school experiences as those required under SA 14-22.
- Section 138 (*effective July 1, 2014*) disburses \$10 million from the Tobacco Settlement Fund to the Smart Start competitive grant program, for the fiscal years ending June 30,

2016 through June 30, 2025, for grants-in-aid to towns establishing or expanding preschool programs under the jurisdiction of the town's board of education.

- Section 197 (*effective July 1, 2014*) requires the Connecticut Employment and Training Commission, of which the Commissioner is a member, to develop a state-wide plan for implementing, expanding or improving upon contextualized learning programs, career certificate programs, middle college programs and early college high school programs. Such plan must be submitted to the general assembly by January 1, 2015.
- Section 198 requires the Commission on Children to establish a two-generational school readiness plan to promote long-term learning and economic success for low-income families by addressing intergenerational barriers to school readiness and workforce readiness. The Commission must submit the plan to the general assembly by December 1, 2014.
- Section 199 (*effective July 1, 2014*) allows SDE, in collaboration with the BOR, University of Connecticut, and the Department of Banking, to develop a plan to provide each student in public high school instruction in financial literacy. Such instruction may take place in a student's final year of high school. By January 1, 2015, the involved agencies must report to the general assembly on the status of such plan.
- Section 209 (*effective July 1, 2014*) allows the BOR to enter into a memorandum of understanding with SDE for the purpose of delivering a transitional college readiness program that will enable adults to enroll directly in a program of higher learning. Such partnership will be through Adult Education.
- Section 250 (*effective July 1, 2014*) permits the Comptroller, upon certification of the Commissioner of Education, to pay the education equalization aid grants due to the town of Winchester for the fiscal years ending June 30, 2015 and June 30, 2016 as follows: fifty percent in October, twenty-five percent in January, and twenty-five percent in April.
- Section 254 (*effective July 1, 2014*) amends the definition of retired police officer, in the same way as section 19 of PA 14-212.
- Section 255 is an additional school construction project, allowing renovations and alterations at Torrington's Southeast School to be on the priority list.

AUG 26 2014

Fairfield Board of EducationSummary of Possible Goals for 2014 – 2015June 9, 2014

1. **High School Schedule:** Provide budget support and resources necessary to implement the administration's new high school schedule by fall, 2015. *(20 points)*
2. **Long Range District Improvement Plan:** Approve, by June, 2015, a Long Range District Improvement Plan to achieve the Board's Mission and Educational Goals *with measures of success, action plans and all budgetary impacts. (19 points)*
3. **Manage the schools in an efficient and cost effective manner, while maintaining and improving the quality of educational programs. (17 points)**
4. **Raise Student Achievement # 1 - Continuously Improve Curriculum, Instruction and Assessment Objectives 8: (15 points)**
 - 8.1. Implement a measurable plan of action that ensures that all students of all levels are appropriately challenged and equipped with globally competitive learning skills to reach their full potential.
 - 8.2. Implement an action plan to evaluate and enhance the effectiveness of the elementary and middle school programs for children with special needs, as well as gifted, to increase student achievement.
 - 8.3. Review, evaluate and enhance the effectiveness of the various instructional methods and district assessments implemented in-district, including both building and district initiatives, in order to identify and implement best practices.
5. **Continuous Improvement in Curriculum, Instruction and Assessment (14 points)**
 - a. Review and assess new Teacher and Administrator Evaluation Plans (phase-in of Teacher Evaluation, full implementation of Administrator Evaluation.
 - b. Review and assess Math (grades 11 & 12), Business (grades 9-12) and Language Arts (grades 6-12).
 - c. Review and assess 2013-2014 Student Success Plans in grades 6 through 12 including Advisory at high schools.
 - d. Review and assess Implementation of full-day Kindergarten for all children (2013-2014).
 - e. Research and assess a revised high school student schedule with a target implementation date of September 2015.
 - f. Review staffing levels for all special area offerings and alternative methods of scheduling for both special areas and core academic subjects to maximize student instructional time in the core academic areas, K-12.
6. **Annual Goal Setting Process:** Every year the Board shall put together a comprehensive list of Board Goals and Objectives that address each of the below topics, respectively: *(13 points)*
 - a. Raise Student Achievement for All Students.
 - b. Improve the Fiscal Management of the BOE budget.
 - c. Ensure an Effective Board of Education.
 - d. Ensure we have the highest quality Human Resources.

- e. Ensure we are in compliance with State Statutes.
7. **Effective Board of Education** - Maintain appropriate Board policies aligned with educational goals and sound educational practices. *(11 points)*
 - a. **Objectives 16:**
 - 16.1. Develop both a strategic plan and action plans that will enable all students at all levels to meet the challenges of the Global 21st century.
 - 16.2. Ensure that Board of Education goals and related action plans are producing effective results through Specific, Measurable, Actionable, Relevant and Time-bound goals.
 8. **Fairfield Public Schools Advocacy:** The BoE will provide timely and relevant communication to the community about school district's successes, its plans for improvement of student achievement and operations. In time for the 2015-16 budget review process, we will ensure community decision-makers are provided accurate information in response to questions or misleading information promulgated throughout the community. *(10 points)*
 9. **Long Range Facilities Plan:** Approve, by December, 2014, an updated Long Range Facilities Plan for the time period 2015-2020, that conforms to the Waterfall Chart maintained by the Town of Fairfield. *(8)*
 10. **Improve Fiscal Management # 2** *(5 points)*
 - a. The Board shall prioritize financial resources so that making available transparent and timely reporting of financial information to the Board and Public is a priority in order to support the goal of more effective fiscal management of the District.
 - b. Ideas for efficiencies in programming, management and personnel structure shall be reviewed and modifications recommended in December and June of each year.
 - c. Any Financial information or other related to the BOE should be presented to the BOE prior to it being presented to any other town body.
 11. **Updated Board Policies:** Revise all BoE policies impacted by legislation by December, 2014 and all policies requiring update as considered by the Policy Committee by June, 2015. Make this an annual guideline. *(2 points)*
 12. **Safe School Climate Plan:** Monitor the implementation of the Safe Schools Climate Plan and Bullying Policy. *(1 point)*
 13. **Raising Student Achievement # 2:** the Board shall set this as its highest priority and prioritize funds accordingly to meet the objective of Raising Student Achievement for All Students. *(0 points)*
 - a. The Board's time should be primarily focused on specific policies that improve student achievement addressing all student abilities.
 - b. The Board shall annually review a detailed strategic profile of the District (along with comparable data for neighboring towns as available) in order to clearly understand our district's strengths and weaknesses to set the foundation for responsible future policy decisions to improve student achievement for all students.
 - c. The Board shall continually (every trimester) assess reports detailing effectiveness of curriculum, instructional methods and resources (texts).

- d. Based on these interim assessments, the Board shall in turn communicate an evolving educational vision and modify policy to improve student achievement.
14. **Responsible Fiscal Management # 1** - Manage the schools in an efficient and cost effective manner while maintaining and improving the quality of educational programs. *(0 points)*
Objectives 11:
11.1. Seek long-term and permanent restructuring of all services and functions, wherever possible, including but not limited to a program/class audit and instructional and support services, to maintain permanent budgetary savings, but within the framework of delivering the same or improved quality of student instructional services more efficiently.
11.2. Assess, with objective data points and anecdotal evidence, the cumulative effect of budget modifications that may have impacted instructional programs.
11.3. Generate cost efficiencies through collaborative efforts with the Town of Fairfield, where possible.
11.4. Improve financial reporting transparency and clarity.
15. **Quality Human Resource Management # 1** - Staff the school system with the highest quality of staff in all employment categories. *(0 points)*
a. **Objectives 14:**
14.1. Implement an action plan that ensures the district is staffing the school system with the highest quality of staff in all employment categories, which includes having newly hired teaching staff and all curriculum related staff at the middle and high school levels having a degree in their subject matter (e.g. must have a math degree to teach math).
16. **Highest quality Human Resources # 2** *(0 points)*
a. Ensuring the Highest Quality Certified Instructional Staff shall be the other primary focus with funds prioritized to meet this goal, including the retention, recruitment and development of instructional staff to ensure the highest quality instruction.
b. Board shall establish a "retention and recruiting committee" for the purposes of hiring administrators, including Principals. The recommending committee shall be largely composed of "qualified" parents with administrative staff and BOE representation to be included. All members must have outside experience in recruiting and interviewing management personnel. In a tie, the Superintendent will make the final determination. The Superintendent and the BOE may jointly veto a recommendation if there is cause.
17. **Compliance with State Statutes** - Ensure district policies and practices comply with state statute requirements as defined in Chapter 170 for Boards of Education in order to ensure the continuous examination of the appropriateness of district practices and protect the well-being of the students in the Fairfield Public Schools system. *(0 points)*
17.1. Annually, the Superintendent, Chairman and outside counsel each attest to compliance with all State Statutes.
17.2. Presentation and evaluation of the strategic profile for the district and each district school at the first regular meeting following each November 1st as per state statutes.

AUG 26 2014

Special Meeting Minutes
Fairfield BoE; July 15, 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 Special Meeting of the Board of Education and Roll Call

Chairman Philip Dwyer called the Regular meeting to order at 6:07PM. Present were members John Llewellyn, Jessica Gerber, Jennifer Maxon-Kennelly, Marc Patten (arrived 6:30PM), Philip Dwyer, Donna Karnal and Paul Fattibene. Eileen Liu-McCormack and John Convertito were not present. Also present were Dr. Title, members of Central Office staff and approximately 15 members of the public.

Business Items

Approval of Plans and Specifications for Fairfield Ludlowe Project 051-0127 EA/EC/RR (Phase 2 – Extensions/Alterations)

Mrs. Gerber moved, Mrs. Maxon-Kennelly seconded that the Board of Education approve plans and specifications for Phase 2 of the Fairfield Ludlowe Project 051-0127 EA/EC/RR.

Motion Passed 6-1

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

Oppose: Mr. Llewellyn

Mr. Costa, from Perkins & Eastman, discussed the design changes since the last presentation. The cafeteria was reduced in size by 480 square feet while the number of café seats as required by the ed specs was maintained. This was to address Value Engineering (VE), also known as cost control measures. In addition, a change was made to the science lab location due to a piping issue; the chemistry lab was changed to a physics lab.

Mr. Peter Manning, Construction Manager from Gilbane Building Company, explained that the project consists of 3 parts: roof, additions, and windows. He noted that the construction estimate for the additions is approximately \$5 million, as compared to the target estimate of \$3.6 million.

Mr. Llewellyn questioned the cost changes of the project including the roof. Mr. Manning explained that initial estimate of \$3.6 million also included multiple additions; the roof bid is not included in the construction estimate; the target for the roof bid was \$2.7 million; the low roof bid came in at \$3.2 million due to significant plumbing and mechanical systems re-work; the plan is to be re-bid when the season is not so busy.

Dr. Title mentioned that the architect hired to do the conceptual design, Silver Petrucelli, provided the initial estimates. Also, the design changes as presented have been approved by staff including Mr. Hatzis. There is a deadline to approve this project tonight to avoid additional cost escalation; the building committee must manage the costs.

Mr. Fattibene confirmed with Mr. Costa that there will still be a third level with a chemistry lab. After asking about the location of the café reduction, Mr. Costa showed a sketch of the location, and said the estimated cost saving was \$130,000.

Ms. Karnal asked how a \$3.6 million estimate became \$5 million and whether this will go over budget. Mr. Manning explained that the \$3.6 million estimate as prepared by Silver Petrucelli, did not include changes in program, square footage and circulation space; the level of certainty for the estimate is 90%. Mr. Costa continued to explain the VE adjustment for the 480 square feet, and reiterated that this will not reduce any café seats.

Mr. Llewellyn asked about current and original square footage as well the cost of the FWHS roof project, and he expressed concern regarding the 38% increase in the overall cost of the project, and the need to approve so quickly. Mr. Morabito stated that the current square footage of the project is 12,000 and the cost of the FWHS roof is \$25/sq foot, excluding change orders and other fees.

Mrs. Gerber confirmed that Town Bodies have already approved the project at approximately \$11.6 million.

Mrs. Maxon-Kennelly confirmed that the Board is only approving the plans and specifications at this time, and not an increase in the cost of the project.

DRAFT

Mr. Dwyer offered that the building committee is established by the First Selectman; if the committee needs to ask for more money it goes to the town, if it wants to change the ed specs, it goes to the BOE.

Mr. Patten asked about VE; Mr. Costa responded that safety, code, and ed specs are never compromised in VE.

Ms. Karnal was assured by Mr. Dwyer that the new food service provider won't require additional changes to the kitchen area.

Riverfield Project Update

Mr. Quinn, Riverfield Building Committee (RBC), gave a brief update on the Riverfield Project, and answered several Board questions. PCBs were found in the walls of the gym, and the EPA requires that it be removed within 10 years. The plan is to present funding options to the Town to address the problem now and in the future. The RBC recommendation is to make this an add alternate to the bidding process with the same tradesmen as the major renovation, the same building committee and the same process. Waiting to address this issue will escalate the cost. Signing of the Consent Agreement Final Order (CAFO) is strictly for the gym and the 10 year agreement is noted in the CAFO.

Dr. Title assured Board members that the EPA has cleared use of the Gym for 10 years. The Town may choose when to address this most cost effectively, but there are no imminent threats or safety issues.

Mr. Dwyer said the Long Range Facilities Plan can be adjusted to address this, and it is the Town's decision.

Mrs. Maxon-Kennelly agrees with the rationale to take care of this now and was told by Mr. Quinn that all cost saving measures have been investigated.

Mrs. Gerber reminded the Board that the RBC is operating under the old guidelines.

Mr. Patten questioned whether the PCBs must be addressed if the gym were not renovated. Mr. George Katinger, Ken Boroson Architects, confirmed that the EPA requires that once they are found the PCBs must be removed within 10 years regardless of whether a renovation takes place. Mr. Quinn requested the town attorney review the CAFO to ensure this is the case.

Mr. Fattibene asked what the RBC recommends, and requested a copy of the CAFO.

Mr. Llewellyn asked whether additional PCBs might be found at FLHS and Mr. Morabito said an abatement plan currently exists for the windows and for caulking around the Webster wing doors; the wall cavity has been tested and PCBs were not found.

<i>Adjournment</i>

Ms. Karnal moved, Mr. Patten seconded that this Special Meeting of the Board of Education adjourn.

Motion Passed 7-0

Meeting Adjourned at 7:05PM.

Respectfully Submitted
Jessica Gerber
Fairfield Board of Education
Secretary

AUG 26 2014

**Executive Session Notes
Fairfield BoE; July 15, 2014**

Call to order and Roll Call

Chairman Philip Dwyer called the meeting to order at 7:15PM. Present were members Donna Karnal, Jessica Gerber, Philip Dwyer, Paul Fattibene, John Llewellyn, Jennifer Maxon-Kennelly, and Marc Patten. Eileen Liu-McCormack and John Convertito were absent. Others present at different times during the meeting were Dr. Title, Doreen Munsell, Mr. Tom Cullen, Police Chief Gary MacNamara, attorneys Mr. Don Houston and Mr. Steve Sedor (Durant, Nichols, Houston, Hodgson & Cortese-Costa, P.C.), Mr. Eric Fiedler (AON), Mr. Carlton Lindgren (AON); and Board of Finance members Mr. Tom Flynn, Mr. Jim Brown, Mrs. Mary LeClerc, Mr. Bob Stone, Mr. Ken Brachfeld, Mrs. Catherine Albin, Mr. David Becker and Mr. Jim Walsh.

Convene to Executive Session

Mrs. Gerber moved/Mrs. Maxon-Kennelly seconded the recommended motion, "that the Board of Education hereby moves to enter into Executive Session to discuss security matters in accordance with General Statute CGS 1-210(b)(19); and 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); the Board of Education further invites into Executive Session Mr. Tom Cullen, Police Chief Gary MacNamara, Mrs. Doreen Munsell, attorneys Mr. Don Houston and Mr. Steve Sedor (Durant, Nichols, Houston, Hodgson & Cortese-Costa, P.C.), Mr. Eric Fiedler (AON), Mr. Carlton Lindgren (AON); and Board of Finance members Mr. Tom Flynn, Mr. Jim Brown, Mrs. Mary LeClerc, Mr. Bob Stone, Mr. Ken Brachfeld, Mrs. Catherine Albin, Mr. David Becker and Mr. Jim Walsh, as appropriate."

Motion passed 7-0

The Board came out of Executive Session at 10:54PM.

Adjournment

Mrs. Gerber moved/Mr. Llewellyn seconded the recommended motion "that this Special Meeting of the Board of Education adjourn." Motion passed 7-0. Meeting adjourned at 10:55PM.

AUG 26 2014

Minutes
Fairfield BoE; June 24, 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

Chairman Philip Dwyer called the Regular meeting to order at 7:46PM. Present were members Eileen Liu-McCormack, John Convertito, Donna Karnal, Jessica Gerber, Philip Dwyer, Paul Fattibene, Jennifer Maxon-Kennelly, John Llewellyn and Marc Patten. Others present were Superintendent David Title, members of the Central Office Leadership Team, and approximately 25 members of the public.

Public Comment

Lisa Davy, Wilton Road: RYSAP Survey implementation and policy.
Dawn Llewellyn, Sturges Road: Improvement of student achievement.
Christina Marsan, North Cedar Road: School security and Infinite Campus.

Old Business

Approval of AP Psychology Curriculum

Mrs. Maxon-Kennelly moved, Mrs. Gerber seconded that the Board of Education approve the AP Psychology Curriculum.

Motion Passed: 9-0

Approval of AP Psychology Text

Mrs. Gerber moved, Mr. Patten seconded that the Board of Education approve the AP Psychology textbook as defined in the May 30, 2014 memo from Dr. Boice.

Motion Passed: 6-3

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

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

Dr. Boice reiterated that while there aren't subject specific prerequisites, it is not an easy or watered down course. Experienced teachers chose the Myers text as the most comprehensive, and teachers are not limited to the text in providing rigor.

Mr. Pugliese said there are 83 students interested in taking the course, spoke to the comprehensive process by which the text was chosen, and explained that it is an AP edition and is the most commonly used text for AP Psychology. Teachers will also use other resources.

Mrs. Liu-McCormack felt the Bernstein text was more comprehensive and rigorous but agreed with Dr. Boice that teachers are not limited to the text for providing rigor. She spoke to outside psychologists and they felt Bernstein was more comprehensive, particularly with the price point.

Ms. Karnal asked whether more professionals – psychiatrists, psychologists -- should be consulted regarding the text since the one professional on the textbook committee preferred Bernstein. Mr. Pugliese felt the selection process was comprehensive.

Mr. Fattibene stated he has no problem adopting the Myers text. After asking for clarification, he was told by Mr. Pugliese that the course is classified as a Social Science and is offered in our district through the Social Studies department, as it is in many districts.

Mrs. Maxon-Kennelly agreed with the text selection and maintained that the first responsibility is to the AP exam preparation. Rigor is provided by the teachers, not the text.

Mr. Patten agreed that professional opinions do matter, but this is an introductory course, and confirmed that the cost of the text is included in the 2014-2015 budget.

Mr. Llewellyn asked if Bernstein provided info about districts out of CT that use their text; Mr. Pugliese said that some districts in RI, MA and NY were mentioned but he used the information from CT. In terms of how the selection process worked Mr. Llewellyn expressed skepticism; the text appears easier than it needs to be for this AP course.

Public Comment:

Tricia Donovan, Taintor Drive: Consideration of AP course readability level.

Mr. Dwyer asked the Board for unanimous consent to move forward items 5A-D to before item 4C and the Board agreed.

<i>New Business</i>

Food Service Program and Financial Summary

Mrs. Munsell reviewed the Food Services Financial Summary.

Mr. Llewellyn asked about the fund balances and the cash balance, and what the liability was. He asked if we will discuss where the funds come from during the transfer discussion, Mrs. Munsell said yes.

Ms. Karnal asked about the surplus, and Mrs. Munsell replied that Whitsons guarantees a profit of \$170,000 next year, as stated in the contract.

Mr. Patten asked about the projected fund balance.

Mr. Dwyer explained that the fund balance stays with Food Services.

Mr. Fattibene asked about the fund balance and government reimbursements.

Approval of the Participation in the Healthy Food Certification Program

Mrs. Munsell introduced Whitsons representatives: Senior Vice President John Gersbeck, and District Managers Karen Gersbeck and Lisa DePaolo. Mr. Gersbeck gave a brief history of the company and reviewed some of the offerings.

Mrs. Gerber moved, Mrs. Maxon-Kennelly seconded that the Board of Education approve participation in the Healthy Food Certification Program for the school year 2014-2015 with the exclusion of the sale of food: (1) sold in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store.

Motion Passed 9-0.

Mr. Gersbeck responded to Board questions; the 8 known food allergens would be listed for each food item in each school in an easily accessible 'station binder'; anything offered in a classroom would require approval; the Healthy Hunger Free Kids Act changed last year for portions and offerings; fruits and vegetables are unlimited; soup is offered; the Healthy Certification List is followed; the beverage law disallows sugar beverages, but 100% fruit juice is allowed; there will be a mobile app; and surveys will provide feedback.

Mr. Convertito asked about food allergens.

Mrs. Liu-McCormack asked about the Healthy Hunger Free Kids Act and expressed concern that students aren't getting enough food and don't eat the fruit or vegetables.

Mr. Patten liked the PTA involvement and the technology aspect.

Mrs. Liu-McCormack stressed the importance of feedback.

Public comment:

Tara Cook-Littman, Stella Lane: Thanked the Board for bringing in Whitsons.

Approval of the Sale of Beverages Not Listed in Section 10-221q of the Connecticut General Statutes

Mrs. Gerber moved, Mr. Convertito seconded that the Board of Education allow the sale of beverages not listed in section 10-221q of the Connecticut General Statutes: (1) sold in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store.

Motion Passed 9-0

Mr. Patten asked about the difference between the motions.

Dr. Title explained the first motion allows exceptions for food, the second for beverages; exceptions are allowed at concession stands, and at events after school or on the weekends.

Mrs. Liu-McCormack asked if the exception allows for the sale of pizza and cupcakes, and Dr. Title replied that it must be an event after school hours.

Approval of Public School Lunch Prices

Mrs. Maxon-Kennelly moved, Mr. Convertito seconded that the Board of Education approve the recommended school lunch prices for the 2014-2015 school year, as contained in Enclosure No. 5.

Motion Passed 9-0

Mr. Gersbeck responded to Board questions: the lunch prices are in line with expectations; a deluxe meal is not always offered and may be something like a visiting chef; staff cannot control what a student spends; and a premium meal is offered daily.

Mr. Convertito asked about the lunch prices.

Mr. Fattibene asked about the deluxe meal.

Mrs. Karnal asked about the premium meal.

<i>Old Business</i>

Approval of the Revised Educator Professional Growth Plan

Mrs. Gerber moved, Mrs. Maxon-Kennelly seconded that the Board of Education approve the revised Educator Professional Growth Plan.

Mr. Fattibene expressed concern regarding the Student Learning Objectives (SLO) and suggested amending the plan to have 2 SLO's.

Mr. Dwyer asked about the state approval process for the plan.

Mrs. Leffert responded that any change to the plan requires the committee to meet and approve the change before being sent back to the state.

Mr. Smoler, the incoming FEA president and committee member, mentioned that having 2 SLOs, as was done this past year, required a significant amount of data collection and meetings, and resulted in loss of instructional time. He urged the Board to approve the plan as is.

Dr. Title reminded the Board that this plan must be implemented by September 1.

Mr. Patten, after hearing that this plan will be revisited next year, offered that it should be approved for now. If the Board feels strongly about it, changes can be made next year.

Mr. Llewellyn expressed concern regarding insufficient direct feedback on a teacher level, and felt there was a solution for those teachers with too few students to have a meaningful survey. He felt that students should be given the chance for feedback.

Mr. Convertito suggested an annual approval.

Mr. Fattibene moved, Mr. Convertito seconded to amend the motion to read:

that the Board of Education approve the revised Educator Professional Growth Plan until the end of the 2014-2015 school year after which a presentation shall be made to the Board on the implementation of the revised Educator Professional Growth Plan including a recommendation for revisions, if any.

Mrs. Liu-McCormack moved, Mr. Llewellyn seconded to amend the amendment to read:

that the Board of Education approve the revised Educator Professional Growth Plan until the end of the 2014-2015 school year after which a presentation shall be made to the Board on the implementation of the revised Educator Professional Growth Plan including a recommendation for revisions, if any, and with the understanding that in the 2015-2016 school year a student survey shall replace the school climate survey.

Mr. Llewellyn asked whether there was a presentation last year and was told no, it was not part of the motion made by the Board last year.

Mrs. Liu-McCormack felt strongly that the student survey should be included and wanted to see how the rest of the Board felt.

Dr. Title requested clarification on the amendment.

Mrs. Leffert and Mr. Smoler both expressed concern about the student feedback language in the motion; it is inadvisable to lock it in to the plan at this time.

Mr. Patten expressed concern regarding the student survey language as there are too many unknowns. The committee is actually where these decisions would be made.

Public Comment

Lisa Davy, Wilton Road: Importance of survey administration.

Julie Gottlieb, Applegate Road: Replacement of climate survey is concerning.

Christina Marsan, North Cedar Road: Safe school climate questions.

Mr. Convertito would not support the amendment to the amendment but would like the committee to investigate a student survey.

Mrs. Maxon-Kennelly appreciates the value of student feedback, but will not support the amendment to the amendment as it fulfills a different purpose. She reminded the Board that the plan is very ambitious; the Marzano model shows that student feedback is measured.

Mr. Fattibene will not support the motion and will wait for more discussion next year.

Mrs. Liu-McCormack said her intent was to include the student survey election; she asked to withdraw her amendment; the Board agreed.

Mrs. Liu-McCormack moved, Mr. Llewellyn seconded to amend the amendment to read:
that the Board of Education approve the revised Educator Professional Growth Plan until the end of the 2014-2015 school year after which a presentation shall be made to the Board on the implementation of the revised Educator Professional Growth Plan including a recommendation for revisions, if any, and with the understanding that in the 2015-2016 school year a student survey shall replace the whole school learning indicator.

Public Comment:

Lisa Davy, Wilton Road: Requested clarification on how the climate survey fits in.

Mr. Smoler mentioned that a student survey is an enormous undertaking and advised against it for now.

Mr. Patten considered the budget implications for administering a survey.

Motion Failed 2-7

Favor: Mrs. Liu-McCormack, Mr. Llewellyn

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

Mr. Convertito moved, Mrs. Gerber seconded to call the question.

Motion Passed 7-0-2

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

Abstain: Mrs. Liu-McCormack, Mr. Llewellyn

Mr. Fattibene's amendment: that the Board of Education approve the revised Educator Professional Growth Plan until the end of the 2014-2015 school year after which a presentation shall be made to the Board on the implementation of the revised Educator Professional Growth Plan including a recommendation for revisions, if any.

Motion Passed 9-0

Original Motion (as now amended) Passed 7-2

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

Oppose: Mrs. Liu-McCormack, Mr. Llewellyn

New Business

Financial Report and Approval of Budget Transfers for the 2013-2014 Fiscal Year

Mrs. Munsell discussed the enclosures. Dr. Title noted that the year ended in the black due to Mrs. Munsell's diligence as well as the support from the administrators and teachers.

Mrs. Gerber moved, Mrs. Maxon-Kennelly seconded that the Board of Education approve line item transfers for the 2013-2014 fiscal year as detailed in the Financial Statement Enclosure No. 6.

Mr. Convertito received assurance from Mrs. Munsell that the Food Service numbers also all appear in the long sheet. He also clarified that there are no transfers going into the Food Services fund, rather, Food Service expenses are being transferred to the General Fund.

Mr. Llewellyn said he had sent an email regarding information on a fund basis and had not received a response. He expressed concern regarding BOE approval of a General Fund transfer to the Food Service Fund, and suggested the Board of Finance, Board of Selectman and/or RTM may need to approve. He disagreed with the interpretation of the Cohn Reznick letter that the practice was correct.

Mrs. Munsell clarified that funds are not being transferred to another fund, only reclassified, and referenced the Cohn Reznick letter, dated June 23, 2014.

Mr. Dwyer noted that the accounting memo affirmed the practice as normal and customary, and BOS/BOF approval is not required.

Mr. Fattibene said he had not received the memo from the accountant. He was told it was sent by email and if he had not received it an additional copy could be provided

Mrs. Liu-McCormack asked what would happen if the Board did not approve the transfer request, and Mrs. Munsell responded that there would be a deficit for Food Service, which is the responsibility of the BOE.

Dr. Title offered that a new addition to the state statute requires that the transfer information, once complete, gets sent to the BOF and the RTM for informational purposes only, and mentioned that Mrs. Munsell met with the partner in the auditing firm to ensure this was being handled properly.

Mr. Convertito stated that we are not transferring funds into Food Services, we are transferring expenses that we budgeted for out of Food Services into the General Fund.

Mrs. Liu-McCormack felt that this is a technicality and felt we are discussing the same thing and we should not differentiate.

Mr. Llewellyn moved, Mrs. Liu-McCormack seconded to amend the motion to read, "that the Board of Education approve line item transfers for the 2013-2014 fiscal year as detailed in the Financial Statement Enclosure No. 6, that will be effective upon affirmative approval of the Board of Finance, Board of Selectman and RTM."

Mr. Fattibene suggested changing 'approval' to 'review'.

Mr. Dwyer reiterated that the Town bodies will review the transfers this year, per state law.

Mrs. Maxon-Kennelly clarified with Mrs. Munsell that these items were previously in our budget.

Mr. Llewellyn had several questions regarding the Food Service pension payment. He took issue with the way this is getting done while maintaining that it should be funded. He also added that the School Lunch Program is a Special Revenue Fund on the Town's financial statement.

Mr. Patten maintained that this amendment may go against the Town charter and he will not support it.

Mrs. Liu-McCormack noted that if there are questions regarding the Town's purview, then the vote should be deferred.

Public Comment:

Kelly Dunn, Tuckahoe Lane: The amendment needs further research.

Motion Failed 2-5-2

Favor: Mrs. Liu-McCormack, Mr. Llewellyn

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

Abstain: Ms. Karnal, Mr. Fattibene

Mr. Fattibene requested clarification on enclosure No. 6, and received confirmation from Mr. Dwyer and Dr. Title that the transfers are all within BOE accounts.

Mr. Llewellyn asked for a reading of the auditor's letter to pinpoint the transfer approval statement.

Mrs. Munsell read a portion of the auditor's letter aloud and further explained that the transfer being referred to is the transfer from one classification to another.

Mr. Dwyer reiterated that expenses are being absorbed and bills are being paid.

Mr. Patten is hopeful that monies appropriated for technology can actually be used for technology next year.

Original Motion Passed 6-0-3

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

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

Adoption of Board Goals

Mr. Dwyer asked the Board for unanimous consent to move this item to the August 26 meeting; the Board agreed.

Ms. Karnal moved, Mr. Patten seconded to suspend the rules and extend the meeting past 11PM.

Motion Passed 9-0

Approval of Minutes

Approval of Minutes of June 10, 2014 Special Meeting

Mrs. Maxon-Kennelly moved, Mrs. Gerber seconded that the Board of Education approve the Minutes of the **Special Meeting** of June 10, 2014.

Motion Passed 8-0-1

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

Abstain: Ms. Karnal

Approval of Minutes of June 10, 2014 Regular Meeting

Mr. Convertito moved, Mrs. Gerber seconded that the Board of Education approve the Minutes of the **Regular Meeting** of June 10, 2014.

Motion Passed 8-0-1

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

Abstain: Ms. Karnal

Committee/Liaison Reports

Mrs. Gerber mentioned that the OHS Building Committee met last Thursday, but there was no quorum. Bids did go out and the gym project will begin this summer, and the rest of the windows will be done in the summer of 2015.

Mr. Dwyer gave an explanation for the postponement of the FLHS approval, and said it will be addressed at a July 15 Special Meeting.

Open Board Comment

Mrs. Maxon-Kennelly thanked and commended the staff for the graduation ceremonies.

Mr. Convertito remarked that the graduation ceremonies were very enjoyable.

Mrs. Liu-McCormack thanked the staff for their partnership with parents regarding the math articulation process.

Mr. Dwyer remarked that graduation was a wonderful experience.

Ms. Karnal enjoyed the graduation ceremonies.

Mr. Patten echoed the Board comments and thanked the parents, the public and the PTAs for attending.

Superintendent Evaluation

Mrs. Maxon-Kennelly moved, Mr. Convertito seconded that the Board of Education convene to Executive Session for the purpose of Superintendent Evaluation.

Motion Passed 9-0

The Board went into Executive Session at 11:04 PM.

The Board came out of Executive Session at 2:02 AM

Approval of the Superintendent of Schools Contract

Mr. Convertito moved, Mr. Patten seconded the recommended motion "that the Fairfield Board of Education enter into a contract of employment with David G. Title as Superintendent of Schools for the period 7/1/14 through 6/30/17 on the same terms as set forth in the 2013-2016 contract, except the base salary for each year shall be as for the 2013-2014 contract year unless otherwise negotiated between the parties, and that effective July 1, 2014 the 2013-2016 contract be terminated and replaced by the 2014-2017 contract."

Motion Passed 7-2

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

Oppose: Mrs. Liu-McCormack, Mr. Llewellyn

Mrs. Maxon-Kennelly moved, Mr. Patten seconded that the Fairfield Board of Education set the Superintendent's base salary for 2014-2015 at a 1.75% increase over the 2013-2014 base salary.

Motion Passed 5-4

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

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

Adjournment

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

Motion Passed 9-0

Meeting adjourned 2:08 AM.

Respectfully Submitted
Jessica Gerber
Fairfield Board of Education
Secretary