



# FAIRFIELD PUBLIC SCHOOLS

David G. Title, Ed.D.  
Superintendent of Schools

ENCLOSURE NO. 3

APR - 7 2015

**To:** Members of the Fairfield Board of Education

**From:** Dr. David G. Title

**Date:** April 2, 2015

**Re:** District Improvement Plan

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I am enclosing the next draft iteration of the District Improvement Plan. While you can see that it is more substantial than the previous version, it is not yet complete. However, it is much closer to a full document and is ready for public comment and review. This will be placed on the district website and will be open for public comment. The formal "First Reading" will take place at the May 19 Board meeting. Our goal is to have BOE adoption in June followed by a July rollout.

This version contains background information on the development of the Plan, puts it in the context of current improvement initiatives in the district, makes some changes to the Student Performance Indicators and, most notably, contains a lengthy list of specific actions we propose to undertake over the next five years. It also explains the implementation and continuous review process.

This document was developed with input from district leaders, school leaders and teachers. Their commitment in undertaking this difficult and time-consuming work is essential to the success of this Plan.

The missing pieces right now are in Appendix A. We are still gathering the "baseline" data on our 200+ Student Performance Indicators and, as a result, have not yet set 5-year targets for each. That work will also occur over the next month. Although I am the author of this document, this current version represents a considerable effort by many individuals. You will recognize some of the text from previous planning documents I have shared with you.

My intention is to provide the Board of Education with the "first look" at this Plan before gathering further public input. Therefore, it is on this agenda primarily to get your feedback. We will also consider feedback from the public and staff before submitting a full Plan for your review at the May 19 Board Meeting.

APR - 7 2015



**FAIRFIELD**  
**PUBLIC SCHOOLS**

District  
Improvement  
Plan

**2015-2020**

DRAFT April 2, 2015

Approved by the Board of Education on \_\_\_\_\_

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Section 1

# Introduction

## **Introduction**

At the conclusion of the Fairfield Public Schools previous Strategic Plan on June 30, 2013, the Fairfield Board of Education began the process of developing a new Long-Range Plan. On January 15, 2013, the Board appointed the Advisory Committee on Mission and Goals to revise the school system's Mission and Goals<sup>1</sup>. This sub-committee met from February 2013 to January 2014, and submitted its recommendations to the full Board of Education. On March 11, 2014, the Board of Education adopted a revised Mission and Goals, which describe the Board's long-term vision for the Fairfield Public Schools.

The Board's Mission and Goals are aspirational. They are not a description of the current status of the school system; rather, they articulate the school system's loftiest aspiration - - a stretch, a challenge, to push itself to achieve what it had not previously achieved. The District Improvement Plan is designed to define the indicators that would represent the attainment of the Mission and Goals, as well as the actions necessary to achieve them over the next five years. The Mission and Goals are on the next page.

<sup>1</sup>*Policies 0100, 0110, and 0200*

## **Mission**

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

## **Long-Term Goal**

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

## **Educational Goals**

Fairfield Public School students will:

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



## Development Process

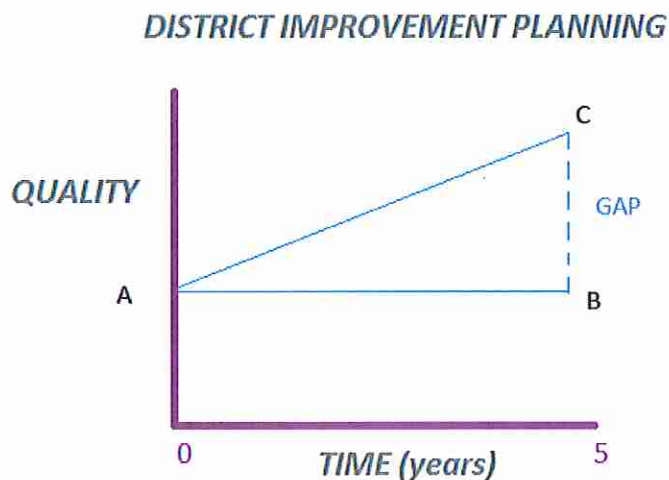
After the Board's adoption of its Mission and Goals on March 11, 2014, a process and timeline were developed to craft the District Improvement Plan to: 1) measure how to judge the school system's progress toward its Mission and Goals; and 2) identify the Core Strategies and Specific Actions the school system should undertake over the next five years to make substantial progress toward attaining its Mission and Goals.

The school system has been working on a number of improvement initiatives for several years. The intent of this Plan is to build on these efforts, not start over. Continuity is an important feature of any serious attempt to have a long-lasting impact on student learning.

At the same time, new ideas must be generated to move the school system along an improvement path that will lead to the attainment of the lofty aspiration articulated in the school system's Mission and Goals. This Plan, therefore, merges the benefits of sustained improvement efforts with new ideas into a single Plan.

The process of school system improvement over time can be represented by Figure 1. The vertical axis represents the school system quality and the horizontal axis represents time:

**Figure 1**



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

Long-range improvement consists of three distinct phases, represented in Figure 2:

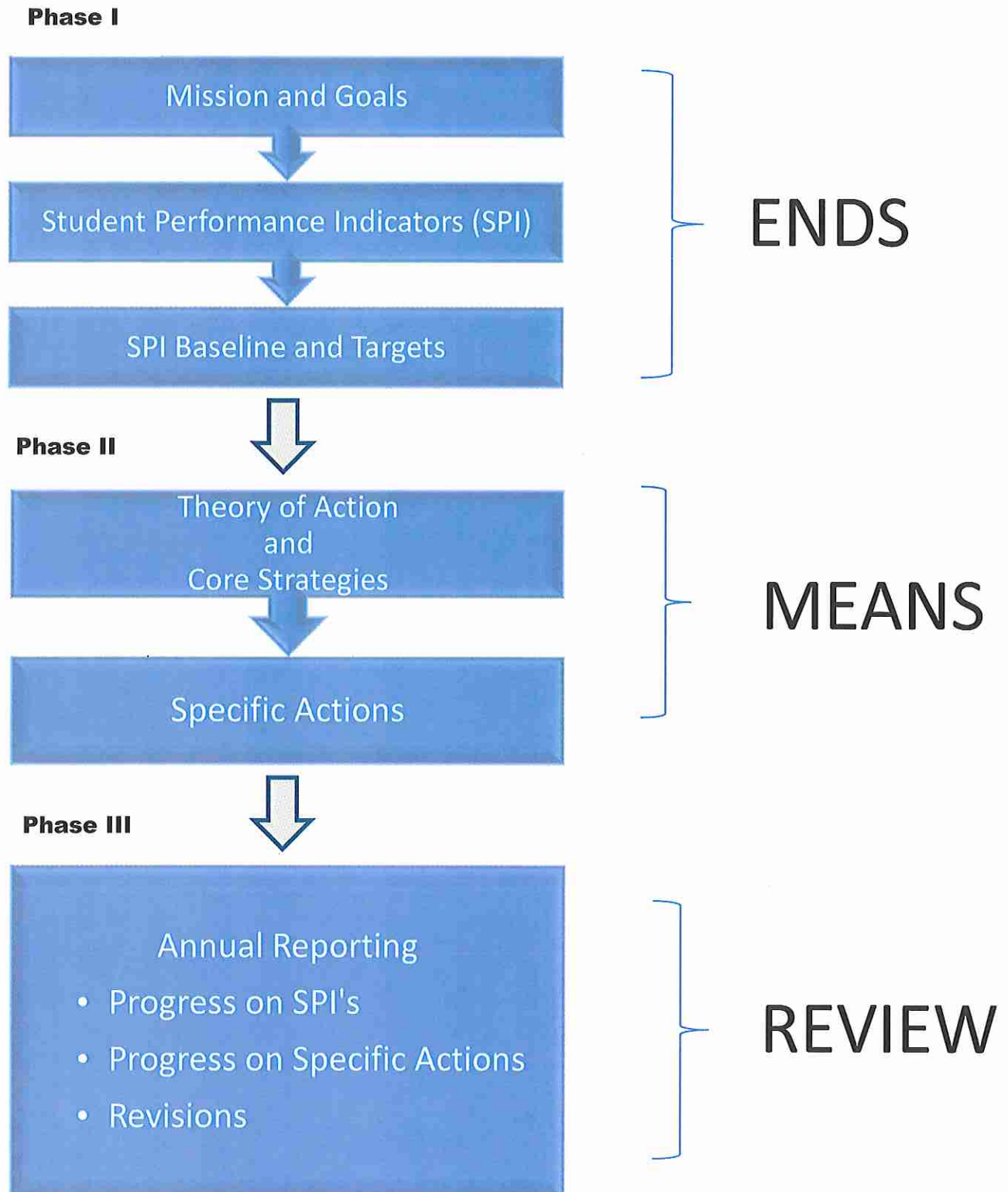
**Phase I** focuses on the ENDS, translating the lofty aspirations for our students into reliable and valid Student Performance Indicators.

**Phase II** focuses on MEANS – how we intend to improve student achievement.

**Phase III** focuses on REVIEW, which occurs after the first full year of implementation and data reporting.



**Figure 2**  
District Improvement Plan  
Stages of Development



***Part 1 -- Ends***

The first step in the process was determining the Student Performance Indicators that would accurately represent the current status (Point A) and the desired status (Point C) of the school system. This was done in two phases:

1. Agreement on the Student Performance Indicators as outlined in the “Criteria for Quality Student Performance Indicators.” These indicators are stated in terms of student achievement, learning or outcomes; NOT adult actions.
2. Agreement on the five-year target for each Student Performance Indicator. Baseline data and targets are included in Appendix B. Some SPI’s are new and therefore baseline data may not be available at this time and, as a result, no targets are listed. Because of the number and complexity of our SPI’s, this step was moved to the end of the process.

***Part 2 – Means***

The next step in the process was determining the Core Strategies to be employed to achieve the ends in Part 1. These Core Strategies, taken together, are referred to as a Theory of Action. These adult actions will lead to improvement in student learning, achievement or other important student outcomes embodied in the Mission and Goals. After the Core Strategies were identified, the next step was to determine the Specific Actions that, if enacted, would implement each of the Core Strategies over the next five years. The scheduling of Specific Actions for a given year is done on an annual basis, not up front for all five years of the Plan.

***Part 3 – Review Progress***

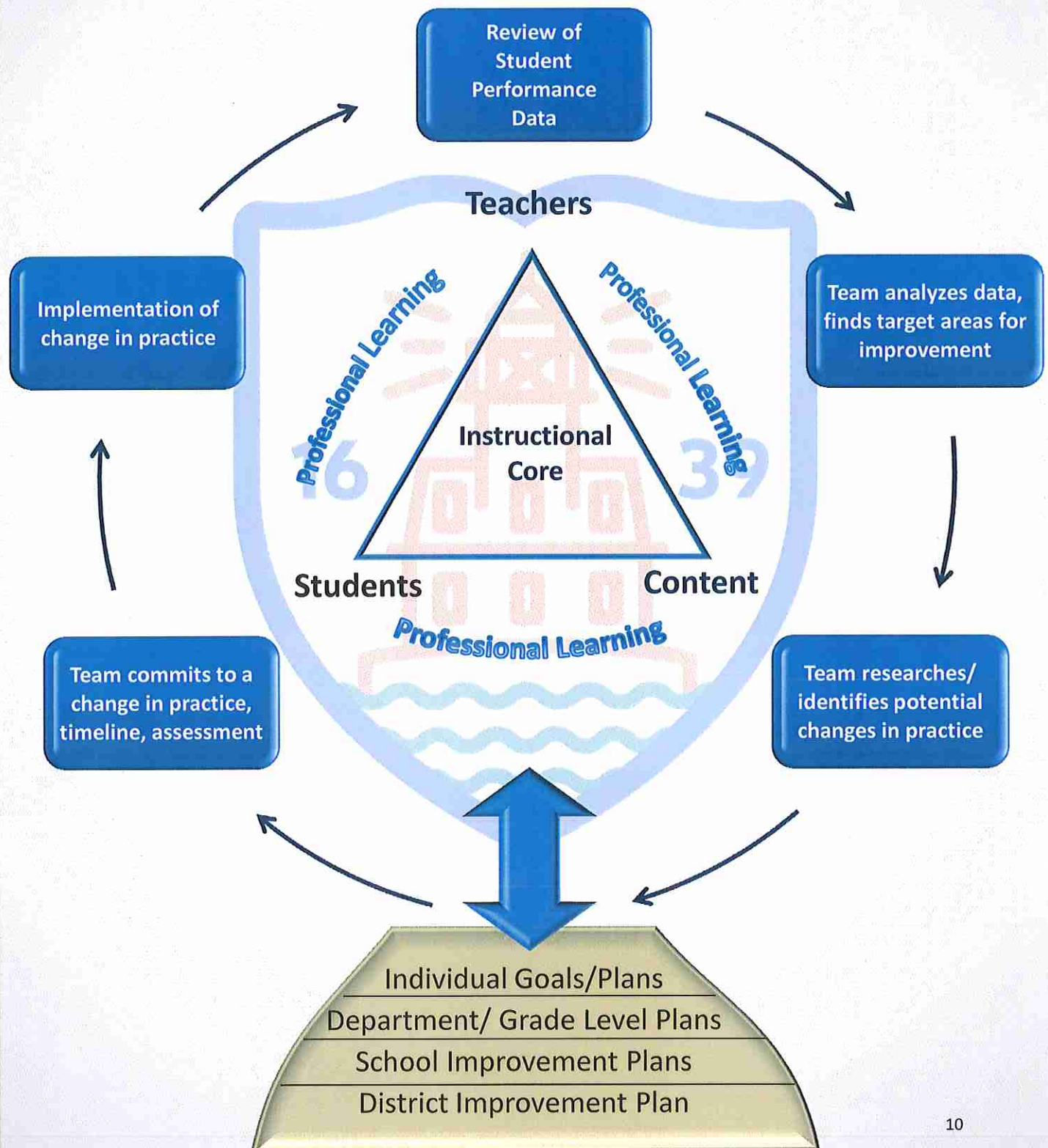
Because of a rapidly changing educational landscape, any Plan of this duration will need regular updating and review. Annually, the administration will prepare a public update on the progress of the Student Performance Indicators and the Specific Actions completed during the previous year. In addition, we will set out the Specific Actions to be undertaken during the next school year. During the third year of implementation, a formal review of the Plan should be undertaken to determine if Specific Actions need to be modified, subtracted or added to the Plan.

## **Model of Continuous Improvement**

The school system has been working with a model of continuous improvement as represented in Figure 3. The base of the model represents a coherent set of Improvement Plans at the school system, school, department, grade, and individual level. The school system's Theory of Action is adapted at the department and school level to establish a through-line of consistency from the school system to the classroom levels. These Plans inform and are informed by the cycle of data analysis as represented in the diagram. Professional Learning, to improve the Instructional Core, is critical to the success of this model.

Figure 3

## Fairfield Public Schools Model For Using Data For Continuous Improvement



## **Theory of Action**

The purpose of a Theory of Action is to outline our Core Strategies to achieve the Mission and Goals of the school system.

There are four Core Strategies in our Theory of Action: Instructional Program, Teams/School Improvement Plans, Leadership Capacity, and Resources. Under each Core Strategy, we list a more specific description of the actions the school system proposes to undertake to support this strategy. These actions are school system priorities, some of which are already in some stage of implementation.

Underlying this Theory of Action is the expectation that all staff members, teams, departments and schools engage regularly in reflective practice – examining data, taking action, reviewing the results of our actions, adjusting our practice to improve results and evaluating our effectiveness in a cycle of continuous improvement as shown in Figure 3.

### **Instructional Program**

If we ensure that a rigorous, comprehensive instructional program is consistently delivered across all schools and grade levels, with alignment between the written, taught and assessed curriculum, then instruction will be of consistently high quality and student learning will improve.

- Align and implement curriculum to state and national standards on a systematic schedule and ensure proper articulation
- Develop and implement common assessments aligned to the curriculum in all content areas
- Develop implementation guides in all content areas as curriculum is revised
- Hold staff accountable for consistent implementation of all approved curriculum
- Implement and evaluate the effectiveness of evidence-based instructional strategies in all content areas
- Ensure a positive school climate

## **Teams/School Improvement Plans**

If we work effectively in teams across all levels of the organization to examine system, school and individual student progress, create a culture where individuals regularly research and engage in developing and sharing effective practices, and regularly support and supervise teachers in implementing effective classroom practices, then teachers will improve instruction and student learning will improve.

- Implement School system and School Improvement Plans based on data and research-based practices that will improve achievement (includes academic and school climate indicators)
- Implement department-level improvement plans for vertical consistency, aligned to the school system and school improvement plans
- Implement school-wide data teams in each school to review progress on the SIP, share effective practices, and adjust SIP as warranted
- Implement grade level and/or department data teams
- Implement a school system level data team
- Implement Instructional Rounds

## **Leadership Capacity**

If we strengthen the instructional leadership capacity of teachers and administrators, then we will be better able to identify and implement effective instructional practices, and help teachers improve their practices through support and accountability. This improved instructional practice will lead to improved student learning.

- Focus All PK-12 Leadership Meetings throughout the year on improvement of instruction
- Establish a common understanding of what effective teaching practice (Marzano) looks like in classrooms
- Ensure consistent, quality feedback to teachers, principals and central office leaders on implementation of school system and school priorities
- Implement Professional Growth and Evaluation Plans
- Demonstrate how education mandates/reforms can be used to leverage school system improvement efforts

## Resources

If we provide our staff and students with appropriate levels of educational resources (human, time and material) and if they use these resources effectively, then student learning will improve.

- For each improvement initiative, provide effective professional learning for all staff members on a continuous basis
- Recruit and retain highly qualified personnel for all vacant positions
- Align financial resources to enact school system priorities
- Partner with parents to achieve system priorities and goals
- Improve intervention efforts for struggling students and high-achieving students
- Ensure a safe, clean learning environment in all schools



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Section 2

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# Student Performance Indicators

Taken together, the entire set of Student Performance Indicators provides an accurate, comprehensive reflection of the school system's Mission and Goals, given assessment tools readily available at this time.

### Criteria for Quality Student Performance Indicators:

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

A sample data collection and reporting form is included in Appendix A.

Assessment	Grade or Course Level	Subjects	Data Measures
1. Post High School Student Survey		Success Post-High School	To Be Determined
2. Graduation Rates			2.1 Percent of students graduating in 4 years 2.2 Percent of students graduating in 4 years <b>and</b> qualifying for Free or Reduced Lunch 2.3 Percent of students graduating in 5 years 2.4 Percent of students graduating in 5 years <b>and</b> qualifying for Free or Reduced Lunch
3. AP Scores	Grades 10-12	Multiple	3.1 Percent of students scoring 3 and above 3.2 Percent of students scoring 3 and above <b>and</b> qualifying for Free or Reduced Lunch 3.3 Percent of students scoring 4 and above 3.4 Percent of students scoring 4 and above <b>and</b> qualifying for Free or Reduced Lunch
4. AP Participation by Graduation	Grades 10-12	Multiple	4.1 Percent of all students that successfully complete 1 AP course by graduation 4.2 Percent of all students that successfully complete 1 AP course by graduation <b>and</b> qualify for Free or Reduced Lunch
5. Career and Technical Education (CTE)	High School	<ul style="list-style-type: none"> <li>Technology Education</li> <li>Family and Consumer Science</li> <li>Business</li> </ul>	5.1 Number of students enrolled 5.2 Number of Non-Traditional* students enrolled <i>(*Non-traditional includes current and emerging high-skill occupations where one gender comprises less than 25% of those employed in such occupation.)</i>
6. Academic Expectations Rubrics	Grade 11 Grade 12	<ul style="list-style-type: none"> <li>Creative and Critical Thinking</li> <li>Communication and Collaboration</li> </ul>	6.1 Percent of students scoring at or above a 3 on a 1-4 scale 6.2 Percent of students scoring at or above a 3 on a 1-4 scale <b>and</b> qualifying for Free or Reduced Lunch 6.3 Percent of students scoring a 4 on a 1-4 scale 6.4 Percent of students scoring a 4 on 1-4 scale <b>and</b> qualifying for Free or Reduced Lunch
7. American Council on the Teaching of Foreign Languages (ACTFL) Assessment	Level 20	<ul style="list-style-type: none"> <li>French</li> <li>Spanish</li> <li>Chinese</li> </ul>	7.1 Percent of students scoring at or above Proficient Level 7.2 Percent of students scoring at the Advanced Level



Assessment	Grade or Course Level	Subjects	Data Measures
8. ACTFL Latin Interpretive Reading Assessment (ALIRA)	Level 20	Latin	8.1 Percent of students scoring at or above Proficient Level 8.2 Percent of students scoring at Advanced Level
9. World Language Credits Earned by Graduation		World Language	9.1 Percent of students earning 2+ credits by graduation 9.2 Percent of students earning 4+ credits by graduation
10. Extra-Curricular Participation	Grades 6-12	<ul style="list-style-type: none"> <li>♦ Clubs</li> <li>♦ Sports</li> <li>♦ Arts</li> </ul>	10.1 Percent of students enrolled in at least one extra-curricular activity each year over-all 10.2 Percent of students enrolled in at least one club activity each year 10.3 Percent of students enrolled in at least one sports activity each year 10.4 Percent of students enrolled in at least one arts activity each year
11. CMT/CAPT	Grades 5,8, and 10	Science	11.1 Percent of students scoring at or above Goal 11.2 Percent of students scoring at or above Goal <b>and</b> qualifying for Free or Reduced Lunch 11.3 Percent of students scoring at Advanced Level 11.4 Percent of students scoring at Advanced Level <b>and</b> qualifying for Free or Reduced Lunch
12. CT Physical Fitness Test	4,8, and 10	Fitness	12.1 Percent of students passing all 4 tests in grade 4 12.2 Percent of students passing all 4 tests in grade 8 12.3 Percent of students passing all 4 tests in grade 10
13. District Common Assessments	Grades K-11	Writing	13.1 Percent of students scoring at or above Grade Level 13.2 Percent of students scoring at or above Grade Level <b>and</b> qualifying for Free or Reduced Lunch 13.3 Percent of students scoring at Advanced Level 13.4 Percent of students scoring at Advanced Level <b>and</b> qualifying for Free or Reduced Lunch



Assessment	Grade or Course Level	Subjects	Data Measures
14. School Climate Survey	Grades 3-12	Climate	14.1 Percent of students answering "Agree" or "Strongly Agree" to all student responses about safety, social-emotional well-being and citizenship (community service) 14.2 Percent of students answering "Agree" or "Strongly Agree" to all student responses about safety, social-emotional well-being and citizenship (community service) <b>and</b> qualifying for Free or Reduced Lunch
15. STAR Reading	Grades K-8	Reading Comprehension	15.1 Percent of students scoring at or above Grade Level 15.2 Percent of students scoring at or above Grade Level <b>and</b> qualifying for Free or Reduced Lunch. 15.3 Percent of students scoring above Grade Level 15.4 Percent of students scoring above Grade Level <b>and</b> qualifying for Free or Reduced Lunch.
16. iReady Math	Grades K-8	Math	16.1 Percent of students scoring at or above Grade Level 16.2 Percent of students scoring at or above Grade Level <b>and</b> qualifying for Free or Reduced Lunch. 16.3 Percent of students scoring above Grade Level 16.4 Percent of students scoring above Grade Level <b>and</b> qualifying for Free or Reduced Lunch.
17. Attendance	Grades PK-12		17.1 Average Daily Attendance Rate PK-5 17.2 Average Daily Attendance Rate PK-5 <b>and</b> qualifying for Free or Reduced Lunch 17.3 Average Daily Attendance Rate, Grades 6-8 17.4 Average Daily Attendance Rate, Grades 6-8 <b>and</b> qualifying for Free or Reduced Lunch 17.5 Average Daily Attendance Rate, Grades 9-12 17.6 Average Daily Attendance Rate, Grades 9-12 <b>and</b> qualifying for Free or Reduced Lunch
18. Clinical Evaluation of Language Fundamentals (CELF)	PK	♦ Vocabulary ♦ Language	18.1 Percent of students approaching benchmark 18.2 Percent of students exceeding benchmark

## Student Performance Indicator Descriptions

### **Post High School Student Survey**

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

### **Academic Expectations Rubrics**

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

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

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

### **ACTFL – Latin Interpretive Reading Assessment**

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

### **CT Physical Fitness Test**

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

**District Common Assessments**

In grades K-8, students produce on-demand, long-form writing three times per year. Students write in three different forms: informational, opinion/argumentative, and narrative. Writing is assessed using district writing rubrics that are aligned to the Connecticut Core Standards. Grade level expectations increase from year to year.

**STAR – Reading**

STAR Reading assessments are computer-adaptive. STAR Early Literacy measures skills in key domains of early literacy: Print Concepts, Phonological Awareness, Phonics and Word Recognition, Fluency, Vocabulary Acquisition and Use. STAR Reading measures skills within key domains: Phonics and Word Recognition, Fluency, Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity, and Vocabulary Acquisition and Use. Students are assessed according to being below, on, or above level.

**iReady - Math**

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

**Clinical Evaluation of Language Fundamentals (CELF)**

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



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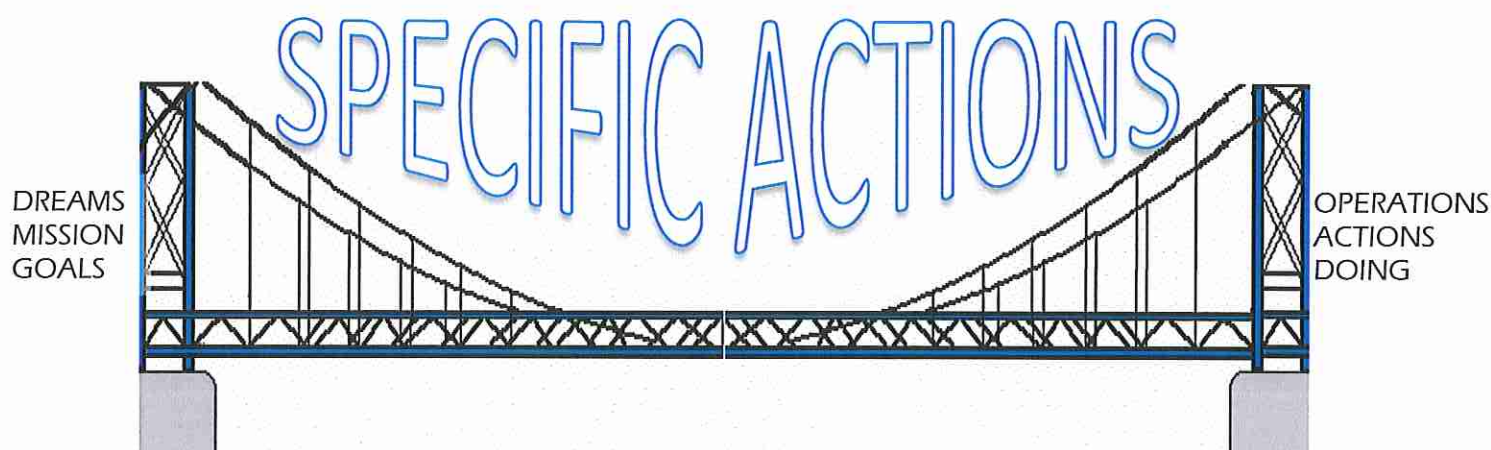
Section 3

# Specific Actions

One of the most difficult parts of planning is translating the lofty aspiration of the school system, as represented in its Mission and Goals, into actions that will make the Plan “come alive” and significantly impact student achievement. Most long-range plans fail not because the aspirations are not bold, but because of a school system’s inability to imbed the improvement efforts of the district into the “real world” of running a school system.

Figure 4 represents this dilemma as a continuum, with the lofty “Dreams” of the Mission and Goals on one side, and the reality of “Doing” on the other. To “bridge” this gap, and keep the improvement efforts from falling into the abyss between Dreaming and Doing, we create Specific Actions to implement over the five-year period. It is the enactment of these Specific Actions that will enable the school system to move toward achieving its Mission and Goals and reach its five-year targets on the Student Performance Indicators.

Figure 4



To be effective, Specific Actions must meet a set of criteria. These are listed on the next page. The inclusion of a Specific Action in this Plan commits the school system to undertaking this Action sometime during the life of the Plan. The list may appear daunting in the aggregate; however, there are two important points to keep in mind. First, this represents, in some cases, a continuation and deepening of existing work. These are not all new initiatives. Second, this is five years’ worth of work, not one.

For the past four years, at the start of each year, the administration has presented a list of improvement initiatives to be accomplished during that fiscal year. This list will continue to be published and used as the basis for our improvement efforts, as many of the items on the annual initiatives list will come directly from the District Improvement Plan. For each initiative, and for each Specific Action in a given year, a central office administrator will be given primary responsibility for ensuring its implementation, often with assistance from other staff in the central office and the schools. Assignments of responsibility are made on the basis of current position responsibilities, and that staff member is held accountable for implementation through the evaluation process. In that way, we have merged the operational work of the district leaders with the improvement work of this Plan, thereby minimizing the chances of improvement efforts falling into the abyss.

## Criteria for Specific Actions in the District Improvement Plan

### **The Action:**

- Will advance the District toward achieving its Mission and will improve one or more Student Performance Indicators
- Is aligned to the District Theory of Action
- Shows that the benefits of enacting this Action outweigh the costs (quantifiable and non-quantifiable)
- States a desired outcome that is either observable, demonstrable or measurable
- Is clear and understandable
- Requires a significant effort over at least a one-year period of time (may need to be several years) for full implementation
- Impacts the entire system or at least one complete level (elementary, middle, high school)

# Specific Actions

*Collectively, this set of Specific Actions is designed to help the school system achieve its Mission and Goals. Some of the Actions represent a continuation and deepening of existing change initiatives. Some represent new ideas worthy of implementation sometime over the next five years.*

*Specific Actions would be scheduled at some point in the five years of the Plan, with the goal of fully implementing all the Actions by the end of the Plan. Not all Specific Actions will commence in year 1 (2015-2016). Actions will be scheduled to balance the work over the five-year period. For those Actions that are anticipated to take more than one year to complete, the estimated number of years from initiation to full implementation is noted in parentheses.*

## 1. Instructional Program

If we ensure that a rigorous, comprehensive instructional program is consistently delivered across all schools and grade levels, with alignment between the written, taught and assessed curriculum, then instruction will be of consistently high quality and student learning will improve.

### *Curriculum Development and Implementation*

- 1-1 Develop and implement a World Language program at the elementary school level that reflects the best research-based practices in the field. (2 years)
- 1-2 Implement a K-12 sequence of experiences supporting the development of skills leading to a successful capstone experience at the high school level. (3 years)
- 1-3 Develop a scope and sequence of technology skills PK-12 and embed in all subject areas. (2 years)
- 1-4 Implement the published curriculum renewal schedule, including status updates, as designed, each year. (5 years)
- 1-5 Develop and implement culturally competent curriculum PK-12 for social emotional learning and self-regulation that reflects the best research-based practices in the field and imbed in existing district structures (e.g., advisory, developmental guidance, health). (2 years)
- 1-6 For each curriculum revision, provide up-to-date instructional materials, including culturally relevant materials, to improve outcomes for our increasingly diverse population (including English Language Learners). (5 years)
- 1-7 Establish and implement a PK-12 scope and sequence for embedding executive functioning, study skills and independence into all curriculum areas. (2 years)
- 1-8 Improve the districtwide English Language Learners program and increase all teachers' capacity to serve this population of students.
- 1-9 Develop a comprehensive transition program from grade 5 to grade 6, and from grade 8 to grade 9 to increase student success at grades 6 and 9.



*Assessment Development and Implementation*

- 1-10 Expand and standardize the use of academic rubrics, K-12. (3 years)
- 1-11 Develop and implement high school performance tasks in grades 9 and 10, linked to a capstone experience, and assess student performance using the academic expectations rubrics. (3 years)
- 1-12 Develop and implement performance tasks at the middle and elementary schools in Language Arts, Math, Social Studies and Science in grades 6-12. (4 years)
- 1-13 Analyze, align and revise the assessment calendar PK-12 and calibrate the scoring of common assessments.

*Professional Learning*

- 1-14 Implement Professional Learning that will assist staff to analyze and use student performance data from district assessments.
- 1-15 Develop an annual Professional Learning calendar for all certified and non-certified staff based on improvement initiatives and state mandates.
- 1-16 Implement Professional Learning for all staff to improve our ability to address a diverse population of students and families.
- 1-17 Provide Professional Learning on how to implement academic rubrics. (2 years)
- 1-18 Implement Professional Learning on “Teaching in the Block” to all high school teachers. (3 years)
- 1-19 Implement a web-based curriculum platform to enhance consistent teacher communication and sharing of effective curriculum resources. (2 years)

*Program Improvement*

- 1-20 Implement the improved gifted model as designed in 2011-2012 in the elementary and middle schools.
- 1-21 Revise high school graduation requirements.
- 1-22 Review high school learning expectations regarding technology to implement a mastery-based requirement rather than a credit requirement.
- 1-23 Review/revise district guidelines regarding homework to reflect the latest research.
- 1-24 Implement a revised middle school schedule.
- 1-25 Revise Unified Arts offerings at the middle school level to strengthen the link to high school courses.
- 1-26 Develop and implement a middle school advisory program.

## **2. Teams/Improvement Plans**

If we work effectively in teams across all levels of the organization to examine system, school and individual student progress, create a culture where individuals regularly research and engage in developing and sharing effective practices, and regularly support and supervise teachers in implementing effective classroom practices, then teachers will improve instruction and student learning will improve.

- 2-1 Align all school improvement plans with the District Improvement Plan.
- 2-2 Use vertical teams to develop curriculum, Department Improvement Plans, department-based Problems of Practice and Instructional Rounds in each content area.
- 2-3 Implement mixed-level observations of professional practice and peer conferences to improve vertical alignment.
- 2-4 Use data team meetings to analyze student performance and make instructional adjustments to improve learning of all students in all content areas.
- 2-5 Use technology to facilitate the effective use of student performance data into district, school, department and grade-level data teams.
- 2-6 Develop capacity of the Walter Fitzgerald Campus to attract students from other school districts on a tuition basis. (2 years)
- 2-7 Use the District Data Team to analyze district performance data and model effective Data Team practices. (2 years)
- 2-8 All schools will engage in Instructional Rounds at least twice per year as part of the School Improvement Plan implementation.

## **3. Leadership Capacity**

If we strengthen the instructional leadership capacity of teachers and administrators, then we will be better able to identify and implement effective instructional practices, and help teachers improve their practices through support and accountability. This improved instructional practice will lead to improved student learning.

- 3-1 Use the Marzano teacher evaluation protocols and rubrics to improve and calibrate instructional practices. (2 years)
- 3-2 Develop and implement a peer coaching model for teachers and administrators. (3 years)

- 3-3 Identify and train at least one teacher in each school to serve as a “Teacher Leader” for each district/school initiative (Rounds, Data Teams, etc.).
- 3-4 Align teacher goals in the Teacher Professional Growth Plan to goals in the School Improvement Plan and/or Department Improvement Plan. (2 years)
- 3-5 Implement an Administrators Academy to continually update the professional knowledge and skills for all school and district leaders.

## 4. Resources

If we provide our staff and students with appropriate levels of educational resources (human, time and material) and if they use these resources effectively, then student learning will improve.

### *Talent Development*

- 4-1 Implement a plan to recruit more broadly to deepen the pool of highly qualified applicants for vacant positions.
- 4-2 Implement a research-based common protocol to select the most qualified applicant for vacant positions.
- 4-3 Develop and implement a New Teacher Academy to build capacity of all non-tenured teachers. (2 years)
- 4-4 Implement an elementary schedule which provides teachers more common planning time.
- 4-5 Implement common planning time for high school teachers.
- 4-6 Implement a research-based common protocol for the use of common planning time across all levels.

### *Technology*

- 4-7 Implement the 3-year Technology Plan as designed each year. (3 years)
- 4-8 Implement a consistent “Bring Your Own Device” program throughout the school system that makes most effective use of the technology.
- 4-9 Expand the use of on-line learning throughout the system for enrichment, remediation, and low-enrollment courses. (3 years)
- 4-10 Develop and implement consistent practices in the proper use of technology by teachers and students outside of the school day.
- 4-11 Use technology to enhance professional learning for all staff members. (3 years)



*Enhanced Services to Students*

- 4-12 Develop a plan to minimize the impact of teacher absences on student learning.
- 4-13 Identify profiles of non-graduating high school students and develop a preventative intervention plan to increase the graduation rate.
- 4-14 Increase student access to assistance for emotional and mental health needs. (2 years)
- 4-15 Expand the continuum of services, using evidence-based practices, for academic and behavioral interventions with consistent processes and communication strategies. (2 years)
- 4-16 Increase instructional support beyond the school day for all struggling students to improve student achievement. (3 years)
- 4-17 Expand academic and non-academic enrichment opportunities to more K- 8 students. (2 years)

*Parents*

- 4-18 Research and develop an enhanced school-family partnership at each school as part of its School Improvement Plan.
- 4-19 Expand Family Resource Center resources to all Pre-K to 5 families.
- 4-20 Enhance communication efforts with parents through Infinite Campus, district and school websites and other technology, at each school and district-wide.

*Communication*

- 4-21 Communicate changes in the instructional program to all stakeholders in the community.
- 4-22 In partnership with the Fairfield Police Department, strengthen communication with all stakeholders on matters of school safety and security.

District  
Improvement  
Plan

Section 4

# Implementation

# Appendix A

#	Assessment	Grade Level or Course	Subjects	Measure	Data	Target
1	Post HS Student Survey	Post HS	Success Post-High School	TBD		
2	Graduation Rates			4-Year Graduation Rate		
2	Graduation Rates			4-Year Graduation Rate and FR		
2	Graduation Rates			5-Year Graduation Rate		
2	Graduation Rates			5-Year Graduation Rate and FR		
3	AP Scores	Grades 9-12	Various	Pct at 3 and above		
3	AP Scores	Grades 9-12	Various	Pct at 3 and above and FR		
3	AP Scores	Grades 9-12	Various	Pct at 4 and above		
3	AP Scores	Grades 9-12	Various	Pct at 4 and above and FR		
4	AP Participation by Graduation	Grades 9-12	Various	Pct successfully complete 1 course by graduation		
4	AP Participation by Graduation	Grades 9-12	Various	Pct successfully complete 1 course by graduation and FR		
5	Career/Tech Ed	Grades 9-12	Various	Number enrolled		
5	Career/Tech Ed	Grades 9-12	Various	Number of non-traditional enrolled		
6	Academic Expectations Rubrics	11	Creative and Critical Thinking	Pct at 3 and above		
6	Academic Expectations Rubrics	11	Creative and Critical Thinking	Pct at 3 and above and FR		
6	Academic Expectations Rubrics	11	Creative and Critical Thinking	Pct at 4		
6	Academic Expectations Rubrics	11	Creative and Critical Thinking	Pct at 4 and FR		
6	Academic Expectations Rubrics	12	Creative and Critical Thinking	Pct at 3 and above		
6	Academic Expectations Rubrics	12	Creative and Critical Thinking	Pct at 3 and above and FR		
6	Academic Expectations Rubrics	12	Creative and Critical Thinking	Pct at 4		



#	Assessment	Grade Level or Course	Subjects	Measure	Data	Target
6	Academic Expectations Rubrics	12	Creative and Critical Thinking	Pct at 4 and FR		
6	Academic Expectations Rubrics	11	Communication and Collaboration	Pct at 3 and above		
6	Academic Expectations Rubrics	11	Communication and Collaboration	Pct at 3 and above and FR		
6	Academic Expectations Rubrics	11	Communication and Collaboration	Pct at 4		
6	Academic Expectations Rubrics	11	Communication and Collaboration	Pct at 4 and FR		
6	Academic Expectations Rubrics	12	Communication and Collaboration	Pct at 3 and above		
6	Academic Expectations Rubrics	12	Communication and Collaboration	Pct at 3 and above and FR		
6	Academic Expectations Rubrics	12	Communication and Collaboration	Pct at 4		
6	Academic Expectations Rubrics	12	Communication and Collaboration	Pct at 4 and FR		
7	ACTFL	Level 20	French	Pct at/above Proficient		
7	ACTFL	Level 20	French	Pct at Advanced		
7	ACTFL	Level 20	Spanish	Pct at /above Proficient		
7	ACTFL	Level 20	Spanish	Pct at Advanced		
7	ACTFL	Level 20	Chinese	Pct at/above Proficient		
7	ACTFL	Level 20	Chinese	Pct at Advanced		
8	ALIRA	Level 20	Latin	Pct at/above Proficient		
8	ALIRA	Level 20	Latin	Pct at Advanced		
9	WL Credits by Graduation	12	World Languages	Pct of graduates with 2+ credits		
9	WL Credits by Graduation	12	World Languages	Pct of graduates with 4+ credits		
10	Extra Curricular Participation	6-8	Extra Curricular	Pct in at least one activity overall		
10	Extra Curricular Participation	6-8	Clubs	Pct in at least one Club activity		
10	Extra Curricular Participation	6-8	Sports	Pct in at least one Sports activity		
10	Extra Curricular Participation	6-8	Arts	Pct in at least one Arts activity		
10	Extra Curricular Participation	9-12	Extra Curricular	Pct in at least one activity overall		
10	Extra Curricular Participation	9-12	Clubs	Pct in at least one Club activity		



#	Assessment	Grade Level or Course	Subjects	Measure	Data	Target
10	Extra Curricular Participation	9-12	Sports	Pct in at least one Sports activity		
10	Extra Curricular Participation	9-12	Arts	Pct in at least one Arts activity		
11	CMT	5	Science	Pct at/above Goal		
11	CMT	5	Science	Pct at/above Goal and FR		
11	CMT	5	Science	Pct at Advanced		
11	CMT	5	Science	Pct at Advanced and FR		
11	CMT	8	Science	Pct at/above Goal		
11	CMT	8	Science	Pct at/above Goal and FR		
11	CMT	8	Science	Pct at Advanced		
11	CMT	8	Science	Pct at Advanced and FR		
11	CAPT	10	Science	Pct at/above Goal		
11	CAPT	10	Science	Pct at/above Goal and FR		
11	CAPT	10	Science	Pct at Advanced		
11	CAPT	10	Science	Pct at Advanced and FR		
12	CT Physical Fitness Test	4	Fitness	Pct Passing 4 Tests		
12	CT Physical Fitness Test	8	Fitness	Pct Passing 4 Tests		
12	CT Physical Fitness Test	10	Fitness	Pct Passing 4 Tests		
13	District Common Assessments	K	Writing	Pct at/above Grade Level		
13	District Common Assessments	K	Writing	Pct at/above Grade Level and FR		
13	District Common Assessments	K	Writing	Pct at Advanced Level		
13	District Common Assessments	K	Writing	Pct at Advanced Level and FR		
13	District Common Assessments	1	Writing	Pct at/above Grade Level		
13	District Common Assessments	1	Writing	Pct at/above Grade Level and FR		
13	District Common Assessments	1	Writing	Pct at Advanced Level		
13	District Common Assessments	1	Writing	Pct at Advanced Level and FR		
13	District Common Assessments	2	Writing	Pct at/above Grade Level		
13	District Common Assessments	2	Writing	Pct at/above Grade Level and FR		
13	District Common Assessments	2	Writing	Pct at Advanced Level		
13	District Common Assessments	2	Writing	Pct at Advanced Level and FR		
13	District Common Assessments	3	Writing	Pct at/above Grade Level		
13	District Common Assessments	3	Writing	Pct at/above Grade Level and FR		



#	Assessment	Grade Level or Course	Subjects	Measure	Data	Target
13	District Common Assessments	3	Writing	Pct at Advanced Level		
13	District Common Assessments	3	Writing	Pct at Advanced Level and FR		
13	District Common Assessments	4	Writing	Pct at/above Grade Level		
13	District Common Assessments	4	Writing	Pct at/above Grade Level and FR		
13	District Common Assessments	4	Writing	Pct at Advanced Level		
13	District Common Assessments	4	Writing	Pct at Advanced Level and FR		
13	District Common Assessments	5	Writing	Pct at/above Grade Level		
13	District Common Assessments	5	Writing	Pct at/above Grade Level and FR		
13	District Common Assessments	5	Writing	Pct at Advanced Level		
13	District Common Assessments	5	Writing	Pct at Advanced Level and FR		
13	District Common Assessments	6	Writing	Pct at/above Grade Level		
13	District Common Assessments	6	Writing	Pct at/above Grade Level and FR		
13	District Common Assessments	6	Writing	Pct at Advanced Level		
13	District Common Assessments	6	Writing	Pct at Advanced Level and FR		
13	District Common Assessments	7	Writing	Pct at/above Grade Level		
13	District Common Assessments	7	Writing	Pct at/above Grade Level and FR		
13	District Common Assessments	7	Writing	Pct at Advanced Level		
13	District Common Assessments	7	Writing	Pct at Advanced Level and FR		
13	District Common Assessments	8	Writing	Pct at/above Grade Level		
13	District Common Assessments	8	Writing	Pct at/above Grade Level and FR		
13	District Common Assessments	8	Writing	Pct at Advanced Level		
13	District Common Assessments	8	Writing	Pct at Advanced Level and FR		
13	District Common Assessments	9	Writing	Pct at/above Grade Level		
13	District Common Assessments	9	Writing	Pct at/above Grade Level and FR		
13	District Common Assessments	9	Writing	Pct at Advanced Level		



#	Assessment	Grade Level or Course	Subjects	Measure	Data	Target
13	District Common Assessments	9	Writing	Pct at Advanced Level and FR		
13	District Common Assessments	10	Writing	Pct at/above Grade Level		
13	District Common Assessments	10	Writing	Pct at/above Grade Level and FR		
13	District Common Assessments	10	Writing	Pct at Advanced Level		
13	District Common Assessments	10	Writing	Pct at Advanced Level and FR		
13	District Common Assessments	11	Writing	Pct at/above Grade Level		
13	District Common Assessments	11	Writing	Pct at/above Grade Level and FR		
13	District Common Assessments	11	Writing	Pct at Advanced Level		
13	District Common Assessments	11	Writing	Pct at Advanced Level and FR		
14	School Climate Survey	3-5	Climate	Pct Agree/Strongly Agree on survey items		
14	School Climate Survey	6-8	Climate	Pct Agree/Strongly Agree on survey items		
14	School Climate Survey	9-12	Climate	Pct Agree/Strongly Agree on survey items		
15	STAR	K	Reading Comprehension	Pct at/above Grade Level		
15	STAR	K	Reading Comprehension	Pct at/above Grade Level and FR		
15	STAR	K	Reading Comprehension	Pct above Grade Level		
15	STAR	K	Reading Comprehension	Pct above Grade Level and FR		
15	STAR	1	Reading Comprehension	Pct at/above Grade Level		
15	STAR	1	Reading Comprehension	Pct at/above Grade Level and FR		
15	STAR	1	Reading Comprehension	Pct above Grade Level		
15	STAR	1	Reading Comprehension	Pct above Grade Level and FR		
15	STAR	2	Reading Comprehension	Pct at/above Grade Level		
15	STAR	2	Reading Comprehension	Pct at/above Grade Level and FR		
15	STAR	2	Reading Comprehension	Pct above Grade Level		
15	STAR	2	Reading Comprehension	Pct above Grade Level and FR		
15	STAR	3	Reading Comprehension	Pct at/above Grade Level		



#	Assessment	Grade Level or Course	Subjects	Measure	Data	Target
15	STAR	3	Reading Comprehension	Pct at/above Grade Level and FR		
15	STAR	3	Reading Comprehension	Pct above Grade Level		
15	STAR	3	Reading Comprehension	Pct above Grade Level and FR		
15	STAR	4	Reading Comprehension	Pct at/above Grade Level		
15	STAR	4	Reading Comprehension	Pct at/above Grade Level and FR		
15	STAR	4	Reading Comprehension	Pct above Grade Level		
15	STAR	4	Reading Comprehension	Pct above Grade Level and FR		
15	STAR	5	Reading Comprehension	Pct at/above Grade Level		
15	STAR	5	Reading Comprehension	Pct at/above Grade Level and FR		
15	STAR	5	Reading Comprehension	Pct above Grade Level		
15	STAR	5	Reading Comprehension	Pct above Grade Level and FR		
15	STAR	6	Reading Comprehension	Pct at/above Grade Level		
15	STAR	6	Reading Comprehension	Pct at/above Grade Level and FR		
15	STAR	6	Reading Comprehension	Pct above Grade Level		
15	STAR	6	Reading Comprehension	Pct above Grade Level and FR		
15	STAR	7	Reading Comprehension	Pct at/above Grade Level		
15	STAR	7	Reading Comprehension	Pct at/above Grade Level and FR		
15	STAR	7	Reading Comprehension	Pct above Grade Level		
15	STAR	7	Reading Comprehension	Pct above Grade Level and FR		
15	STAR	8	Reading Comprehension	Pct at/above Grade Level		
15	STAR	8	Reading Comprehension	Pct at/above Grade Level and FR		
15	STAR	8	Reading Comprehension	Pct above Grade Level		
15	STAR	8	Reading Comprehension	Pct above Grade Level and FR		
16	iReady	K	Math	Pct at/above Grade Level		
16	iReady	K	Math	Pct at/above Grade Level and FR		
16	iReady	K	Math	Pct above Grade Level		

#	Assessment	Grade Level or Course	Subjects	Measure	Data	Target
16	iReady	K	Math	Pct above Grade Level and FR		
16	iReady	1	Math	Pct at/above Grade Level		
16	iReady	1	Math	Pct at/above Grade Level and FR		
16	iReady	1	Math	Pct above Grade Level		
16	iReady	1	Math	Pct above Grade Level and FR		
16	iReady	2	Math	Pct at/above Grade Level		
16	iReady	2	Math	Pct at/above Grade Level and FR		
16	iReady	2	Math	Pct above Grade Level		
16	iReady	2	Math	Pct above Grade Level and FR		
16	iReady	3	Math	Pct at/above Grade Level		
16	iReady	3	Math	Pct at/above Grade Level and FR		
16	iReady	3	Math	Pct above Grade Level		
16	iReady	3	Math	Pct above Grade Level and FR		
16	iReady	4	Math	Pct at/above Grade Level		
16	iReady	4	Math	Pct at/above Grade Level and FR		
16	iReady	4	Math	Pct above Grade Level		
16	iReady	4	Math	Pct above Grade Level and FR		
16	iReady	5	Math	Pct at/above Grade Level		
16	iReady	5	Math	Pct at/above Grade Level and FR		
16	iReady	5	Math	Pct above Grade Level		
16	iReady	5	Math	Pct above Grade Level and FR		
16	iReady	6	Math	Pct at/above Grade Level		
16	iReady	6	Math	Pct at/above Grade Level and FR		
16	iReady	6	Math	Pct above Grade Level		
16	iReady	6	Math	Pct above Grade Level and FR		
16	iReady	7	Math	Pct at/above Grade Level		
16	iReady	7	Math	Pct at/above Grade Level and FR		
16	iReady	7	Math	Pct above Grade Level		
16	iReady	7	Math	Pct above Grade Level and FR		
16	iReady	8	Math	Pct at/above Grade Level		
16	iReady	8	Math	Pct at/above Grade Level and FR		
16	iReady	8	Math	Pct above Grade Level		
16	iReady	8	Math	Pct above Grade Level and FR		



#	Assessment	Grade Level or Course	Subjects	Measure	Data	Target
17	Attendance	PK-5		Average Daily Attendance Rate		
17	Attendance	PK-5		Average Daily Attendance Rate and FR		
17	Attendance	6-8		Average Daily Attendance Rate		
17	Attendance	6-8		Average Daily Attendance Rate and FR		
17	Attendance	9-12		Average Daily Attendance Rate		
17	Attendance	9-12		Average Daily Attendance Rate and FR		
18	CELF	PK	Vocabulary and Language	Pct Approaching Benchmark		
18	CELF	PK	Vocabulary and Language	Pct Exceeding Benchmark		

APR - 7 2015

**Personnel****Rights, Responsibilities, and Duties****SMOKING BY SCHOOL EMPLOYEES****4220**

~~Smoking or any other unauthorized use of tobacco, tobacco products, including chewing tobacco or tobacco paraphernalia by school employees will not be permitted in any public school building or on school grounds in the Town of Fairfield during the school day. Students and staff in the Continuing Education Program and adults attending meetings in school buildings may smoke in designated outside areas equipped with receptacles for ashes and associated debris.~~

In Accordance with Connecticut General Statutes, and with Board Policy, smoking or any other use of tobacco, tobacco products, including chewing tobacco or tobacco paraphernalia will not be permitted in any public school building, on school grounds, in school vehicles, or at any school-related event in the Town of Fairfield. For purposes of this policy, "use of tobacco" shall mean all uses of tobacco, including but not limited to: cigarettes; cigars; electronic vapor cigarettes; snuff; blunts; bidis; pipes; chewing tobacco; any inhalant that contains tobacco or nicotine; all other forms of smokeless tobacco or devices that produce the same flavor or physical effect of nicotine substances; rolling papers; any other items containing or reasonably resembling tobacco or tobacco products; and, any other tobacco or nicotine innovations.

Legal Reference: Drug-Free Workplace Act, 102 Stat. 4305-4308  
Drug-Free Schools and Community Act, PL 99-570, as amended by PL 101-226 (199)  
21 USC 812, Controlled Substances Act, I through V, 202  
21 CFR 1300.11 through 1300.15 regulations  
54 Fed. Reg. 4946 (1989)  
Connecticut General Statutes  
1-21b Smoking prohibited in certain places

Also see Policy #5314 Students

Approved 8/27/04

Revised and Approved 11/22/11

APR - 7 2015

Board of Education  
Policy Manual**Students****Code of Behavior****SMOKING****5314**

In Accordance with Connecticut General Statutes, and with Board Policy, smoking or any other ~~unauthorized~~ use or possession of tobacco, tobacco products, including chewing tobacco or tobacco paraphernalia by students will not be permitted in any public school building, ~~or on school grounds,~~ **in school vehicles, or at any school-related event** in the Town of Fairfield. **For purposes of this policy, "use or possession of tobacco" shall mean all uses of tobacco, including but not limited to: cigarettes; cigars; electronic vapor cigarettes; snuff; blunts; bidis; pipes; chewing tobacco; any inhalant that contains tobacco or nicotine; all other forms of smokeless tobacco or devices that produce the same flavor or physical effect of nicotine substances; rolling papers; any other items containing or reasonably resembling tobacco or tobacco products; any other tobacco or nicotine innovations.** ~~Students in the Continuing Education Program and adults attending meetings in school buildings may smoke in designated outside areas, which are equipped with receptacles for ashes and associated debris.~~

**Legal Reference:** Drug-Free Workplace Act, 102 Stat. 4305-4308  
Drug-Free Schools and Community Act, PL 99-570, as amended by PL 101-226 (199)  
21 USC 812, Controlled Substances Act, I through V, 202  
21 CFR 1300.11 through 1300.15 regulations  
54 Fed. Reg. 4946 (1989)  
Connecticut General Statutes  
1-21b Smoking prohibited in certain places

**Also see Policy #4220 Personnel**

Approved 8/27/04

Revised and Approved 11/22/2011



**Enclosure No. 6**

ENCLOSURE NO. 6

APR - 7 2015

**From:** Title, David G  
**Sent:** Thursday, March 19, 2015 2:55 PM  
**To:** Llewellyn, John  
**Cc:** BOE MEMBERS; Paul Fattibene; Central Office Administrators  
**Subject:** RE: School based checking accounts

My reaction to this request is as follows:

1. In the fall, when an issue was raised with the use of the Riverfield account (the subject of the FOI request below), Doreen Munsell reviewed four years' worth of activity in the Riverfield account and found no irregularities. Additionally, she reviewed four years worth of activity at another school's account and found no irregularities.
2. School activity accounts are subject to audit every year just like the BOE general ledger. No findings have been reported.
3. This request will likely total over 500 pages of documents, perhaps closer to 750. This will require staff work of approximately 12 hours. Once these reports are generated, approximately another 12 hours of professional staff time will be required to review these pages and determine what information cannot be shared publicly – personally identifiable information about students does make it into these reports, especially at the high school level for a variety of reasons.
4. I am not denying this request.
5. I believe this request falls under the description in the By Laws where I ask that, if the Board, by majority vote, wishes us to spend this amount of time on this project, we will be of course comply. Prior to this By Law, I would have asked the Chair to make this decision; however, with the change in By laws, the decision now falls to the entire Board.
6. I believe the only legal way for the entire Board to make this decision is by placing it on an agenda and voting on it. Any e-mail discussion would be a violation of FOI.
7. Should Mr. Llewellyn wish this item to be considered, he can notify the Chair and I presume it will be placed on the April 7 BOE meeting for action.

Dave

**From:** Llewellyn, John  
**Sent:** Monday, March 16, 2015 5:11 PM  
**To:** Title, David G  
**Cc:** BOE MEMBERS; Paul Fattibene  
**Subject:** School based checking accounts

Dave –

To follow up on a Freedom of Information request that you received on March 9<sup>th</sup>, 2015, regarding an “investigation” of the “Christies Country Store” invoice, I would like to request that the Board be provided copies of each school's internal check registers for the last two years. Given that this topic has arisen again, providing copies of all disbursements made at the individual school level will allow us to validate the statement that no money is being utilized inappropriately.

Thank you for your attention to this matter.

jsl



APR - 7 2015

**Regular Meeting Minutes  
Fairfield BoE, February 24, 2015**

**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 7:38PM. Present were members Eileen Liu-McCormack, John Convertito, Donna Karnal, Jessica Gerber, Philip Dwyer, Paul Fattibene, Jennifer Maxon-Kennelly and Marc Patten. John Llewellyn was absent. Others present were Dr. Title, members of the Central Office Leadership Team, student representatives Tyler Shuster and Suzanne Finnerty, and approximately 20 members of the public.

*Student Reports*

Mr. Shuster reported for Fairfield Warde High School: course selection for 2015-2016 is underway; the voluntary AMC math exam will take place tomorrow; noted author Paul Volponi will be a guest speaker via skype; a civics class will be visiting Hartford next week to meet with local legislators; Girls Basketball is in the FCIAC semi-finals, the Wrestling Team earned 2<sup>nd</sup> place in the CIAC class L tournament; a Red Cross Blood Drive will take place on March 11; and students are looking forward to college decisions.

Ms. Finnerty reported for Fairfield Ludlowe High School; Cheerleading won FCIAC; Boys Indoor Track had a runner qualify for State Open and New England's; the Girls Ski Team will compete in State's next weekend; clubs are thriving; AP testing will take place in May and information has been distributed; construction noise has improved; the snow has complicated parking and entrance traffic.

*Public Comment*

Trudi Durrell, Holland Hill Parent: Requested consideration of Holland Hill renovations.  
Monique Sudikoff, Lockwood Road: Pleased with section 5 of Food Allergy Policy.  
Jason Li, Sunnyridge Ave, RTM District 8: Requested consideration of Holland Hill renovations.

*Old Business*

Approval of By-Law Amendment: Article VI

Mr. Patten moved, Mrs. Gerber seconded that the Board of Education approve the By-Law amendment to Article VI, per Enclosure No. 1.

Mr. Patten distributed a timeline of the By-Law amendment and discussed its history. He also provided information on Robert's Rules.

Mrs. Liu-McCormack moved, Mr. Fattibene seconded to postpone the motion to the next Regular Board meeting.

Mrs. Liu-McCormack said all members should be present for this vote.

Ms. Karnal supported the motion.

Mr. Dwyer did not support the motion as it has been postponed twice already.

Mr. Fattibene disagreed with Mr. Dwyer and said one Board member is not more important than another.

Ms. Karnal said the delay won't make a difference.

Mr. Convertito supported the motion.

Mr. Dwyer said the motion was headed toward a tie vote and so will support the motion, with the caveat that should the March meeting end up with one absent member, the vote should proceed.

**Motion Passed: 8-0**

First Read of Policy 5516 – Students – Students with Health Care Needs – Life Threatening Allergies and Glycogen Storage Disease Management Policy

Mrs. Maxon-Kennelly reintroduced the policy and said it addressed the spirit and letter of the state statute; the majority of changes are in the prevention section, and she referenced new language on page 7, section D “Food in Schools – Generally.”

Mr. Patten asked where the section was that caused some contention and was told it was removed; the language that was kept can be reviewed on page 6 under C1.

Mrs. Liu-McCormack did not like the use of the word “shall” on pages 2 and 3, and asked if we should be dictating to families. She preferred the word “should.”

Mrs. Maxon-Kennelly responded that those statements are part of the preamble to set up the structure of the policy and are not actually the policy itself, but will make a note of it.

Mrs. Gerber requested the overall cost of the wipes to implement the policy and was told this is being investigated.

Mrs. Parks added that the committee was told that the protein-soluble wipe is the only acceptable wipe to eliminate the allergen. Mrs. Maxon-Kennelly added that hand washing is an option; Mr. Cullen responded that the principals would have to assess the hand washing timeline for an entire class.

Mrs. Liu-McCormack asked whether the policy would apply to all classrooms, or only to those rooms where students have nut allergies. Mrs. Parks said it would apply to all classrooms and Mrs. Maxon-Kennelly explained that this will be a consistent policy district-wide and will be reviewed annually.

Mrs. Gerber asked if the policy were approved, when would it be implemented and how would parents be notified. Mrs. Maxon-Kennelly said the Administrative Regulations would address those issues. Dr. Title said the policy appears to have new language that bans peanut and tree nuts beyond elementary as of September 1, 2015, to coincide with high school lunch; Mrs. Maxon-Kennelly said yes, and the new wording appears in section D.

Mr. Dwyer asked if the policy might result in food-free classrooms. Mrs. Maxon-Kennelly said that was a possibility and that the district team would be charged with implementing best practices.

Mr. Patten asked who would comprise the multi-disciplinary team. Mrs. Maxon-Kennelly responded that the administration operationalizes the policy; she would like to see the Board of Health with a more active role.

Mr. Convertito mentioned that the multi-disciplinary team is dictated by CSDE guidelines for life-threatening allergies.

Mr. Fattibene discussed a recent study showing that even healthcare professionals are at odds over allergies; he quoted from an article that stated the philosophy of peanut allergies is changing; and he said the state guidance is that the district should have a plan; the state guidelines do not make the elimination of allergens in the classroom mandatory.

Mrs. Maxon-Kennelly referenced a study that included toddlers; the state statute must still be addressed; the focus is primarily on those 1.5 children per class that are currently diagnosed; there is a requirement to have protocols to prevent exposure to food allergens.

Mrs. Liu-McCormack asked whether a team was currently in place and was told no. Mrs. Maxon-Kennelly said that nothing in the state statute mandates that a team needs to be in place; our doing so is a result of the policy before the Board.

Dr. Title added that firmer costs are needed as well as the time element estimate. He will run a trial in a few classrooms to see how this may affect instructional time, as well as begin conversations with the secondary level as they have not been heavily involved in this discussion.

Mr. Convertito said he expects changes to the policy after implementation, but something is needed in place now to make it operational. He asked the Board to move forward.

Mr. Dwyer reminded the Board that this will be a voting item on the next agenda.

*Public Comment:*

Tricia Donovan, Fairfield Resident: Allergy study on infants.

Tina Brown, Quaker Lane: Policy Questions.

Kelly Dunn, Tuckahoe Lane: Policy implementation.

<i>New Business</i>
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Discussion of Long Range Facilities Plan

Dr. Title spoke to the Long-Range Facilities Plan update and mentioned that savings can be had for both Mill Hill and Holland Hill, using lower capacity numbers as illustrated in the enclosure; he clarified that the Sherman improvements are for fire suppression, building code and other core improvements; not to increase capacity. Sherman's annex also needs to be connected to the main structure. The Holland Hill floor plan shows that every room is fully utilized, and there is one classroom that is shared by 4 teachers; if a section needs to be added next year, those 4 teachers would have to be placed elsewhere.

Mrs. Maxon-Kennelly noted Holland Hill's increasing enrollment in KDG; she asked where those professionals sharing space would be placed if that room were needed, and wondered how gifted, strings, and band all share space. Mrs. Cretella said she didn't know where the displaced teachers would go, but that the art room would be the next considered space; and gifted, strings, and band are on a rotating schedule. Dr. Title mentioned that the larger classes will get additional support; Mr. Rafferty is addressing this plan together with Ms. Cretella.

Mr. Convertito asked how services can be rendered in a hallway without violating HIPAA; Mrs. Cretella said a screen is used for privacy. He also asked about security for the portables; Dr. Title said he didn't want to disclose too much in public, but added that fencing is part of the plan.

Mr. Patten asked how a classroom could be divided for 4 teachers and was told a combination of dividers and book cases divided the room.

Mrs. Liu-McCormack asked about growth at Holland Hill and questioned why the increase. Mrs. Cretella said residency to attend is proven through Central Office registration procedures. Dr. Title added that there are no programs at Holland Hill that allow non-resident students to attend.

Ms. Karnal questioned deficiencies and asked if new building in the area was included in the Mill Hill enrollment projections; Dr. Title said the projections were based on many factors including new building in the area.

Mr. Convertito questioned whether the 504 capacity used in the Facilities Plan actually equated to 526 students; Dr. Title said that the formula used in the Plan does not max out the classroom size; 504 uses an average of 21 students/classroom.

Mrs. Liu-McCormack had more questions on deficiencies and questioned the available capacity at Riverfield, Burr and Dwight; she thought that those schools have excess capacity of around 250. Mr. Cullen said Burr has a 504 capacity and Mrs. Gerber said Dwight has a 378 capacity. Riverfield is being renovated as a 504. Holland Hill is short 50 seats; Mill Hill is all right if we use the portables. Dr. Title explained that the Long-Range Plan includes a formula for how deficiencies are calculated; both Mill Hill and Holland Hill need work; there is a need to update the infrastructure and eliminate the portables. Mrs. Liu-McCormack questioned the room deficiencies that have been mentioned, and how they're determined. Mrs. Liu-McCormack said she's puzzled by the waterfall and how we allocate things; she needs to think about this more. Mrs. Cretella added that Holland Hill's deficiencies are actually worse, as enrollment has increased since the deficiencies were calculated.

Mrs. Gerber said that the core capacity of a building is more than classroom space; it also includes the APR, the gymnasium, and the use of other spaces to render services.

Mrs. Maxon-Kennelly asked Mrs. Liu-McCormack to further clarify her earlier statement on empty seats at other schools. Mrs. Liu-McCormack responded that she is in full support of renovating, but asked whether capacity had to be added when excess capacity exists; she said it's a question of allocation, and asked Mr. Cullen what the cost would be to renovate core facilities without adding capacity. Mr. Cullen stated that the existing Holland Hill building capacity from 1956 is 315 students, which does not include the portables. Dr. Title felt that Mrs. Liu-McCormack's implication is the development of a redistricting plan. Mrs. Liu-McCormack said we need to explore and understand the numbers to decide if redistricting is an option. Mr. Dwyer stated that staff needs direction regarding redistricting, as it will involve



staff time. Mrs. Liu-McCormack said she needs numbers to determine the direction on redistricting, she said we may need to get more creative.

Mr. Convertito questioned the number of classrooms at Sherman, asked about connecting the annex, and mentioned he is not opposed to redistricting as long as Mill Hill and Holland Hill get needed renovations; Mrs. Roxbee said the portable is not counted as a classroom space; the proper classification is a 22 classroom building. Mr. Cullen said connecting the annex to the building is included in the \$3M cost.

***Mr. Patten agreed with Mr. Convertito, saying that he would revisit redistricting as a short-term solution but that these schools still needed core improvements.***

Dr. Title requested a sense of the Board regarding which project should be first and outlined some changes in the waterfall chart: Fairfield Ludlowe High School windows are not in the waterfall; the Town is splitting the security in 2 pieces which would change the years where the money is spent; the Fairfield Warde turf may not need to be done in 2016/17 and something else may take its place; if Sherman is pushed back a year or two, the annex connectivity to the building may become a capital non-recurring project; a lower capacity placeholder number will be replaced for Mill Hill and Holland Hill. He reminded the Board that the Town has to review the chart to determine the debt repayment estimate.

Ms. Karnal asked about the implications of the downward trend in enrollment after 2015/2016. Dr. Title said portables take a long time to correct; problems need to be fixed, but he does not want to overbuild.

*Public Comment:*

Kristin Nierman – Acorn Lane: Mill Hill shared space and portables concerns.

Trudi Durell, Holland Hill parent: Holland Hill enrollment.

Tricia Donovan, Fairfield Resident: Mill Hill building maintenance.

Mr. Convertito asked about after-school use of Holland Hill. Mr. Cullen said it is heavily used.

Mrs. Liu-McCormack asked if Mill Hill was ever placed ahead of Holland Hill on the waterfall. Mr. Dwyer said the previous Board approved the Long-Range Plan with Holland Hill placed first, although an alternative, unapproved Plan was drafted showing Mill Hill first. As soon as the Plan is approved, the waterfall chart will be adjusted accordingly for new projects and changing costs.

Ms. Karnal asked about timeframes for projects and Mr. Dwyer said it is a balancing act; the Plan could be back on the agenda in April.

Mr. Chase, Mill Hill Principal, spoke to the shortage of building space and the use of portables; classroom 17 is split down the middle for MST and LAS; although the enrollment has declined, the space is still very tight and forces educators to share space; storage space is also limited; OT/PT instruction is provided on the stage.

Mr. Convertito asked about room 177; Mr. Chase said that is a very small room that has always been used; it is more in line with office-size space.

Ms. Karnal asked about the APR; Mr. Chase said it is used for the cafeteria as well as assemblies. Mr. Cullen said that Mill Hill has one of the smallest kitchens with only one serving line.

Dr. Title asked about classroom 10; Mr. Chase said it is used as a computer lab but doesn't have any connectivity; it has a laptop cart with folding tables. Dr. Title mentioned that Holland Hill, Jennings and Sherman do not have dedicated computer rooms.

Mr. Patten asked about the possibility of moving the portable classroom to the computer room at Mill Hill. Mr. Chase said that would not have been appropriate to do for one year; he also mentioned that the conference room is a narrow space used for meetings and can hold up to 16 people; staff meetings are typically held in the library.

Mrs. Maxon-Kennelly asked about the deficiencies in the gymnasium and elsewhere; Mr. Chase said that APE is taught there with OT/PT sometimes joining in. Dr. Title said this instruction should have dedicated space with equipment.

Mr. Convertito noted that the Sherman front office block freed up classroom space.

Mr. Dwyer asked the Board for direction.

Mrs. Gerber recommended touring Holland Hill and Mill Hill.

Mr. Fattibene stated that visiting these schools is necessary.

Approval of Mill Hill Roof Project

Ms. Karnal moved, Mrs. Maxon-Kennelly seconded the recommended motion that the Board of Education accept the Mill Hill Roof Project No. TMP-051-PZVB as complete.

Mr. Cullen said this was excellent project completed under budget. Dr. Title added that this is a step necessary for reimbursement.

**Motion Passed 8-0**

<i>Approval of Minutes</i>
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Approval of Minutes of the Special Meeting of January 20, 2015

Mrs. Gerber moved, Mrs. Maxon-Kennelly seconded the recommended motion that the Board of Education approve the Minutes of the Special Meeting of January 20, 2015.

**Motion Passed 7-0-1**

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

Abstain: Mrs. Liu-McCormack

Approval of Minutes of the Special Meeting of January 28, 2015

Mr. Convertito moved, Mrs. Gerber seconded the recommended motion that the Board of Education approve the Minutes of the Special Meeting of January 28, 2015.

Mrs. Maxon-Kennelly questioned a statement on page 3 regarding funds for protein soluble wipes. After discussion regarding a possible amendment to the minutes by Mrs. Maxon-Kennelly, Mr. Convertito withdrew his motion and the Board agreed by unanimous consent to postpone the vote on the minutes until the next Regular meeting.

Approval of Minutes of the Regular Meeting of January 29, 2015

Mrs. Gerber moved, Mr. Patten seconded the recommended motion that the Board of Education approve the Minutes of the Regular Meeting of January 29, 2015.

**Motion Passed 5-1-2**

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

Oppose: Mr. Fattibene

Abstain: Mrs. Liu-McCormack, Ms. Karnal

Approval of Minutes of the Special Meeting of February 10, 2015

Mrs. Gerber moved, Mrs. Maxon-Kennelly seconded the recommended motion that the Board of Education approve the Minutes of the Special Meeting of February 10, 2015.

**Motion Passed 7-0-1**

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

Abstain: Mrs. Liu-McCormack

<i>Superintendent Report</i>
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Online Incident Reporting Platform

Ms. Leonardi gave a background on the threat assessment intervention and prevention (TIPS) program that will go live on March 16; it will be fully presented to the Board on March 10.

Mrs. Maxon-Kennelly mentioned the short window to present to PTA's. Ms. Leonardi said all PTA's will get the same documentation and talking points.

Mr. Fattibene asked if it is a software program. Ms. Leonardi said it is a web-based platform that runs through the company's server. The district climate team reviewed it and assessed other options; they liked it because it is anonymous and discreet, it allows for tracking the timeliness of the investigation, and it has data reports.

Mr. Convertito asked if this was the same platform announced in January was told yes.

Dr. Title updated the Board on the capital non-recurring project town approval; a special meeting has been called to address several issues that came up regarding the bond resolution; the March 3<sup>rd</sup> BOF meeting will address the capital non-recurring projects; the Jennings boilers are included.

Dr. Title added that over \$35,000 has been spent trucking snow out of parking lots to make the driving more visible; the snow removal issue continues to be addressed.

Mr. Patten asked about snow removal costs and Dr. Title said the district is fully responsible for snow removal costs.

#### *Committee/Liaison Reports*

Mrs. Gerber said the Osborn Hill request for contingency money was approved by the RTM; the only outstanding issue is attaching the walk-way; it is unclear when that will go to the RTM. The FLHS Building Committee Chair will go before the BOS in March for the funding request.

Mr. Patten said he attended a very comprehensive SEPTA event that addressed financial planning for children with special needs; SEPTA is having a fundraiser on March 2 at Chips restaurant.

#### *Open Board Comment*

Mrs. Maxon-Kennelly congratulated the staff for a job well done at the a capella concert she attended.

Mrs. Liu-McCormack said the Board should join in on curricula discussions; she would also like to hear from staff about the need for texts, resources, or a change in curricula.

Mr. Dwyer updated the Board on the FSAA arbitration award, which supported the administrators' last best offer. He also reminded the Board of the February 28 Special Meeting to discuss programs, finances and facilities.

#### *Adjournment*

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

**Motion Passed 8-0**

Meeting adjourned 10:32PM.



APR - 7 2015

**Special Meeting Minutes (Town-Hall Style)  
Fairfield BoE; February 28, 2015**

**Call to order of the Special Meeting of the Board of Education and Roll Call**

Chairman Philip Dwyer called the Special meeting to order at 9:35AM. Present were members John Convertito, Donna Karnal, Jessica Gerber (left at 12:05PM), Philip Dwyer, Paul Fattibene, Jennifer Maxon-Kennelly, Marc Patten and John Llewellyn. Eileen Liu-McCormack was not present. Others present were RTM Moderator Pamela Iacono and approximately 30 members of the public.

**Public Comment:**

Sandra Tallman – has students at FLHS and RLMS. Concerned with Science department at FLHS. Is a Physics teacher in Wilton and noted the differences between the two districts in terms of aligning courses. Is concerned that students at FLHS get different grades depending on what teacher they have, that there's not top down alignment. Wants to know what is being done. Mr. Llewellyn stated he had heard about issues, thinks we should advocate for a complete curriculum in curriculum development. Mrs. Maxon-Kennelly said that we have gotten more complete curriculum presentations in recent years, and that Science is due to come to the Board. Dr. Title is working for horizontal and vertical alignment. FLHS experienced a "perfect storm" in terms of late retirements and teachers on medical leave. Mr. Fattibene that the Board had discussed issues that were taking place in science department at FLHS, especially Physics, and said that perhaps Board should take a more active role should the issues persist. Mr. Convertito said that the curriculum is in the process of being reviewed, looks forward to seeing the presentation, thinks that valid points were brought up. Mr. Dwyer said that the school administration is concerned with vertical and horizontal integration. Curriculum is due to come up in 2016. Social studies is coming to the Board in 2015-16. Mrs. Gerber says there's no secret that there has been a problem at FLHS with science this year, but some circumstances were out of the administration's control. Ms. Karnal said she thinks there have been some serious discussions about science in general, and that she and another Board member had asked if science curriculum review could be moved up. Mrs. Gerber mentioned the chain of command in terms of who to talk to with concerns. Mr. Llewellyn said the Board should be made aware of how things are being done. Mr. Patten said chain of command is important, and said that Dr. Title has created much more alignment in new curriculum. It is hard to get new science teachers. Agrees that content should be the same across all classes. Mentioned focus groups that include parents.

Kelly Jacobson – parent of a 3<sup>rd</sup> grader and kindergartener at Mill Hill. Biggest concern is consistency across elementary schools, especially the way in which math is taught at Dwight and Burr versus the other nine elementary schools. Many parents at those schools think this is a good methodology and she believes CMT scores back this up. Wants to know why the model can't be used. Mentioned Stratfield using Wordly Wise books, asked why no other schools used it. Mrs. Maxon-Kennelly said that all schools being aligned in ELA meant that Stratfield stopped using Wordly Wise. She said new curriculum are being revisited to see how they are doing 1-2 years out. Asked if Dwight and Burr's scores were the result of the teaching methodology. Mrs. Jacobson asked when her questions can be answered. Mr. Patten thinks teachers need to teach, wonders if total alignment will hinder that. Mr. Llewellyn thinks that the methodology at Dwight and Burr should be used at all schools, he has been advocating for this for years. In other districts, the BoE sees the data from the data teams; we should as well. Need to address consistency across district. Mr. Dwyer said you need to meet the unique needs of all children, and should trust professional judgment of the teachers. Mr. Llewellyn said we need to look at leveling.

Robinson Strong asked about student transportation. Doesn't want to discount safety, but notices that buses are empty in her neighborhood; what can be done to address this. Asked about bus stops. Mr. Fattibene is on the transportation safety committee, and said transportation is a complex issue. State is obligated to provide transportation to every student who is eligible. There are guidelines for transportation. Ms. Strong said she thought parents would want to lower transportation costs to afford more teachers. Mr. Dwyer said that there is a way to opt out of transportation; 10 parents opted out; 6 opted back in.

Jackie Reilly – parent and teacher in Fairfield. Concerned with residency issues – how is it being addressed. Trumbull requires proof of residency; Fairfield should as well, not just when students enter the system. Westport, Greenwich and Stratford have more stringent ways to check. Mr. Convertito thinks it's a good idea; happy to look into it more. Mr. Llewellyn asked how prevalent the issue is; Mrs. Reilly said she heard that there were more than 100 at one school. Mrs. Maxon-Kennelly said she believed there is one full-time staff person whose job is to deal with residency issues; it is hard when people can provide paperwork even if they do not live in Fairfield.

Pamela Patterson – parent and long term sub in Fairfield. K-5 math curriculum – concerned about some things being developmentally

## DRAFT

appropriate; wondered if it will be looked at again. Mr. Dwyer said that the curriculum is always being reviewed by staff. Mrs. Patterson asked how parents and teachers can address concerns. Mr. Dwyer said to address it through chain of command. Mr. Llewellyn said that the Board has yet to see the impact of the curriculum, didn't see implementation guides. Good to get parent feedback through curriculum reviews. Mr. Convertito said that the Board gets status updates. Mr. Llewellyn said Board should have data on K-5. Mrs. Patterson said that teacher feedback didn't seem to register. Mrs. Maxon-Kennelly said that the Board will get a full K-12 review, to see it as a continual series, she respects the end desire.

Tricia Donovan – asked about chain of command. Said that parents have tried to give feedback and there has not been a change. Parents don't feel as if they are being heard; what can Board do. Mrs. Gerber said chain of command is there because BoE is not there to address specific issue in specific schools. Important to remember roles – what Board can and cannot do; what staff can and cannot do. Ms. Karnal suggested meeting with two staff members at once.

Carolyn Trabuco – What does the Board think is/are the greatest needs in the district. Ms. Karnal said that consistency in the district is important. Continuity from ES-MS-HS. Transition years have been difficult. It should always be about the students' needs. Mr. Patten said that transitioning is important. Would love to see more money in professional development. Mr. Fattibene said that fiscal challenges make things difficult in terms of maintaining the level of services. Concerned that the “average” child sometimes overlooked, perhaps should address that. Mr. Dwyer said the biggest challenge is balancing expectations of quality education with budgetary constraints. Mentioned achievement gap and school culture. Mrs. Maxon-Kennelly mentioned achievement gap. Said we need to think about who do we want to be as a district. Looking forward to see results of alumni survey once it is put into place. Should look at criteria for different rankings. Mr. Convertito said that learning gap needs to be closed, early intervention critical. Formulation of strategic plan is critical. Ms. Karnal said that we need to look at the best way to spend our money for the students.

Jan Reber Mentioned school climate study and was concerned with some of the results, especially in regards to students feeling safe on the bus and at recess. Hopes that someone will look at the issues and explain them to the Board. Also concerned about school building projects going over budget. Mr. Patten said that some have gone over budget due to unforeseen circumstances, others have come in way below. Mr. Reber

said there appears to be a lack of supervision. Mr. Dwyer said that the BoE approves ed specs for building projects, which are then turned over to the town that then forms a building committee, which reports to the town. BoE does not have oversight over building committees. Mr. Dwyer said the Board will be receiving a report on the school climate survey results, and school climate teams work within their own schools. Mr. Llewellyn asked when the school survey results will be put on a BoE agenda.

Bill Dunn said that other town bodies use the rate of inflation in regards to the budget process, and asked if that is an appropriate measure. Mr. Llewellyn said it is one appropriate measure, we should not spend more than people can afford. We need to understand how we are spending. Metrics. We could do a better job negotiating contracts. Mrs. Maxon-Kennelly said budget should not be in lockstep with CPI. Mr. Dwyer said there is an education CPI, which is much higher than "common" CPI. Said we need to focus on needs of 10,000 students. Mr. Fattibene said we need to be concerned with overall economy; CPI shouldn't be only factor, but we have to be aware that it reflects what is affordable. Resources from the town are driven by CPI.

Bill Gerber said that sometimes turnover of veteran teachers is not always a bad thing, we don't know why teachers leave. Issue is how do we replace teachers. Teachers in many other towns are paid substantially more than in Fairfield. What do we aspire to be – DRG A or DRG B. Mrs. Maxon-Kennelly said that as a teacher she went to a district that paid more. We need to find a way to make our district attractive to high quality teachers. Ms. Karnal said that the Board policy committee is looking at interview process – how are we interviewing, how are we hiring. Mr. Gerber said that some teachers feel consistently feel attacked by parents. Mr. Llewellyn said in terms of DRG A and B, Fairfield floats the line, should look at combination of the two. We have had 72 teachers resign or retire last year; don't know why. Need transparency. Interested to look at climate study. Mr. Patten said we hire to teachers' ability. We can't pay as much as other districts. Mrs. Maxon-Kennelly said that new teacher evaluation plan has perhaps impacted the increase in teachers' retiring or leaving. Mr. Dwyer said that a number of changes, including common core and teacher evaluations, have perhaps impacted teachers' leaving.

Bud Morten asked about impact of teachers' contract on overall operating budget. Mr. Dwyer said that RTM had asked him about impact of teachers' contract on both salary and benefits of the budget, but that does not include other bargaining units, or medical trend, which is 9%, or additional paraprofessionals, or utilities or transportation or supplies. He

was not suggesting that teachers' contract going up 1.7% meant that the whole budget was going up 1.7%. Mr. Llewellyn asked about town budget increase. Mr. Morten said it's up .8%, so tax rate will rise 1.64%, which he thinks is a good number.

Elizabeth Comb asked about SBAC scores and how that plays into how we measure ourselves as a district. Mr. Convertito said we don't know yet; no track record, hoping for data to understand better. Difficult question to answer. Mr. Dwyer that in terms of former testing, you can see 10 years of CMT scores on the FPS website. Moving forward, Dr. Title has made a presentation of a large number of metrics that will be tied into strategic plan. Mrs. Maxon-Kennelly said that she hopes SBAC scores have little impact on teacher evaluation. Is looking forward to getting more data. Mr. Llewellyn said the Board hasn't received any scores, but is concerned that we have no metrics to assess student achievement. We should be seeing a lot more metrics. Some members have asked for updates on K-3 ELA or math.

Tricia Donovan said that the Board needs to answer the question "who are we." Mentioned Westport's long-term plan. Fairfield needs a vision. Hopes that public input takes place for long term plan development. Mr. Dwyer said that public can always comment during presentations. Mrs. Donovan questioned early input for public. Mr. Patten mentioned Mission & Goals ad hoc committee; public input occurred then. Mrs. Donovan asked about 21<sup>st</sup> century skills being important. Mr. Llewellyn suggested that another meeting take place to allow public input for strategic plan. Concerned about lack of a STEM program.

Jackie Reilly spoke to common assessments, which take place regularly in MS. Teacher evaluation is not as difficult as people first thought. Questioned differences of goals for different teachers in regards of evaluations. Teachers leaving the system – she has heard it's about money and meetings. Questioned differences in budgets for art department between the high schools. Asked about alumni survey. Mrs. Maxon-Kennelly said that survey is not available yet. Mrs. Reilly said exit interviews a good idea.

### **Board Closing Remarks**

Mr. Patten thanked communications committee for suggesting the public forum idea, and thanked public for turning out. Looking forward to more forums.

Ms. Karnal thanked the public. Feedback is helpful. Some constraints are in place in a large district. Parents need to speak out.



## DRAFT

Mr. Dwyer said the Board is planning on doing another forum. Encouraged Board and public feedback.

Mr. Convertito thanked all for attending. Encouraged people to reach out with further questions.

Mr. Fattibene thanked the public for coming out. We are a large district which is difficult to manage on a Board level. We should have a district that the town wants it to be. Would like to see every student achieve as much as they want. Need to provide opportunity and resources for students evenly and fairly.

Mrs. Maxon-Kennelly thanked everyone for coming out. There are constraints on BoE to respond as quickly as possible in a district this large. Asked for feedback and encouraged public to talk to neighbors and friends to encourage more participation.

Mr. Llewellyn encouraged public to include Board members in emails to staff.

Mr. Dwyer mentioned confidentiality issues in regards to Board members being included in some communications.

### **Adjournment**

Mrs. Maxon-Kennelly moved/Ms. Karnal seconded the recommended motion "that this Regular Meeting of the Board of Education adjourn". Motion passed 7-0 (Mrs. Gerber was not present for the vote). Meeting adjourned 12-15PM.

APR - 7 2015

Regular Meeting Minutes  
Fairfield BoE, March 10, 2015

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

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

Chairman Philip Dwyer called the Regular meeting to order at 7:35PM. Present were members Eileen Liu-McCormack, John Convertito, Donna Karnal, Jessica Gerber, Philip Dwyer, Paul Fattibene, Jennifer Maxon-Kennelly, Marc Patten and John Llewellyn. Others present were Dr. Title, members of the Central Office Leadership Team, student representative Max Kutsch, and approximately 20 members of the public.

*Student Reports*

Mr. Kutsch reported for Fairfield Ludlowe High School: The Girls Ski Team won States for the third time in a row and the Boys Ski Team is on the rise; both basketball teams are in the middle of play-offs; the Video Club is actively making videos for the incoming freshmen and the Key Club is partnering with Operation Hope for a food drive.

*Presentations*

***CABE Award of Excellence Presentation***

Ms. Andrea Veillux presented a CABE Award Plaque for the District Budget, winner of the Award for Excellence in Educational Communications. Ms. Veillux mentioned the importance of the award as it relates to communicating effectively with the public. Dr. Title, Mr. Dwyer, and Mrs. Munsell accepted the award on behalf of the District.

***Online Incident Reporting Platform (TIPS)***

Ms. Leonardi presented the Online Incident Reporting Platform and explained that this is an anonymous or discreet system that operates during school hours only, is not a 911 system, and will go live on the district website on March 16. It is web based and does not operate on district servers. This reporting tool enhances the safe school climate and allows students, parent, community and staff to report concerning behaviors to administration. Once an incident is reported, an email will be sent to the team responsible; for example a bullying report will be sent to the team responsible for that issue.

Mrs. Liu McCormack thanked Ms. Leonardi and said this is a great step, asked if incidents can be tracked by the submitter, and how the system would be advertised. Ms. Leonardi responded that Campus Messenger will advertise; anonymous submitters will not be able to track their reports.

Mr. Patten asked about incident case numbers, chain of command, reports to the Board, and false reporting. Ms. Leonardi said each report will have an internal tracking number and cross referencing exists for system administrators, not for front-end users. Three report types that will be sent to Sgt. Weihe first are: sale and distribution of illegal substances, sexual assault, and weapons. The Board will be provided with data reporting; false reporting is a concern; the data is encrypted with a high level of security and is managed by Awareity.

Mrs. Maxon-Kennelly thanked the community volunteers and was thrilled to see this addition. She also expressed an interest in receiving data reports.

Mr. Kutsch asked if this would be available on the school websites and was told it will be.

Ms. Karnal asked about the response time and whether a submitter can follow-up with a report. Ms. Leonardi responded that the system is set up for emails to be automatically be forwarded to the proper team; it is not an emergency system; it is not monitored every minute and circumstances will dictate the outcome of the report.

Mrs. Gerber asked about the number of staff involved, the amount of time that will be spent on this system and how many people receive the emails. Ms. Leonardi confirmed that each incident type has a team that will receive the email report; each report is case-specific.

Mr. Llewellyn said this is a great addition to the district; he asked which report resulted in the fewest emails, how reports will be cleared, avoiding duplication, and reporting by category. Ms. Leonardi clarified that 'adult misconduct' has the fewest incident emails, the highest number of staff to receive an incident email is 8. The receiver must first accept the email and then will check for assignments related to it; it is hard to tell what reports may be beneficial until the data is reviewed.

Mr. Convertito asked about closing out a report, the risk of anonymous reporting and police referrals, whether the data collected is considered a public record and can be requested through the Freedom of Information Act, and whether the district is held harmless if the data is hacked into. Ms. Leonardi said the people assigned to a task will close a report; unconfirmed reports will not be placed in the student's disciplinary record; 108 staff members have licenses to search the data with varying degrees of access; she will check on the FOIA question; and the district is held harmless if the data is hacked.

Mr. Fattibene asked about the issues that require police reporting, and unsubstantiated claims. Ms. Leonardi clarified that possession of illegal substance or being under the influence are not issues that go straight to the police. She said the threat of harm to others is the fourth instance that would first be sent to the police; unsubstantiated claims would not be kept in a student file but Awareity houses these reports to reveal possible patterns.

Dr. Title explained that the same standards will apply as in today's misconduct reports, only the method of reporting is different.

Mr. Convertito asked if Awareity is protected from FERPA and FOI searches. Ms. Leonardi said Awareity is only available to licensed users; these are not educational records maintained by the district and she will check on the FOI issue.

Mr. Dwyer asked whether mandated reporter issues go beyond the 4 issues mentioned for immediate police reporting. Ms. Leonardi said the mandated reporter definitions are there for the staff when DCF needs to be contacted; these reports are purged at changes in student level or upon graduation.

### ***School Climate Survey Results***

Ms. Leonardi gave a brief introduction on the school climate survey and explained it was created at little cost to the district; a subcommittee of volunteers spent a great deal of time over the summer to craft this survey. Participation was encouraged through Campus Messenger. Raw data was pulled a few weeks after the survey closed and provided to the schools and lessons were learned during the process.

Mr. Fattibene asked about the response rate and was told it was 90% for staff and students, lower for parents. He also asked about the favorable replies. Ms. Leonardi explained that each response is given a number which is factored into the average.

Mrs. Gerber offered that response rate information is available on the website.

Mr. Convertito thanked the staff and asked if the team felt a specific area needed to be addressed. Ms. Leonardi said not in the aggregate, but there were some areas in the schools. The task is for each school climate team reviews to be included in the overall school climate plan.

Mr. Llewellyn said it would be helpful to see the data in smaller buckets; would like to see the standard deviation; and asked about updates to the school climate plan. Ms. Leonardi said the climate plans will be published in the fall.

Mr. Dwyer said the scores from 2 years ago reflected highest in elementary and parents and teachers tracked similarly.

Dr. Title said school climate plans will be finalized after the District Improvement Plan is finalized so that they can be aligned.

Mr. Patten questioned the scoring and asked if this survey will continue to be used given that it saved the district \$20K.

Dr. Title said the bottom of the chart label shows that a 4 equates to strongly positive, rather than agree; he also said that the state requires a survey every other year and must have certain questions; comparison data is lost if a different survey is used; he praised the team for their work on this survey and recommends it be used again with minor adjustments. Ms. Leonardi said that returning to the use of the National School Climate Survey would allow comparison to other districts.

Mrs. Liu-McCormack asked about the rules enforced by the questions and whether it will be linked to school plans. Ms. Leonardi said there is consistent enforcement of the rules. Dr. Title said this will be in the School Improvement Plans which will align with the District Improvement Plan. Mrs. Liu-McCormack asked whether the Board would be discussing the school improvement plans; Dr. Title said that they would be posted on the school web pages.

Mr. Dwyer noticed the scores of the Walter Fitzgerald Campus and hopes the new staff will help.

Public Comment: None.

<i>Old Business</i>
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***Approval of By-Law Amendment***

Mr. Patten moved, Mrs. Gerber seconded that the Board of Education approve the By-Law amendment to Article VI, per Enclosure No. 1.

Mr. Fattibene reiterated his objection to the motion; that controversial amendments have been made and changing the rules now is unjust.

Mrs. Liu-McCormack moved/Mr. Llewellyn seconded to postpone the motion indefinitely.

**Motion Failed 4-5**

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

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

Mrs. Maxon Kennelly appreciates Mr. Fattibene's argument, but felt this amendment is in line with Roberts Rules.

Mrs. Liu-McCormack and Ms. Karnal said this vote should also require 2/3rds majority vote to pass.

Mr. Patten said the original intent was to adhere to Roberts Rules; the BOE has an amendment on how to amend By-Laws; he reviewed the timeline of this proposed amendment beginning with last year's initial submission; he was unsure why the current By-Laws stated a majority vote.

Mr. Dwyer reviewed the current By-Law that allows for majority vote.

Mr. Llewellyn asked for vote tallies on previous By-Law amendments and disagreed with the voting sequence of By-Law amendments. Ms. Liu-McCormack and Ms. Karnal also disagreed with the sequencing.

Mr. Patten clarified that Robert's Rules uses majority vote for By-Law amendments when there is no provision in the By-Laws to do so, but the BOE has a provision; a By-Law can supersede Robert's Rules of Order.

Mr. Dwyer added that the By-Laws are for this Board and asked the Board to stay on principle.

Ms. Karnal asked about the sequence of this By-Law vote and Mr. Dwyer repeated the timeline.

Ms. Karnal moved, Mrs. Liu-McCormack seconded to allow a 2/3 vote for this motion. Mr. Dwyer ruled the motion out of order.

Ms. Karnal moved, Mrs. Liu-McCormack seconded to amend the amendment to change "2/3" to "a majority".

**Motion failed 4-5.**

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

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

Mr. Patten moved, Mr. Convertito seconded to call the question. Mr. Patten then withdrew his motion.



DRAFT

**Original Motion Passed 5-4**

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

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

Mr. Llewellyn made a point of order that he disagreed with the ruling and would make a motion to rescind the vote in the future.

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

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

Mrs. Maxon-Kennelly said the Policy Committee worked to fulfill the letter and spirit of the law, and changes were made in the 'Prevention' section; the focus was on peanut and tree nut allergens; the district will be researching a suggested snack list; food free areas will be created; clearly non-compliant snacks will be removed; the high school policy won't be implemented until next year; middle school students will still be able to eat lunch in classrooms.

Mrs. Maxon-Kennelly made a friendly amendment to add "-12" after "PK" in Section V.C.2. Mr. Patten objected, then withdrew his objection; the Board accepted the friendly amendment by unanimous consent.

Mrs. Maxon-Kennelly made a friendly amendment to remove the words "protein soluble" from sections V.C.5. and V.C.6.

Mrs. Maxon-Kennelly said the staff has had difficulty in finding protein soluble wipes and she can't recall where the term came from.

Ms. Karnal said the genesis of the term is that not all wipes remove the oils.

Mr. Dwyer asked if the district is approved to use another approved cleaning agent and Mrs. Maxon-Kennelly said yes.

Mr. Fattibene felt there should be clarity with the type of wipe.

Dr. Title explained that the staff, after extensive research, was unable to find a product that specifically stated 'protein soluble.' The safest course of action is to find a product that is safe and effective.

The Board accepted the friendly amendment by unanimous consent.

Mrs. Gerber asked if the cost of the wipes goes beyond what is currently budgeted. Dr. Title replied that the initial cost will be \$30K plus Professional Development; these are not in the budget this year.

Mrs. Maxon-Kennelly said she is open to a solution with no financial impact.

Mr. Fattibene asked about the elimination of allergens and whether it was necessary to use wipes if the allergen is present in the room and was told yes.

Mr. Llewellyn asked about the September 1 rollout, mandated wipe use in classrooms without allergies, if parents will be included in the multidisciplinary team, and whether the current policy is in compliance. Mrs. Maxon-Kennelly said the September 1 date for the high schools coincides with the new high school schedule; wipe use will be consistent across the district; parents will be included in the multidisciplinary team; the current policy is vague but the regulations are in compliance.

Mrs. Liu-McCormack expressed concern regarding the impact on lunch meetings and other foods such as sesame oil.

Mrs. Maxon-Kennelly said students can have lunch meeting with teachers as long as the lunch does not contain nuts. Wipes will not be used in middle or high schools; clearly non-compliant snacks is an issue that has to be looked at.

Mr. Patten said the Board of Health concurs with what has been done and looks forward to joining the discussion regarding the multidisciplinary team.

Mrs. Gerber asked about the section "Food in Schools – Generally" and whether that applied only to classrooms and added that teachers need to be aware of the new policy.

Mr. Convertito said the regulations will address this.

*Public Comment:*

Rachel Keleher, FLHS Family and Consumer Science Teacher: Impact of policy on culinary department.

Tricia Donovan, Fairfield Resident: Cleaning protocol.

Christina Vitale, Verna Hill Road: Supports policy.

Tina Brown, Quaker Lane: Impact on culinary department.

Kelly Dunn, Tuckahoe Lane: Communication on roll-out.

Mr. Fattibene expressed reservation for the impact at the high school level; high school students travel independently on the train and elsewhere and the policy may be overly protective.

Mrs. Maxon-Kennelly moved/Ms. Karnal seconded to extend the meeting to 11:30PM.

**Motion Passed: 9-0**

Mrs. Gerber asked whether the policy prevents using tree nuts or peanuts in culinary class.

Mrs. Maxon-Kennelly offered the policy could return for a review; as the policy is communicated, flaws may be found that can be addressed.

Mr. Convertito said that the regulations may be able to address the culinary arts issue.

Mrs. Liu-McCormack and Mr. Llewellyn expressed concern about the impact at the high school level; Dr. Title added that he is unsure whether this has been completely vetted at the high school level. Mrs. Keleher, culinary teacher, responded that the impact will be felt at the upper level culinary classes which include Asian cooking and the restaurant.

Mr. Llewellyn said he would like to pass the policy and address the culinary issue at a date certain.

Mr. Patten requested an understanding of the repercussions at the April meeting, and Mr. Dwyer said he would be unable to provide a date certain.

Mrs. Gerber supports the policy given that there is time for change prior to the September 1 implementation at the high schools.

Mr. Dwyer said he will vote in favor to move it forward with the expectation that secondary concerns will be addressed.

Mrs. Liu-McCormack said she will support the policy if the approval includes addressing the culinary issue before September.

Mr. Dwyer said the minutes will reflect that the policy will be brought back to the Board to address the secondary impact.

Mrs. Maxon-Kennelly thanked the Board, the Committee members, the staff and the public.

**Amended Motion Passed: 9-0**

<i>New Business</i>
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***Approval of the Educational Specifications for the Dwight Re-Roofing Project***

Mr. Convertito moved, Mrs. Gerber seconded that the Board of Education approve the Educational Specifications for the Dwight Re-Roofing Project.

Mr. Llewellyn asked for the estimate; Dr. Title said it was \$1.2M and other roof projects have completed at or under budget.

Ms. Karnal asked about the Mill Hill roof and Dr. Title said that was only a partial roof.

**Motion Passed 9-0**

***First Read of Policy 5330***

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Mrs. Maxon-Kennelly said the policy was amended per state statute and contains straightforward changes.

Mr. Fattibene asked if the teen dating violence statute is the same statute as bullying; he would prefer 2 different policies. Ms. Leonardi said that they are different; several statutes are referenced and legislation requires an amendment of the safe school climate policy.

Mrs. Maxon-Kennelly asked that policy questions be forwarded to her prior to the next meeting.

#### *Approval of Minutes*

##### ***Approval of the Minutes of the Special Meeting of January 28, 2015***

Mrs. Gerber moved, Mr. Convertito seconded that the Board of Education approve the Minutes of the Special Meeting of January 28, 2015.

##### **Motion Passed 6-3**

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

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

##### ***Approval of the Minutes of the Special Meeting of February 24, 2015***

Mrs. Gerber moved, Mrs. Maxon-Kennelly seconded that the Board of Education approve the Minutes of the Regular Meeting of February 24, 2015.

Mr. Patten stated he would like to make an amendment to his comment about redistricting.

Mr. Patten moved, Mr. Convertito seconded to postpone the vote until the next meeting.

##### **Motion Passed 6-3**

Favor: Mrs. Liu-McCormack, Mr. Patten, Ms. Karnal, Mr. Convertito, Mrs. Maxon-Kennelly, Mr. Llewellyn

Oppose: Mrs. Gerber, Mr. Dwyer, Mr. Fattibene

#### *Open Board Comment*

Mr. Dwyer mentioned the upcoming Board of Finance budget hearings and that he is working on updating the BOE handbook.

Mrs. Maxon-Kennelly thanked everyone for the Town-Hall style meeting.

Ms. Karnal also appreciated the Town-Hall style meeting and would like the Science curriculum to be reviewed this year.

Mrs. Liu-McCormack would also like to accelerate the review of the Science curriculum; even if it means having a discussion of reallocating funds to do so. Dr. Title said he had received and responded to emails on this request.

Mr. Llewellyn would like to have a similar BoE Town-Hall style meeting regarding the Strategic Plan. He would also like to communicate to parents regarding SBAC and what the test will be used for.

#### *Adjournment*

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

##### **Motion Passed 9-0**

Meeting adjourned 11:25 PM

*Respectfully Submitted: Jessica Gerber, Fairfield BOE, Secretary*