



Board of Education Regular Meeting Agenda  
501 Kings Highway East, 2<sup>nd</sup> Floor Board Conference Room  
February 13, 2018  
7:30 PM

1. Call to Order of the Regular Meeting of the Board of Education and Roll Call
2. Pledge of Allegiance
3. Student Reports  
Fairfield Ludlowe: Ms. Molly Baker, Ms. Isabella Schichter  
Fairfield Warde: Mr. Ted Orben, Mr. Paul Rivera
4. Presentations:
  - A. 10-Year Enrollment Projections and Mill Hill Deficiency Report, Mr. Pat Gallagher
5. Public Comment\*
6. Old Business
  - A. Approval of Sherman Educational Specifications, Mr. Cullen  
**Recommended Motion:** "that the Board of Education approve the Sherman Educational Specifications dated February 8, 2018"
  - B. Approval of Mill Hill Educational Specifications, Mr. Cullen  
**Recommended Motion:** "that the Board of Education approve the Mill Hill Educational Specifications, dated February 8, 2018"
  - C. Approval of Amendment to Policy 9000: By Laws of the Board, Article II, Section 4, Committees  
**Recommended Motion:** "that the Board of Education approve the By-Law Amendment to By-Laws of the Board, Article II, Section 4, Committees, as enclosed"  
*(Enclosure No. 1)*
7. New Business
  - A. Approval of the Collective Bargaining Agreement between Fairfield Custodian-Maintenance, The United Public Service Employees Union, Local 1779 and Fairfield Public Schools for the period July 1, 2016 through June 30, 2019  
**Recommended Motion:** "that the Fairfield Board of Education approve the Collective Bargaining Agreement between Fairfield Custodian-Maintenance, The United Public Service Employees Union, Local 1779 and Fairfield Public Schools for the period July 1, 2016 through June 30, 2019"
  - B. Approval of TMS Roof Replacement Project 051-0145 RR  
**Recommended Motion:** "that the Board of Education accept the TMS Roof Replacement Project 051-0145 RR as complete"

C. First Reading of Policies

- o First Reading of Policy 1311.1: Community Relations, Political Activities of School Employees

(Enclosure No. 2)

- o First Reading of Policy 1311.2: Community Relations, Political Activities in the Schools/On School Board Property

(Enclosure No. 3)

- o First Reading of Policy 5144.1: Students, Use of Physical Force

(Enclosure No. 4)

D. Discussion of Facility Planning Considerations

- o Discussion of Waterfall Chart

(Enclosure No. 5)

- o Discussion of Guiding Principles

(Enclosure No. 6)

- o Discussion of Facilities Considerations

(Enclosure No. 7)

8. Approval of Minutes

A. Approval of Special Minutes of January 16, 2018

**Recommended Motion:** "that the Board of Education approve the minutes of the Special Meeting of January 16, 2018"

(Enclosure No. 8)

9. Superintendent's Report

A. Update: Budgeted Items on Reserve

10. Committee/Liaison Reports

11. Open Board Comment

12. Public Comment\*

13. Adjournment

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

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

CALENDAR OF EVENTS

February 28, 2018, Town Hall Style	Board of Education 7:30 PM	501 Kings Highway East 2 <sup>nd</sup> Floor Board Conference Room
March 13, 2018, Regular Meeting	Board of Education 7:30 PM	501 Kings Highway East 2 <sup>nd</sup> Floor Board Conference Room

RELOCATION POLICY NOTICE

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

## BOE By-Laws Amendment

Sponsored by: Jennifer Leeper & Nicholas Aysseh

### ARTICLE II- ORGANIZATION AND OFFICERS

#### SECTION 4: COMMITTEES

It is recommended that the following new language be added immediately following sub section A. Policy Committee.

##### B. FINANCE & BUDGET COMMITTEE

At the annual Organization Meeting of the Board, the Chairman shall appoint three (3) members to the Finance & Budget Committee for a one year term.

The Finance & Budget Committee shall meet from time to time as appropriate to fulfill its respective purposes; however, the Finance & Budget Committee must hold a meeting whenever requested by two (2) of its [committee](#) members. The members of the Finance & Budget Committee shall elect a chair by majority vote of the committee to manage the committee's meetings in accordance with the Freedom of Information Act and Robert's Rules of Order.

The Finance & Budget Committee's chair shall provide a summary of its work to the Board under "Committee/Liaison Reports," including recommendations for consideration by the Board.

A calendar of anticipated Finance & Budget Committee Meetings will be approved at its first meeting and each ~~January~~ **December** thereafter. The calendar will be posted, and meetings can be cancelled if there is no need to hold the meeting.

The purpose of the Finance & Budget Committee shall be as follows:

1. To provide a forum for the Superintendent and the Superintendent's staff to offer and exchange information about and discuss the finances of the School District and the Annual Budget.
2. ~~To ensure that the Board participates in the negotiations of labor agreements with each bargaining unit within the School District. The power of appointment to negotiating teams/committees shall remain with the BOE Chairman.~~

2. To provide a forum for the Superintendent, Superintendent's staff and the committee to explore, research and vet new finance and budget related ideas prior to -presentation to the full board.

*B Becomes C (Advisory Committees)*

*C Becomes D (Authority of Committees)*

**Rationale:** *The addition of this language allows a new Finance & Budget standing committee to be formed. This committee is a place for new ideas to be explored, researched, and vetted before presenting to the full board for discussion. The committee is intended to enhance collaboration between the Board and Central Office.*

**P1311.1(a)**

**Community Relations**

**Political Activities of School Employees**

District employees shall be entitled to full rights of citizenship, and no political activities of any employee or the lack thereof shall be grounds for any discipline or discrimination with respect to the employment of such employee providing such activities do not interfere with the performance of the employee's duties or the District's business.

**Performance of Civic Duties by Employees**

Employees are encouraged to perform their civic duties commensurate with democratic ideals. These duties may include:

- A. Voting and taking an interest in current social, political, and economic issues.
- B. Exercising democratic rights and responsibilities shared with other citizens. These rights and privileges may include:
  - 1. Electioneering for candidates off school grounds, except on an election day;
  - 2. Accepting positions in political campaigns;
  - 3. Holding an office in a political party organization; and/or
  - 4. Serving as a delegate to political party conventions.

**Individual Responsibility in Participating in Political Functions**

- A. Employees engaging in political activities shall not:
  - 1. Engage in political activities on school premises during school hours or at school events;
  - 2. Involve their school, school property, and/or students in personal political campaigns;
  - 3. Distribute literature within schools or on school buses, including but not limited to electronic mail, supporting one or more candidates, nor shall campaign posters be displayed at or within the schools. Campaign material shall be used solely for educational purposes; or
  - 4. Poll their students to determine how their parents are voting on any issue, and shall not attempt to indoctrinate students with personal, political, or social philosophy.
- B. Employee's attendance at, or participation at, political or union activities during work time shall not take place without prior written approval of the administration.

**Political Materials and/or Engagement as Part of the Instructional Program**

- A. Teachers may use political materials as part of the instructional program, provided the material is germane to the instructional objectives of the course and/or curriculum. Any presentation of political materials, or issues, or expression of views, however, must be balanced and fair.
- B. Teachers shall be responsible for providing students with the opportunity to investigate various sides of the topics presented in their courses, particularly in relation to controversial subjects, within such limits as may be imposed by relevance to the course, the maturity level and intellectual ability of the students, and the time available.
- C. Teachers shall permit freedom of expression on those topics that are matters of opinion so that students may weigh alternative views and make up their own minds. Students shall be encouraged to examine, analyze, evaluate, and synthesize the information available to them before drawing conclusions in order to develop as fully as possible their capacity for rational judgment.
- D. Teachers shall strive to promote tolerance for the opinions of others and respect for the right of all individuals to hold and express differing opinions.
- E. A teacher may express his/her opinions in regard to political, social and religious values or issues provided that the total presentation is essentially balanced and fair. He/she shall not use professional interaction with students to further his/her own political aims or views or those of any other individual or group.

The following situations are exempt from the prohibitions of this policy:

- The discussion and study of politics and political issues, when such discussion and study are appropriate to classroom studies, such as history, civics, current events, and political science.
- The conduct of student elections and campaigning connected therewith.
- The conduct of professional staff member representative elections.
- The conduct of student political clubs and their advisors during club meeting times.
- Union activity conducting union business.

Nothing in this policy shall be interpreted to impose a burden on the constitutionally protected speech of a staff member or student.

Problems concerning the political activity of an employee shall be reported to the Superintendent or designee who shall follow-up and take appropriate action.

Legal Reference:        Connecticut General Statutes  
                              7-421 Political activities of classified municipal employees.  
                              7-421b Limitation on restriction of political rights of municipal employees.  
                              10-156e Employees of boards of education permitted to serve as elected  
                              officials; exception.

**P1311.2 (a)**

## **Community Relations**

### **Political Activities in the Schools/On School Board Property**

#### **1. Political Candidates/Issues**

**Debate or Forum:** If a class or school-sponsored group plans a political debate or forum during the school day, the Principal/teacher/sponsor shall ensure that all candidates for the same public office or who have differing opinions on a political issue are given equal opportunity to participate.

**Appearances:** Elected politicians and political candidates are not allowed to appear at a school unless they are invited to visit or speak to a class or other school-related activity during school hours. However, they are entitled to the same rights of all citizens to visit the schools. The requirements for debates or forums are applicable and other candidates for the same public office should be invited to visit at the same time or be provided an equivalent opportunity.

Nothing in this policy shall preclude or prevent incumbent elected public officials from appearances on District property upon the invitation of the Superintendent, the Superintendent's designee or Principal provided that it is within their official capacity and not a campaign activity.

#### **2. School Group Participation in Political Events**

School groups may not participate in appearances that create an undue amount of interference with the regular school program or that cause an excessive amount of students' absences for rehearsal or preparation.

#### **3. Use or Distribution of Political Materials During School Hours or on School Grounds**

**A. Interschool Mail:** Any interschool or intraschool mail and/or email system may not be used to distribute any political materials to schools. A regular newsletter of an employee organization that is normally distributed by the District's/school's mail system will not be considered political material if it simply contains news of a political nature taken by the organization.

**B. Political Materials:** Any distribution of political materials by non-students, unless as part of an event scheduled in accordance with the school reservation process, is prohibited on school grounds and/or on school buses, except as allowed under this policy.

**C. Student Elections:** Students may post or distribute student-government election materials in an appropriate time, place, and manner, as determined by the Principal, so as to avoid any disruption to the learning environment.

**D.** Student distribution or display of political material that is disruptive of the educational

environment is not permitted.

- E. This policy should not be construed to limit citizens' political activity on an election day during polling hours in compliance with local ordinances or election law.

Legal Reference: Connecticut General Statutes  
7-421 Political activities of classified municipal employees.  
7-421b Limitation on restriction of political rights of municipal employees.  
9-369b Explanatory text relating to local questions.  
10-156e Employees of boards of education permitted to serve as elected officials; exception.  
10-239 Use of school facilities for other purposes  
31-51q Liability of employer for discipline or discharge of employee on account of employee's exercise of certain constitutional rights.  
*Keyishian v. Board of Regents* 395 U.S. 589, 603 (1967)  
Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)  
Equal Access Act, 20 U.S.C. ss 4071-4074

Fairfield Public Schools  
Board of Education  
Policy Guide

## Students

### USE OF PHYSICAL FORCE

#### 5144.1(a)

The Board of Education (Board) believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of students and seclusion of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use reasonable restraint or place a student in seclusion as an emergency intervention to protect a student from harming himself/herself or to protect others from harm.

### Definitions

**Life-threatening physical restraint** means any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.

**Psychopharmacologic agent** means any medication that affects the central nervous system, influencing thinking, emotion or behavior.

**Physical restraint** means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; or helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury.

**School employee** means a teacher, substitute teacher, school administrator, Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the District or working in a public elementary, middle or high school; or any other individual who, in the performance of his/her duties has regular contact with students and who provides services to or on behalf of students enrolled in the district's schools, pursuant to a contract with the District.



## **Students**

### **USE OF PHYSICAL FORCE**

**5144.1(b)**

#### **Definitions (continued)**

**Seclusion** means the involuntary confinement of a student in a room, with or without staff supervision, in a manner that prevents the student from leaving. Seclusion does not include any confinement of a student in which the person is physically able to leave the area of confinement including, but not limited to, in-school suspension and time-out.

**Student** means a child (A) enrolled in grades kindergarten to twelve, (B) receiving special education and related services in an institution or facility operating under contract with the District, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but shall not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services.

#### **Conditions Pertaining to the Use of Physical Restraint and / or Seclusion**

- A. School employees shall not use a life-threatening physical restraint on a student under any circumstance.
- B. School employees shall not use a physical restraint on a student or place a student in seclusion unless he/she has received training on the proper means for performing such physical restraint or seclusion
- C. If any instance of physical restraint or seclusion of a student exceeds fifteen minutes an administrator or his/her designee, or a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

## **Students**

### **USE OF PHYSICAL FORCE**

**5144.1(c)**

#### **Conditions Pertaining to the Use of Physical Restraint and / or Seclusion**

- D. No student shall be placed in seclusion unless:
  - a. The use of seclusion is as an emergency intervention to prevent immediate or imminent injury to the student or to others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative.
  - b. Such student is continually monitored by a trained school employee during the period of such student's seclusion. Any student voluntarily or involuntarily placed in seclusion or restrained shall be regularly evaluated by a school employee for indications of physical distress. The school employee conducting the evaluation shall enter each evaluation in the student's educational record. Monitor shall mean by direct observation or by observation using video monitoring within physical proximity sufficient to provide aid as may be required.
  - c. The area in which such student is secluded is equipped with a window or other fixture allowing the student a clear line of sight beyond the area of seclusion.
- E. School employees may not use a psychopharmacologic agent on a student without that student's consent except (1) as an emergency intervention to prevent immediate or imminent injury to the student or to others, or (2) as an integral part of the student's established medical or behavioral support or educational plan, as developed consistent with Section 17a-543 of the Connecticut General Statutes or, if no such plan has been developed, as part of a licensed practitioner's initial orders. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.
- F. In the event that physical restraint or seclusion is used on a student four or more times within twenty school days:
  - a. An administrator, one or more of such student's teachers, the parent/guardian of such student and, if any, a mental health professional shall convene for the purpose of:
    - i. Conducting or revising a behavioral assessment of the student;
    - ii. Creating or revising any applicable behavioral intervention plan; and
    - iii. Determining whether such student may require special education.

**Students**

**USE OF PHYSICAL FORCE**

**5144.1(d)**

**Conditions Pertaining to the Use of Physical Restraint and / or Seclusion**  
(continued)

- b. If such student is a child requiring special education or is a child being evaluated for eligibility for special education and awaiting a determination, such student's planning and placement team shall convene for the purpose of (1) conducting or revising a behavioral assessment of the student, and (2) creating or revising any applicable behavioral intervention plan, including, but not limited to, such student's individualized education plan.
- G. A reasonable effort shall be made to provide the student's parent / guardian with notification immediately after such physical restraint or seclusion is initiated; however this notification must occur not later than twenty-four hours after the student is placed in physical restraint or seclusion. If the behavior of the student who was placed in seclusion and / or restraint is such that there is a concern about safely dismissing the student, the school principal or designee will determine the proper course of action regarding the student's dismissal.
- H. The District, and each institution or facility operating under contract with the District to provide special education for children, including any approved private special education program, shall:
  - a. Record each instance of the use of physical restraint or seclusion on a student;
  - b. Specify whether the use of seclusion was in accordance with an individualized education program;
  - c. Specify the nature of the emergency that necessitated the use of such physical restraint or seclusion; and
  - d. Include such information in an annual compilation on its use of such restraint and seclusion on students. These facilities must provide information on each instance to the District Liaison for that facility.
- I. The District and institutions or facilities operating under contract with the District to provide special education for children, including any approved private special education program shall provide such annual compilation to the Department of Education in order to examine incidents of physical restraint and seclusion in schools.

## Students

### USE OF PHYSICAL FORCE

5144.1(e)

#### Conditions Pertaining to the Use of Physical Restraint and / or Seclusion (continued)

- J. Any use of physical restraint or seclusion on a student shall be documented in the student's educational record. The documentation shall include:
  - a. The nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise; and
  - b. A detailed description of the nature of the restraint or seclusion, the duration of such restraint or seclusion and the effect of such restraint or seclusion on the student's established educational plan.
- K. Any incident of the use of restraint or seclusion that results in physical injury to a student shall be reported to the State Board of Education.

#### Required Training and Prevention Training

Training shall be provided by the District to ~~school professionals, paraprofessional staff members and administrators regarding physical restraint and seclusion of students. Such training shall be phased in over a period of three years beginning with the school year commencing July 1, 2015, and shall include the members of the crisis intervention team for each school in the District. Such training~~ include, but not be limited to:

- A. An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students.
- B. The creation of a plan by which the District will provide school ~~professionals, paraprofessional staff members and administrators with~~ training and professional development regarding the prevention of incidents requiring physical restraint or seclusion of students. Such plan is to be implemented not later than July 1, ~~2017, and must include a provision to require the training of all school professionals, paraprofessional staff members and administrators in the prevention of such incidents not later than July 1, 2019 and periodically thereafter as prescribed by the Commissioner of Education. 2018.~~

## Students

### USE OF PHYSICAL FORCE

5144.1(f)

#### Required Training and Prevention Training (continued)

- C. The District will create a plan, to be implemented not later than July 1, ~~2017~~2018, requiring the training ~~of all school professionals, paraprofessional staff members and administrators by~~ regarding the proper means of ~~physically restraining~~physical restraint or ~~secluding~~seclusion of a student, including, but not limited to:
1. Verbal defusing and de-escalation;
  2. Prevention strategies;
  3. Various types of physical restraint and seclusion;
  4. The differences between life-threatening physical restraint and other varying levels of physical restraint;
  5. The differences between permissible physical restraint and pain compliance techniques; and
  6. Monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student.
  7. Recording and reporting procedures on the use of physical restraint and seclusion.

#### Crisis Intervention Teams

~~Annually, each~~Each school in the District will identify a crisis intervention team. Such team shall consist of ~~any teacher, administrator, school professionals, paraprofessional staff members~~professional or other school employee designated by the school principal and ~~administrators who has direct contact with the student and~~ trained in the use of physical restraint and seclusion.

Such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others.

Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion on an annual basis.

## **Students**

### **USE OF PHYSICAL FORCE**

**5144.1(g)**

#### **Dissemination of Policy**

This policy and its procedures shall be made available on the District's website and in the Board's procedural manual. The policy shall be updated not later than sixty (60) days after the adoption or revision of regulations promulgated by the State Board of Education.

(cf. 4148/4248 - Employee Protection)

(cf. 5141.23 - Students with Special Health Care Needs)

Legal Reference: Connecticut General Statutes

10-76b State supervision of special education programs and services.

10-76d Duties and powers of boards of education to provide special education programs and services.

46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)

46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.

46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by PA 12-88)

53a-18 Use of reasonable physical force or deadly physical force generally.

53a-19 Use of physical force in defense of person.

53a-20 Use of physical force in defense of premises.

53a-21 Use of physical force in defense of property.

PA 07-147 An Act Concerning Restraints and Seclusion in Public Schools.

PA 15-141 An Act Concerning Seclusion and Restraint in Schools.

State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

Adopted 8/4/2009

Revised and Adopted 6/13/2017

Fairfield Public Schools  
Long Range Facilities Plan Waterfall Schedule  
2012-2013 to 2025-2026

School	Project	2012-2013	SDSC Grant Reimbursement	School	Project	2013-2014	SDSC Grant Reimbursement	School	Project	2014-2015	SDSC Grant Reimbursement	School	Project	2015-2016	SDSC Grant Reimbursement	School	Project	2016-2017	SDSC Grant Reimbursement
Dwight	*Boilers	\$ 294,000		Riverfield	Addition and Renovation	\$ 16,735,766		Mill Hill	*Roof Project	\$ 461,614	\$ 122,005	Dwight	*Roof Project	\$ 1,232,342	\$ 325,708	Holland Hill	Project team initial funding and temporary (portable) classrooms	\$ 1,240,000	
Jennings	*Renovate Student Bathrooms	131,250		FLHS	Roof Project	2,792,855		N. Stratfield	*Boilers	364,652		Jennings	*Boilers	382,000		FLHS	Windows	3,907,674	
Osborn Hill	New Windows	4,195,013		FLHS	Renovate and Upgrade	8,040,534		FWHS	*Boiler	152,500		FLHS	*Artificial Turf Field	650,000		FWMS	Roof project	2,287,000	
Tomlinson	*Front Façade	250,000										District wide	*Security and Safety Infrastructure	1,752,000		District wide	*Security and Safety Infrastructure	2,020,692	
Tomlinson	*Traffic	150,000														FLHS	*Boilers	594,950	
Tomlinson	*Floors	133,350														Dwight	*Playground retaining wall and stairs	55,500	
District wide	*Underground Tanks	250,000																	
FWHS	Roof Project	6,351,000																	
McKinley	Roof Coping/Repair	159,740																	
TOTAL		\$ 11,914,353	\$ -	TOTAL		\$ 27,569,155	\$ -	TOTAL		\$ 978,766	\$ 122,005	TOTAL		\$ 4,016,342	\$ 325,708	TOTAL		\$ 10,105,816	\$ -

Enclosure No. 5  
February 13, 2018

Waterfall Schedule

Multi-Year Projects																			
School	Project	2012-2013	SDSC Grant Reimbursement			2013-2014	SDSC Grant Reimbursement			2014-2015	SDSC Grant Reimbursement			2015-2016	SDSC Grant Reimbursement			2016-2017	SDSC Grant Reimbursement
Sherman	Addition and Renovations	1,000,000	264,300																
Osborn Hill	New Windows	1,000,000	264,300			1,500,000	396,450			1,695,013	447,992								
FWHS	Roof Project	1,587,750	419,642			1,587,750	419,642			1,587,750	419,642			1,587,750	419,642				
Riverfield	Addition and Renovations					500,000	132,150			7,117,883	1,881,256			7,117,883	1,881,256			2,000,000	528,600
FLHS	Windows																	500,000	132,150
FLHS	Roof Project					500,000	132,150			1,500,000	396,450			792,855	209,552				
FLHS	Renovate and Upgrade					500,000	132,150			3,500,000	925,050			4,040,534	1,067,913				
Sherman	Renovate and Upgrade Phase III																		
Holland Hill	Addition and Renovations																	1,240,000	327,732
Mill Hill	Addition and Renovations																		
N. Stratfield	Roof Project																		
FWMS	Roof Project																		
FWHS	New Windows																	250,000	66,075
Jennings	Addition and Renovations																		
Dwight	Addition and Renovations																		
Capital Projects		\$ 3,587,750				\$ 4,587,750				\$ 15,400,646				\$ 13,539,022				\$ 3,990,000	
SDE,BSF Grant Reimbursement			\$ 948,242				\$ 1,212,542				\$ 4,070,390				\$ 3,578,363				\$ 1,054,557
Non-Recurring Projects (1 year)		\$ 1,208,600				\$ -				\$ 978,766				\$ 4,016,342				\$ 2,671,142	
GROSS CASH FLOW PER YEAR		\$ 4,796,350	\$ 4,796,350			\$ 4,587,750	\$ 4,587,750			\$ 16,379,412	\$ 16,379,412			\$ 17,555,364	\$ 17,555,364			\$ 6,661,142	\$ 6,661,142
SDE,BSF Grant Reimbursement			\$ (948,242)				\$ (1,212,542)				\$ (4,192,395)				\$ (3,904,071)				\$ (1,054,557)
NET CASH FLOW PER YEAR			\$ 3,848,108				\$ 3,375,208				\$ 12,187,017				\$ 13,651,293				\$ 5,606,585

Leased property costs have not been determined or included in this long term plar  
Prior to 2019-2020 Estimated SDSC Grant for Fairfield is 26.43%  
2019-2020 and beyond Estimated SDSC Grant for Fairfield is 25.36%  
\*Non-Recurring Projects (1 year)



Fairfield Public Schools  
Long Range Facilities Plan Waterfall Schedule  
2012-2013 to 2025-2026

School	Project	2017-2018	SDSC Grant Reimbursement	School	Project	2018-2019	SDSC Grant Reimbursement	School	Project	2019-2020	SDSC Grant Reimbursement	School	Project	2020-2021	SDSC Grant Reimbursement	School	Project	2021-2022	SDSC Grant Reimbursement
Holland Hill	Addition and Renovation	\$ 17,250,000		District wide	*Security and Safety Infrastructure	345,250		Mill Hill	Addition and Renovation	\$ 18,720,000		Stratfield	*Front Façade	351,775		Jennings	Addition and Renovation	\$ 1,705,320	
Tomlinson	*Roof Project	856,250	\$ 226,307	Sherman	Renovate and Upgrade Phase III	\$ 3,000,000		Stratfield	*Roof Project	85,000	\$ 21,556	Stratfield	*Front Retaining Wall	250,000		N. Stratfield	*New Acoustical Ceiling & Lights	335,024	
FWHS	*Artificial Turf Field	750,000		Mill Hill	Project team initial fundng	\$ 1,500,000		Tomlinson	*New Acoustical Ceiling & Lights	\$ 668,528		FLHS	*Renovate Student Bathrooms	1,125,000		N. Stratfield	Roof Project	1,815,510	\$ 460,413
FWHS	*LMC HVAC Replacement	250,000		McKinley	*Roof Warranty Ext. Project	475,000	\$ 125,543	FLHS	*Tennis Courts Replacement	550,000		FWMS	*Elevator Replacement Project	200,000		FWHS	*Renovate Student Bathrooms	1,447,031	
FWHS	*Blake Tennis Courts Replacement	\$ 325,000		RLMS	*Roof Warranty Ext. Project	975,000	\$ 257,693					FWHS	*New A/C for Cafeteria	1,000,000		Tomlinson	*New Windows	825,000	\$ 209,220
District wide	*Security and Safety Infrastructure	\$ 335,000		Secondary Schools	*I.T. CAT 6- Electrical Project	\$ 200,000						District wide	*Portable Classroom Repairs	250,000					
				FLHS	*Student Parking Lot	\$ 275,000													
TOTAL		\$ 19,766,250	\$ 226,307	TOTAL		\$ 6,770,250	\$ 383,236	TOTAL		\$ 20,023,528	\$ 21,556	TOTAL		\$ 3,176,775	\$ -	TOTAL		\$ 6,127,885	\$ 669,633

Waterfall Schedule																			
Multi-Year	Projects																		
		2017-2018	SDSC Grant Reimbursement			2018-2019	SDSC Grant Reimbursement			2019-2020	SDSC Grant Reimbursement			2020-2021	SDSC Grant Reimbursement			2021-2022	SDSC Grant Reimbursement
Sherman	Addition and Renovations																		
Osborn Hill	New Windows																		
FWHS	Roof Project																		
Riverfield	Addition and Renovations																		
FLHS	Windows	2,000,000	528,600			1,407,674	372,048												
FLHS	Roof Project																		
FLHS	Renovate and Upgrade																		
Sherman	Renovate and Upgrade Phase III					250,000	66,075			1,375,000	348,700			1,375,000	348,700				
Holland Hill	Addition and Renovations	8,000,000	2,114,400			6,250,000	1,651,875			3,000,000									
Mill Hill	Addition and Renovations					\$ 1,500,000				10,000,000	2,536,000			6,720,000	1,704,192			2,000,000	507,200
N. Stratfield	Roof Project																	1,815,510	460,413
FWMS	Roof Project	1,500,000	396,450			537,000	141,929												
FWHS	New Windows																		
Jennings	Addition and Renovations																		
Dwight	Addition and Renovations																	250,000	63,400
Capital Projects		\$ 11,500,000				\$ 9,944,674				\$ 14,375,000				\$ 8,095,000			\$ -	\$ 4,065,510	
SDE,BSF Grant Reimbursement			\$ 3,039,450				\$ 2,231,927				\$ 2,884,700				\$ 2,052,892				\$ 1,031,013
*Non-Recurring Projects (1 year)		\$ 2,516,250				\$ 2,270,250				\$ 1,303,528				\$ 3,176,775				\$ 2,607,055	
GROSS CASH FLOW PER YEAR		\$ 14,016,250	\$ 14,016,250			\$ 12,214,924	\$ 12,214,924			\$ 15,678,528	\$ 15,678,528			\$ 11,271,775	\$ 11,271,775		\$ -	\$ 6,672,565	\$ 6,672,565
SDE,BSF Grant Reimbursement			\$ (3,265,757)				\$ (2,615,163)				\$ (2,906,257)				\$ (2,052,892)				\$ (1,700,647)
NET CASH FLOW PER YEAR			\$ 10,750,493				\$ 9,599,761				\$ 12,772,271				\$ 9,218,883				\$ 4,971,918

Leased property costs have not been determined or included in this long term plan  
Prior to 2019-2020 Estimated SDSC Grant for Fairfield is 26.43%  
After 2020-2021 Estimated SDSC Grant for Fairfield is 25.36%  
\*Non-Recurring Projects (1 year)

**Fairfield Public Schools  
Long Range Facilities Plan Waterfall Schedule  
2012-2013 to 2025-2026**

[illegible]

## Waterfall Schedule

[illegible]

Leased property costs have not been determined or included in this long term plan  
Prior to 2019-2020 Estimated SDSC Grant for Fairfield is 26.43%  
After 2020-2021 Estimated SDSC Grant for Fairfield is 25.36%  
(McKinley, RLMS, Burr, TMS and Stratfield)  
\*Non-Recurring Projects (1 year)



## **Redistricting: Guiding Principles**

*Approved by BOE, November 17, 2015*

1. Established neighborhoods should be maintained
  - a. Natural and manmade boundaries (rivers, highways) shall be reviewed when determining attendance lines
2. Consider the impact on Busing and Walkers
  - a. Students currently allowed to walk to school should be able to maintain that status
  - b. Long bus rides are to be avoided
3. Safety issues shall be considered
  - a. Traffic patterns
  - b. Walking patterns
4. Phase out all temporary solutions (portables)
5. Headroom capacities - 90% shall be targeted
  - a. Consider deficiencies of existing facilities
6. Maintain District Guidelines for class size
7. Siblings should attend same schools
  - a. Avoid crossing feeder plans
  - b. Grandfather 5<sup>th</sup> graders
8. Create the least amount of disruption

*Accepted as the Final Report from the Adhoc Redistricting Committee.*



Toni Jones, Ed.D.  
Superintendent of Schools

## S u p e r i n t e n d e n t   M e m o r a n d u m

**To:** Board of Education  
**From:** Toni Jones, Superintendent of Schools  
**Date:** November 27, 2017  
**Re:** Adhoc Committee for Operational Effectiveness - Charts

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Please see the attached two charts to assist and guide members of the Ad Hoc Committee.

- A categorized list of ideas removed from "Consideration" with justification noted
- A categorized list of "Items for Consideration" to be discussed further

Initially, 57 separate ideas resulted from two brainstorming sessions. Staff reviewed the ideas and sorted them into categories to provide an orderly sequence and format. Seven ideas fall under the umbrella of structural change. These should be studied further within the context of the following scenarios presented by Milone and MacBroom:

1. Close an elementary school (Scenario A and B) \*Two items
2. Relocate WFC (Scenario D2)
3. Consider grade reconfiguration (Scenario D and F) \*Two items
4. Relocate CO as part of grade reconfiguration
5. Consolidate to one High School

At a minimum, the charts are intended to organize ideas and begin a process of categorization based on current information; they are not meant to be opinion-based.

We hope the Board and the committee will find them to be useful tools in future work.

*Attachments:*

1. *Ideas Already Considered*
2. *Cost-Effective Ideas for Consideration*

AdHoc Committee on Operational Effectiveness  
Ideas Already Considered

No Savings	Not Recommended	In-Place	Future BOE and Staff Budget Discussion
<ol style="list-style-type: none"> <li>Eliminate Sewing at Middle Schools <ul style="list-style-type: none"> <li>Replacement sections would be needed, even if a different program</li> </ul> </li> <li>Use department heads as curriculum coordinators <ul style="list-style-type: none"> <li>Two separate functions. Curriculum Directors are 092 Certified Administrators</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Use an in-district special education facility for outplaced students <ul style="list-style-type: none"> <li>Legally disallowed</li> </ul> </li> <li>Simplify evaluation system for teachers <ul style="list-style-type: none"> <li>Driven by state law</li> </ul> </li> <li>Return to ½ Day KDG (\$825K) <ul style="list-style-type: none"> <li>Current legislation includes planning for universal Pre-K</li> </ul> </li> <li>Eliminate K-12 Aquatics Program (\$40K) <ul style="list-style-type: none"> <li>Previously vetted and deemed a necessary service</li> </ul> </li> <li>Eliminate CO Directors of Curriculum (\$700K) <ul style="list-style-type: none"> <li>Could not eliminate 6 positions and get the work done at Central Office</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>No summer curriculum work (\$148K)</li> <li>Freeze CO Admin position (\$167K)</li> <li>Reduce per-student allocations by 10% (\$241K)</li> <li>Reduce or Eliminate DIP goals and objectives (\$147K)</li> <li>General Reduction in Programs Supplies (\$200K)</li> <li>Reduce 2.0 FTE at HS level</li> <li>Further consolidate transportation services (\$72K)</li> <li>Review walking distance in state requirements vs. Fairfield's</li> </ol>	<ol style="list-style-type: none"> <li>Implement Furlough Days (\$500K) <ul style="list-style-type: none"> <li>Requires union collaboration</li> </ul> </li> <li>Reduce Stipend Positions at all levels</li> <li>Use in-house PD and reduce PD cost (\$50K)</li> <li>School counselors start 3 days before school (\$10K)</li> <li>Deans reduced work year to 182 work days (\$10K)</li> <li>Reduce Secretarial Support at each MS (\$75K)</li> <li>Separate SPED compliance functions from program service delivery</li> <li>Energy Savings</li> <li>Print Management</li> <li>Devise benchmarks for decisions</li> <li>Eliminate Liaison Positions</li> <li>Review Technology licenses and usage</li> <li>Allow self-redistricting without transportation. Opt-in and opt-out of attendance zones.</li> <li>Take advantage of more technology</li> <li>Eliminate textbooks/replace with Chromebooks</li> <li>Research start-time adjustments</li> </ol>

AdHoc Committee on Operational Effectiveness  
Cost-Effective Ideas for Consideration

Considerations
<b>Facilities:</b>
<ol style="list-style-type: none"> <li>1. Close 1 Elementary School (<i>Scenarios A and B</i>)</li> <li>2. Relocate WFC (<i>Scenario D2</i>)</li> <li>3. Consider grade reconfiguration such as K-2, 3-5, moving 6<sup>th</sup> to elementary, or other models (<i>Scenarios D and F</i>)</li> <li>4. Re-locate CO to an existing school as part of grade reconfiguration</li> <li>5. Consolidate to one HS</li> </ol>
<b>Programs and Operational Implications:</b>
<ol style="list-style-type: none"> <li>1. Pay to Play for extra-curricular activities and encourage booster clubs (\$220K+) <ul style="list-style-type: none"> <li>• Sports</li> <li>• All Activities</li> <li>• Booster Club Support</li> </ul> </li> <li>2. Eliminate 4<sup>th</sup> grade Orchestra (\$225K)</li> <li>3. Eliminate Band and Strings at Elementary Schools</li> <li>4. Eliminate Private Music Lessons at HS (or convert to Pay to Play)</li> <li>5. Reduce some PE at high schools, allow credit for school sports</li> <li>6. Fold ECC Program into Elementary PK model</li> <li>7. Eliminate 9<sup>th</sup> grade sports</li> <li>8. Review House structure at HS</li> <li>9. Reduce/Eliminate Gifted (\$415K)</li> <li>10. Eliminate World Language, Grades 3-5 (\$225K)</li> <li>11. Recommend class size numbers in policies and guidelines</li> <li>12. Increase Building Fees (\$26K in revenue)</li> <li>13. Study the increase of school size and efficiency metrics, e.g. 1000 vs. 504 enrollment</li> <li>14. Research corporate sponsorship for sports teams/advertising</li> </ol>
<b>Legislative/Town:</b>
<ol style="list-style-type: none"> <li>1. Recognize current economic cycle may not repeat itself</li> <li>2. Recognize that lower enrollment cost savings achieved at elementary level will be offset by increase in secondary level</li> <li>3. Review rules and mandates for those that have higher cost than benefit</li> <li>4. Town/School Consolidation of Services</li> <li>5. Review Town debt service policies to determine level of capital investment possible to achieve long-term operational efficiencies</li> <li>6. Review train schedule for impact on future population and enrollment</li> <li>7. Explore arbitrage value of home prices between Fairfield and Westport</li> </ol>

**Special Meeting Minutes  
Fairfield BoE, January 16, 2018**

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

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

Chairman Philip Dwyer called the Special meeting to order at 7:32PM. Present were members Trisha Pytko, Jennifer Leeper, Christine Vitale, Jessica Gerber, Philip Dwyer, Jennifer Jacobsen, Jennifer Maxon-Kennelly, Nick Aysseh and Jeff Peterson. Others present were Superintendent Dr. Toni Jones, members of the central office leadership team, and approximately 30 members of the public.

**Presentation: Targeted Enhancements, Pages 3-5**

Mr. Mancusi shared a short video showcasing the OHS and RLMS CLC classroom students. Mrs. Schwartz, Elementary Special Education Coordinator, said students in these settings have complex needs ranging from limited communication ability to limited mobility. Highly trained teachers, paras, ed-trainers, and behavior analysts work with students. Mr. Goodison, Special Education Coordinator for grades 6-8, said CLC instruction includes pre-teaching, as many students do participate in general education with non-disabled peers. Skills are reinforced with real-life applications. CLC students also receive Adaptive PE instruction.

Mr. Cummings reviewed and highlighted some of the program initiatives on pages 3-5, focusing on:

- (1) 21<sup>st</sup> century learning initiatives to promote learning through technology. This will mostly impact grade 7 and high school Social Studies and Science departments. There is a need to build an online collaborative tool.

*Responses to Board Questions:*

- This includes a new device program for all subjects. The teacher, not the device, will instruct students – it will be important to find the right balance of student time behind the screen. Information sessions will be held for parents and students.
- The plan is to still have a Science textbook, although there aren't many print materials ready for adoption to support the new standards.
- PD will be offered to teachers on the device.
- Mrs. Maxon-Kennelly requested a more thorough explanation of the \$600K financial commitment.

- (2) ELL Program Initiative. The ELL Newcomer Academy will be implemented to assist students needing a high level of services. Certified teaching staff will be supplemented with 3 paras.

*Responses to Board Questions:*

- Sites for the Academy have yet to be determined, transportation costs must be minimized.
- Entry criteria will be identified with a maximum of 15 students per site.
- There will be one site for the elementary level. Students will be transported outside of their districted school if they qualify. The idea is to have the student returned to his/her home school as soon as possible. The ELL Academy should have a shifting population.
- Current ELL certified staff will teach at the ELL Academies. Three paras will be hired but are not currently assigned to schools.
- There is a higher number of incoming elementary students needing ELL services, but students are entering at all levels. Of noticeable concern are students who enroll and are lacking any formal

schooling. The system will work well when teachers and paras collaborate. Mr. Peterson expressed some concern about paras being overwhelmed if there are large numbers of ELL students.

- Ed-trainers were not considered for the ELL Academy.
- Students who do not attend the ELL Academy will be getting most of their services from paras. ELL teachers will be working very closely with paras regarding service delivery. ELL services at the elementary level are mostly pull-out. At the secondary level, services are built into the schedule. Ms. Leeper asked for the ELL exit rate.
- Mr. Cummings would like the details of the ELL Academy to be worked out by May.

- (3) Implement STEAM education in grades 3-5. This will provide greater consistency for Gifted education as well as provide increased instruction on STEAM content areas for grades 3-5. Curriculum will be developed. The Gifted teacher will also teach STEAM; the FTE will be based on number of students in Gifted and for STEAM, the number of sections in grades 3-5 per school. There will be no decrease in the amount of Gifted instruction.

*Responses to Board Questions:*

- FTE information is on page 8 in the Questions document. On page 49 in the budget, Ms. Leeper asked: How is there a budget decrease, at Burr for example, if the FTE is increasing? Could Gifted and STEAM be broken out similar to page 121? Mr. Cummings said he will get those answers.
- The Holland Hill and McKinley Program Facilitator position is partly paid for with Title 1 funds, and the position therefore appears as .5 FTE. All of the Program Facilitator positions and STEAM/Gifted positions will be posted and current staff may apply/reapply. Hiring will be done collectively and experience will be a factor. Mrs. Gerber noted that the district has some excellent IIT's who have been in their buildings a very long time.
- The understanding is that all CT schools will soon be required to provide Gifted instruction. Integrating Gifted instruction with history and social studies has yet to be determined.
- STEAM instruction will work differently than current specials and will not replace any specials. With STEAM instruction, the classroom teacher will remain in the classroom while the STEAM teacher instructs. The STEAM teacher will be the lead teacher, and the classroom teacher will be there to support current curriculum.

Mr. Mancusi addressed Targeted Enhancements on pages 3-5 related to Special Education and focused on:

- (1) Elementary Program Facilitator. This person will oversee all provisions of special education, 504 and the SRBI process. This position will ideally be filled with someone who has extensive special education experience and will help to strengthen consistency of service delivery across schools. The current IIT has a split role.
- (2) Implement CLC with social/emotional component. This new program will be at Riverfield with the goal to provide the intensive services that are needed. A Special Education teacher would be hired and maximum enrollment would be 8 students. As the program fills, the proposal is to hire 2 paras, 2 ed-trainers, a full time social worker, and psychological consultation.

*Responses to Board Questions:*

- There will be a CLC at TMS.
- The CLC is a full-size classroom. CLC students are generally the most impaired, have significant needs and require intensive programming. Some of the instruction is pre-teaching for general education. The



students may be non-verbal, have feeding protocols, specialized medical needs or motor deficiencies. The students take adaptive PE, taught by adaptive PE teachers.

- Preliminary data on teacher caseloads for DRG B and A is available. An efficiency study will be done in the spring that will be centered around caseload; it will cost approximately \$38K and will appear in the consulting services line over a period of 2 years. The programming is solid in Fairfield, but the consistency of delivery is worth review. Ms. Pytko said she will be requesting more information on the caseloads of speech/language pathologists.

- (3) Implement a high quality intensive support program at the high school level. The proposal is to replace Effective School Solutions (ESS) with an in-house program by hiring 5 mental health professionals and contracting with Yale Child Study Center Psychiatric and Psychological Staff. Also looking to contract with an expert in the field of strengthening student executive functioning skills. It will include extended school year services and continued DBT training.

*Responses to Board Questions:*

- Mrs. Maxon-Kennelly requested a side-by side comparison of ESS and the new program and questioned how this would be an improvement over ESS. Ms. Donowitz added that the in-house program will enhance collaboration and offer a deeper level of expertise. Mr. Dwyer asked that the chart include costs of each program.
- Mr. Distefano, Special Education Coordinator for grades 9-12, added that DBT training has been rolled out for PK-21 special education staff. Additional training in adolescent DBT was provided to all staff, grades 6-12/CPP.
- Mr. Dwyer requested District Improvement Plan implementation costs for pages 3-5.

**Instructional Services, Page 33 Questions:**

*Mr. Cummings responded to Board Questions:*

- The program assessment line on page 72 includes STAR, PSAT funding including grade 9, computer assessment, behavioral assessment, WL assessments and post- graduate survey. The increase is related to material costs.
- The Curriculum Development, #60 on page 72 includes summer work for the ELL Newcomer Academy as well as work on content standards related to graduation requirements, and STEAM. Courses may need to be altered or added due to the curriculum timeline.
- Technology integration on page 33 is included in Curriculum Development; the district is looking to identify an ELL learning tool as part of support services.
- There is consideration of a 9<sup>th</sup> grade assessment to measure content knowledge and mastery-based learning. In the meantime, it is in the budget as 9<sup>th</sup> grade PSAT. Mrs. Jacobsen requested a cost breakdown of the assessments; if 9<sup>th</sup> graders were to take an assessment it should be more authentic than the PSAT.
- The headmasters advocated for their current level of 9<sup>th</sup> grade programming during PSAT testing. Mrs. Maxon-Kennelly does not support 9<sup>th</sup> grade PSAT.
- Page 72, line 303 – why does that show an increase when ESS is going away? Dr. Jones said the best explanation is a chart on page 3 of the Questions document. Excess cost is no longer applied to that line item. Excess cost this year is applied only towards tuition making it very clear, rather than scattered throughout different line items in the budget. The chart shows the true cost of Pupil Personnel Services actually decreased.

- Mrs. Maxon-Kennelly requested Superintendent updates on the budget this spring, particularly when things are going well.
- Site-based budgeting for student activities is at the principal's discretion. See page 5 of the Questions document.

#### **Instructional Services, Page 41 Questions:**

A majority of the Board questioned the 20% reduction to school allocations. Mrs. Leeper said this money will be hard to get back. Ms. Pytko said it was alarming and requested a breakdown of the reductions. Mrs. Maxon-Kennelly also requested specifics on the reserve column on page 93, line 401. Ms. Vitale said there should be no pretense that this cut doesn't hurt and requested honest answers from principals on what this means to them. Mrs. Gerber added that the savings from the 20% reduction in allocation will be used to pay for the Next Generation Science Standards materials.

Headmasters Ebling and Hatzis addressed the Board regarding the reductions to school allocations. Mr. Ebling noted that the budget is built by what is needed. It can be hard to predict supplies, as exact enrollment numbers are not known. Elective areas are heavy with allocation vs. other courses. Some examples of being conservative in the area of allocation could be selecting sheet music that has already been purchased and choosing a less expensive design in an art technique or technology class; unable to be more specific than that.

#### *Responses to Board Questions:*

- Mr. Hatzis said a reduction in the Library/Media line could mean a reduced choice for various online resources and offerings. Sports is a moving target and depends on the success of the teams. The more wins, the longer the season and more transportation is required. One possible impact could be a delay of uniform replacement. Fixed costs include league membership, transportation, and hiring of officials.
- Mr. Ebling said it would be hard to say if allocation reduction would impact NEASC, but at this time they are only required to report staff changes, not funding.
- Mr. Cummings appreciates the concern of the Board and said the funding should be taken in context. As an example, the district will discourage spending on materials when curriculum will soon be updated.
- Dr. Jones said the increase on page 93, line 401, is due to Science. Line 56165 includes budgeting for high school textbooks. Texts will only be purchased if they meet district requirements. Online resources are also being pursued.
- Mrs. Munsell referenced the chart on page 1 of the Questions document, showing what is included in school allocation; it is more than supplies. The total amount of the allocation reduction equals \$500K.
- Dr. Jones said the district needs to do a better job of tracking PTA donations and will follow up on this. Mr. Hatzis said the high school PTA's do an excellent job of keeping each other apprised and sharing ideas.

#### **Other Purchased Services, Page 39 Questions:**

More background information will be provided regarding the increase in copier costs at the high schools. A new copier lease is in place.

Mr. Cummings said the district is still interested in pursuing the K-2 World Language Program. Dr. Jones added that a language immersion program would be very costly to implement, and it may be difficult to find staff.

#### **Tuition, Page 37 Questions:**

Board discussion centered on page 154 of the budget book with outplacement tuition information. Mr. Mancusi addressed Board questions:

- The 102 projected outplaced students include consideration of the new TMS CLC class, but not the elementary CLC-S at Riverfield.
- Unilateral Placements do not go through the PPT process, and instead parents file for due process. The amounts listed do not include legal fees, and FPS has the burden of proof from the start.
- Last year's budget reported outplaced students differently, and the number is inconsistent with the number for this year. Dr. Jones maintained that new programming will have a positive impact.

Mr. Dwyer said increases in tuition may be covered using the \$2.3M being held in reserve.

Ms. Pytko shared her view that early intervention with SPED students could be helpful in the long run.

**Contracted Services, Page 35:**

There is some money left over from consultants Milone & MacBroom, should they need to return and report to the Board. Any additional work needed to respond to Mill Hill and Holland Hill questions would require additional funding.

A legal fees chart will be provided.

**Capital Outlay and Technology, Pages 44-45 Questions:**

Ms. Byrnes said the technology amount is less than last year partly due to budget constraints and partly due to the technology replacement schedule. The 5-year plan does not have as much scheduled for replacement. Additionally, the Switch Replacement Project is expected to be funded by the Town, as it is an infrastructure investment.

Page 45, 501 has a typo – the decrease of \$40K is not countered with an increase.

Ms. Munsell said the equipment decreases on page 99 are due to the district's efficacy of reallocating furniture.

Mr. Dwyer asked Dr. Jones to review the \$500K allocation reduction to schools, and to provide information on what would happen to the total budget number if the allocation were increased incrementally by \$100K, to reach that amount.

Mrs. Gerber motioned, Mrs. Vitale seconded to adjourn the meeting.

**Motion Passed: 9-0**

Meeting Adjourned 11:00 PM

*Respectfully Submitted,  
Jessica Gerber  
Fairfield Board of Education, Secretary*