

# FAIRFIELD PUBLIC SCHOOLS

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

Board of Education Regular Meeting Agenda  
501 Kings Highway East  
2<sup>nd</sup> Floor Board Conference Room  
June 7, 2016

**Regular Meeting 7:45 PM**

1. Call to Order of the Regular Meeting of the Board of Education and Roll Call
2. Pledge of Allegiance
3. Recognition of State Champion FLHS Frisbee Club - Advisor Mr. Reindel
4. Student Reports  
Fairfield Ludlowe High School: Mr. Mihir Nene, Ms. Isabella Frango  
Fairfield Warde High School: Ms. Ashley Agrello, Ms. Brittany Shuster
5. Public Comment  
*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.*
6. Presentations
  - A. Demonstration of Instructional Integration of Technology Through Student Work, Mrs. Parks, Ms. Callahan, Ms. Proskinitopolous, Ms. King, Ms. Agrello
7. Old Business
  - A. Adoption of the following Policies:  
Adoption of Policy 5144.4 – Students – Discipline, Physical Exercise and Discipline of Students (Mandated Policy)  
Adoption of Policy 5145.511 – Students – Exploitation, Sexual Abuse Prevention and Education Program (Mandated Policy)  
Adoption of Policy 6121 – Instruction – Nondiscrimination in the Instructional Program (Mandated Policy)  
Adoption of Policy 6171.2 – Instruction – Special Education, Preschool Education (Mandated Policy)  
Adoption of Policy 0521 – Mission – Goals – Objectives – Nondiscrimination  
Adoption of Policy 3515 – Business/Non-Instructional – Community Use of Facilities  
  
**Recommended Motion:** “that the Board of Education adopt policies 5144.4, 5145.511, 6121, 6171.2, 0521, and 3515”
  - B. Approve the deletion of Policy 4400– Personnel – Reporting of Child Abuse and Neglect  
**Recommended Motion:** “that the Board of Education approve the deletion of policy 4400”

8. New Business

A. Approval of Plans for the Safety and Security Projects, Mr. Cullen, Mr. Morabito

**Recommended Motion:** “that the Board of Education approve the plans and specifications for the Safety and Security Projects TMP-051-VCHD / Burr Elementary School, TMP-051-KDWD / Dwight Elementary School, TMP-051-TNGL / Jennings Elementary School, TMP-051-XVNV / McKinley Elementary School, TMP-051-VPSP / Mill Hill Elementary School, TMP-051-CXVM / North Stratfield Elementary School, TMP-051-VNWS / Osborn Hill Elementary School, TMP-051-FFBN / Riverfield Elementary School, TMP-051-WDJH / Sherman Elementary School, TMP-051-FBMP / Stratfield Elementary School, TMP-051-ZJVV / Fairfield Woods Middle School, TMP-051-FFQP / Roger Ludlowe Middle School, and TMP-051-WTLQ / Tomlinson Middle School”

B. Approval of Participation in the Healthy Food Certification Program

**Recommended Motion:** “that the Board of Education approve participation in the Healthy Food Certification Program for the school year 2016-2017 with the exclusion of the sale of food and the sale of beverages not listed in section 10-221q of the Connecticut General Statutes: (1) sold in connection with an event occurring after the after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store”

(Enclosure No. 1)

C. First Reading of Policies

- i. Policy 3170 – Business/Non-Instructional Operations/Budget/Education Budget Implementation (*Combined Policies 3120 and 3120.2 and re-codified*)
- ii. Policy 3542.33 – Business/Non-Instructional Operations/Food Sales Other than National School Lunch Program (*Policy 3712 re-codified*)
- iii. Policy 4111.1 – Personnel/Certified/Permanent Personnel/Non-Discrimination, Affirmative Action: Equal Opportunity (*Policy 4111 re-codified*)
- iv. Policy 4112.5, 4212.5 – Personnel/Certified, Non-Certified/Appointment and Conditions of Employment/Security Check, Fingerprinting (*Policy 4124 re-codified*)

(Enclosure No. 2)

9. Approval of Minutes

A. Approval of the Minutes of the Regular Meeting of May 5, 2016

**Recommended Motion:** “that the Board of Education approve the Minutes of the May 5, 2016 Regular Meeting”

(Enclosure No. 3)

B. Approval of the Minutes of the Regular Meeting of May 17, 2016

**Recommended Motion:** “that the Board of Education approve the Minutes of the May 17, 2016 Regular Meeting”

(Enclosure No. 4)

C. Approval of the Minutes of the Special Meeting of May 25, 2016

**Recommended Motion:** “that the Board of Education approve the Minutes of the May 25, 2016 Special Meeting”

(Enclosure No. 5)

10. Superintendent’s Report

A. Update on District-Wide Initiatives, 2015-2016

(Enclosure No. 6)

11. Committee/Liaison Reports

12. Open Board Comment

13. Adjournment

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

CALENDAR OF EVENTS

June 21, 2016	Board of Education Regular Meeting	501 Kings Hwy East Central Office Board 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 Pupil & Special Education Services, 501 Kings Highway East, Fairfield, CT 06825, Telephone: (203) 255-8379*

June 7, 2016

# FAIRFIELD PUBLIC SCHOOLS

## Food and Nutrition Services Memorandum

**To:** Dr. David G. Title and Board of Education Members  
**From:** Doreen Munsell, Director of Finance & Business Services  
**Date:** June 7, 2016  
**Re:** Healthy Food Certification for School Year 2016 - 2017

---

The recommended motion presented to the Board of Education is for the renewal of the Connecticut State Healthy Food Certification which provides an additional \$ .10 per reimbursable school lunch meal. Each year the Board of Education is required to vote on the school district's commitment to the requirements of Healthy Food Certification.

There is no recommended change in school lunch prices. Many factors were taken into consideration, such as, increased prices the past two years and already meeting the state standards for pricing on reimbursable meals. Whitsons Management team is in agreement that no recommended change be made for the 2016 - 2017 school year.

Connecticut State Department of Education  
Addendum to Agreement for Child Nutrition Programs (ED-099)  
**Healthy Food Certification Statement**

**Section 1 – Background**

Section 10-215e of the Connecticut General Statutes (C.G.S.) directs the Connecticut State Department of Education (CSDE) to develop and publish nutrition standards (hereinafter, Connecticut Nutrition Standards (CNS)) for food items offered for sale to students at school separately from reimbursable meals sold as part of the National School Lunch Program (NSLP) and School Breakfast Program (SBP). Section 10-215f of the C.G.S. requires that each participant in the NSLP, including each local and regional board of education, the Connecticut Technical High School System and the governing authority for each state charter school, interdistrict magnet school and endowed academy, must certify each year in its annual application to the CSDE whether all food items made available for sale to students will meet the CNS. Section 10-215b of the C.G.S. further provides additional funding to NSLP participants who annually certify compliance with the CNS.

**Section 2 – Certification Statement**

► ***Must be completed by all Connecticut public school districts that participate in the NSLP.***

On behalf of the **Fairfield Board Of Education** and  
*(Name of the Board of Education or Governing Authority)*

pursuant to Section 10-215f of the Connecticut General Statutes, I hereby certify that all food items offered for sale to students in the school(s) under our jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, *(select appropriate box)*

☒ **will** *(must complete Sections 3 and 4 on page 2)*

☐ **will not** *(sign below and return form)*

comply with the CNS during the period of **July 1, 2016 through June 30, 2017**. Such certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored.

**Local or Regional Board of Education or  
Governing Authority**

Signature: \_\_\_\_\_  
*(Signature of the Authorized Representative)*

**David G. Title**  
*(Printed Name of the Authorized Representative)*

**Superintendent of Schools**  
*Title (Superintendent of Schools, President or Chairperson of the Board)*

**6/7/2016**  
*Date of Authorization*

### Section 3 – Exemption Statement

► *To be completed only by districts/schools choosing the healthy food option, i.e., those districts/schools that checked “will” in Section 2.*

Pursuant to Section 10-215f of the Connecticut General Statutes, I hereby acknowledge that the board of education or governing authority, *(select appropriate box)*

- ☒ **will** exclude from certification food items that do not meet the CNS, provided that (1) such food is sold in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store.
- ☐ **will not** exclude from certification food items that do not meet the CNS.

### Section 4 – Amendment to Agreement for Child Nutrition Programs (ED-099)

► *To be completed only by districts/schools choosing the healthy food option, i.e., those districts/schools that checked “will” in Section 2.*

Pursuant to Section 10-215f of the Connecticut General Statutes, the Agreement for Child Nutrition Programs (ED-099) with

**Fairfield Board of Education**

*(Name of the Board of Education or Governing Authority)*

is hereby amended to include the above certification statement of compliance with the CNS and application for funding related to those standards. This addendum covers the period from **July 1, 2016 through June 30, 2017**.

**Local or Regional Board of Education or  
Governing Authority**

Signature: \_\_\_\_\_

**David G. Title**

*(Signature of the Authorized Representative)*

*(Printed Name of the Authorized Representative)*

**Superintendent of Schools**

**6/7/2016**

*Title (Superintendent of Schools, President or Chairperson of the Board)*

*Date of Authorization*

**FOR STATE USE ONLY • DO NOT SIGN BELOW THIS LINE**

Connecticut State Department of Education

Signature: \_\_\_\_\_

**Kathy Demsey**

*(Signature of State Agency Representative)*

*(Printed Name of State Agency Representative)*

**Chief Financial Officer**

*Title*

*Date*

*The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut State Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Connecticut State Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Act Coordinator, Connecticut State Department of Education, 25 Industrial Park Road, Middletown, CT 06457, 860-807-2071, Levy.Gillespie@ct.gov.*

Connecticut State Department of Education  
Addendum to Agreement for Child Nutrition Programs (ED-099)  
**Healthy Food Certification Statement**

**Section 1 – Background**

Section 10-215e of the Connecticut General Statutes (C.G.S.) directs the Connecticut State Department of Education (CSDE) to develop and publish nutrition standards (hereinafter, Connecticut Nutrition Standards (CNS)) for food items offered for sale to students at school separately from reimbursable meals sold as part of the National School Lunch Program (NSLP) and School Breakfast Program (SBP). Section 10-215f of the C.G.S. requires that each participant in the NSLP, including each local and regional board of education, the Connecticut Technical High School System and the governing authority for each state charter school, interdistrict magnet school and endowed academy, must certify each year in its annual application to the CSDE whether all food items made available for sale to students will meet the CNS. Section 10-215b of the C.G.S. further provides additional funding to NSLP participants who annually certify compliance with the CNS.

**Section 2 – Certification Statement**

► ***Must be completed by all Connecticut public school districts that participate in the NSLP.***

On behalf of the **Fairfield Board Of Education** and  
*(Name of the Board of Education or Governing Authority)*

pursuant to Section 10-215f of the Connecticut General Statutes, I hereby certify that all food items offered for sale to students in the school(s) under our jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, *(select appropriate box)*

☒ **will** *(must complete Sections 3 and 4 on page 2)*

☐ **will not** *(sign below and return form)*

comply with the CNS during the period of **July 1, 2016 through June 30, 2017**. Such certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored.

**Local or Regional Board of Education or  
Governing Authority**

Signature: \_\_\_\_\_ **David G. Title**  
*(Signature of the Authorized Representative)* *(Printed Name of the Authorized Representative)*

**Superintendent of Schools** **6/7/2016**  
*Title (Superintendent of Schools, President or Chairperson of the Board)* *Date of Authorization*

### Section 3 – Exemption Statement

► *To be completed only by districts/schools choosing the healthy food option, i.e., those districts/schools that checked “will” in Section 2.*

Pursuant to Section 10-215f of the Connecticut General Statutes, I hereby acknowledge that the board of education or governing authority, *(select appropriate box)*

- ☒ will exclude from certification food items that do not meet the CNS, provided that (1) such food is sold in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store.
- ☐ will not exclude from certification food items that do not meet the CNS.

### Section 4 – Amendment to Agreement for Child Nutrition Programs (ED-099)

► *To be completed only by districts/schools choosing the healthy food option, i.e., those districts/schools that checked “will” in Section 2.*

Pursuant to Section 10-215f of the Connecticut General Statutes, the Agreement for Child Nutrition Programs (ED-099) with

#### Fairfield Board of Education

*(Name of the Board of Education or Governing Authority)*

is hereby amended to include the above certification statement of compliance with the CNS and application for funding related to those standards. This addendum covers the period from **July 1, 2016 through June 30, 2017**.

#### **Local or Regional Board of Education or Governing Authority**

Signature: _____	<b>David G. Title</b>
<i>(Signature of the Authorized Representative)</i>	<i>(Printed Name of the Authorized Representative)</i>
<b>Superintendent of Schools</b>	<b>6/7/2016</b>
<i>Title (Superintendent of Schools, President or Chairperson of the Board)</i>	<i>Date of Authorization</i>

#### **FOR STATE USE ONLY • DO NOT SIGN BELOW THIS LINE**

Connecticut State Department of Education

Signature: _____	<b>Kathy Demsey</b>
<i>(Signature of State Agency Representative)</i>	<i>(Printed Name of State Agency Representative)</i>
<b>Chief Financial Officer</b>	
<i>Title</i>	<i>Date</i>

*The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut State Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Connecticut State Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Act Coordinator, Connecticut State Department of Education, 25 Industrial Park Road, Middletown, CT 06457, 860-807-2071, Levy.Gillespie@ct.gov.*



**FAIRFIELD PUBLIC SCHOOLS**  
**Meal Comparison April 2015 YTD versus April 2016 YTD**

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
SCHOOL	2015			2016			Variance		Comparison		Variance
	MEAL DAYS	142	AVERAGE MEALS PER DAY	MEAL DAYS	147	AVERAGE MEALS PER DAY	DAILY MEAL VARIANCE	ENROLLMENT VARIANCE	% OF CHILDREN EATING April 2015	% OF CHILDREN EATING April 2016	% OF CHILDREN EATING April 2016 as to 2015
	8 MONTHS AVG. ENROLLMENT	TOTAL MEALS		8 MONTHS AVG. ENROLLMENT	TOTAL MEALS						
Fairfield Ludlowe HS	1,533	41,295	291	1,523	41,884	285	-6	-10	19%	19%	0%
Fairfield Warde HS	1,500	49,700	350	1,569	52,306	356	6	70	23%	23%	0%
<b>TOTAL</b>	<b>3,033</b>	<b>90,995</b>	<b>641</b>	<b>3,093</b>	<b>94,190</b>	<b>641</b>	<b>0</b>	<b>60</b>	<b>21%</b>	<b>21%</b>	<b>0%</b>
	8 MONTHS AVG. ENROLLMENT	TOTAL MEALS	AVERAGE MEALS PER DAY	8 MONTHS AVG. ENROLLMENT	TOTAL MEALS	AVERAGE MEALS PER DAY	DAILY MEAL VARIANCE	ENROLLMENT VARIANCE	% OF CHILDREN EATING April 2015	% OF CHILDREN EATING April 2016	% OF CHILDREN EATING April 2016 as to 2015
Roger Ludlowe MS	817	42,958	303	804	43,950	299	-4	-13	37%	37%	0%
Tomlinson MS	722	36,141	255	698	34,917	238	-17	-24	35%	34%	-1%
Woods MS	924	46,736	329	894	41,084	279	-50	-29	36%	31%	-5%
<b>TOTAL</b>	<b>2,462</b>	<b>125,835</b>	<b>886</b>	<b>2,396</b>	<b>119,951</b>	<b>816</b>	<b>-70</b>	<b>-66</b>	<b>36%</b>	<b>34%</b>	<b>-2%</b>
	8 MONTHS AVG. ENROLLMENT	TOTAL MEALS	AVERAGE MEALS PER DAY	8 MONTHS AVG. ENROLLMENT	TOTAL MEALS	AVERAGE MEALS PER DAY	DAILY MEAL VARIANCE	ENROLLMENT VARIANCE	% OF CHILDREN EATING April 2015	% OF CHILDREN EATING April 2016	% OF CHILDREN EATING April 2016 as to 2015
Burr	438	18,198	128	430	16,255	111	-18	-8	29%	26%	-3%
Dwight	332	16,308	115	339	16,184	110	-5	7	35%	33%	-2%
Holland Hill	409	31,218	220	410	26,831	183	-37	1	54%	45%	-9%
Jennings	328	17,176	121	323	16,235	110	-11	-5	37%	34%	-3%
McKinley	457	35,520	250	439	31,714	216	-34	-18	55%	49%	-6%
Mill Hill	421	23,886	168	386	19,349	132	-37	-35	40%	34%	-6%
North Stratfield	441	29,189	206	419	25,048	170	-35	-22	47%	41%	-6%
Osborn Hill	507	26,997	190	490	25,334	172	-18	-17	38%	35%	-3%
Riverfield	400	18,368	129	412	19,891	135	6	12	32%	33%	1%
Sherman	478	19,575	138	484	20,934	142	5	6	29%	29%	0%
Stratfield	465	17,768	125	444	16,818	114	-11	-21	27%	26%	-1%
<b>TOTAL</b>	<b>4,675</b>	<b>254,203</b>	<b>1,790</b>	<b>4,575</b>	<b>234,593</b>	<b>1,596</b>	<b>-194</b>	<b>-100</b>	<b>38%</b>	<b>35%</b>	<b>-3%</b>
<b>DISTRICT TOTAL</b>	<b>10,169</b>	<b>471,033</b>	<b>3,317</b>	<b>10,064</b>	<b>448,734</b>	<b>3,053</b>	<b>-265</b>	<b>-106</b>	<b>32%</b>	<b>30%</b>	<b>-2%</b>

YTD-Year to Date

**Fairfield Public Schools  
Food Services  
Income Statement  
For the Period Ended April 30, 2016**

	(1)	(2)	(3)	(4)	Col(4) - Col(1)
	<b>2014-2015</b>		<b>2015-2016</b>		<b>Change</b>
	<b>Actual 04/30/2015</b>	<b>Actual 06/30/2015</b>	<b>Whitsons Contract</b>	<b>Actual 04/30/2016</b>	<b>04/30/2015 vs. 04/30/2016</b>
<b>Revenue</b>					
Cafeteria Sales	\$ 1,785,406	\$ 2,156,083	2,581,993	\$ 1,809,274	\$ 23,868
Reimbursement Federal	\$ 404,167	\$ 489,498	608,795	\$ 410,281	\$ 6,114
Reimbursement State	\$ 79,245	\$ 96,891		\$ 82,744	\$ 3,499
Catering	\$ 12,806	\$ 21,452		\$ 13,885	\$ 1,079
Vending Commission	\$ 3,883	\$ 5,351		\$ 8,932	\$ 5,049
<b>Total Revenue</b>	<b>\$ 2,285,507</b>	<b>\$ 2,769,275</b>	<b>\$ 3,190,788</b>	<b>\$ 2,325,116</b>	<b>\$ 39,609</b>
<b>Expenses</b>					
Food Purchases	\$ 818,475	\$ 957,009	987,459	\$ 712,558	\$ (105,918)
Supplies Purchases	\$ 77,676	\$ 83,016	111,669	\$ 76,116	\$ (1,560)
	<b>\$ 896,151</b>	<b>\$ 1,040,025</b>	<b>\$ 1,099,128</b>	<b>\$ 788,674</b>	<b>\$ (107,477)</b>
Payroll & Benefits	\$ 1,160,383	\$ 1,394,116	1,561,715	\$ 1,090,837	\$ (69,546)
Operating Expenses-Support & Administration	\$ 136,000	\$ 57,933	170,130	\$ 136,000	\$ -
Operating Expenses-General	\$ 106,774	\$ 124,340	126,158	\$ 81,830	\$ (24,944)
Management Fee	\$ 72,000	\$ -	90,000	\$ 72,000	\$ -
<b>Total Cost of Operation</b>	<b>\$ 2,371,308</b>	<b>\$ 2,616,413</b>	<b>\$ 3,047,131</b>	<b>\$ 2,169,340</b>	<b>\$ (201,968)</b>
<b>Inventory Change</b>	<b>\$ 65,485</b>	<b>\$ 17,946</b>		<b>\$ 18,983</b>	<b>\$ (46,502)</b>
<b>Profit/(Loss) -(Guaranteed minimum)</b>	<b>\$ (20,316)</b>	<b>\$ 170,807</b>	<b>\$ 143,657</b>	<b>\$ 174,759</b>	<b>\$ 195,075</b>
<b>District Expenses</b>	<b>\$ 84,699</b>	<b>\$ 142,666</b>		<b>\$ 93,853</b>	<b>\$ 9,154</b>
<b>Profit/(Loss) after District Expenses</b>	<b>\$ (105,015)</b>	<b>\$ 28,141</b>		<b>\$ 80,906</b>	<b>\$ 185,921</b>

*Existing policies #'s 3120 & 3120.2 combined into a single policy with new required language pertaining to transferring funds and recodified as #3170.*

## **Business/Non-Instructional Operations**

### **Budget**

#### **Education Budget Implementation**

“No officer, board, commission, or department shall expend any sum for any purpose in excess of the amount appropriated by the Town for such purpose unless such expenditure shall first be approved by the Board of Finance and appropriate transfers in such budget shall have been made by the Board” (Charter of the Town of Fairfield).

The total amount which, may be expended during the fiscal year for the operation of the school system shall be set forth in the budget approved annually by the Representative Town Meeting.

#### **Day to Day Budget Control**

The education budget shall serve as the control on expenditures. The Board of Education shall have overall responsibility for the education budget. The Superintendent shall be directly responsible to the Board for the administration of the education budget. The Superintendent maintains ultimate authority over all subordinates in matters of budget. The Director of Finance shall be directly responsible to the Superintendent for the day-to-day administration of the education budget. All subordinates of the Superintendent are directly accountable to the Director of Finance in procedural matters relating to finance. All District employees shall comply with the fiscal policies established by the Board.

In keeping with the need for periodic reconciliation of the operating budget of the Fairfield Public Schools, the Superintendent may authorize the Director of Finance to transfer funds within major classifications. Only the Board, upon recommendation of the Superintendent, may authorize individual transfers of more than \$10,000 between major classifications of accounts. All transfers made in such instances shall be announced at the regularly scheduled meeting of the Board. Only the Board, upon recommendation of the Superintendent, may authorize a series of transfers to or from a single account totaling more than \$10,000 between major classifications of accounts.

Major classifications shall be defined as:

- Personnel Services
- Fixed Charges
- Pupil Personnel Expenses
- School Expenses
- Support Expenses
- Maintenance/Operation/Transportation
- Capital

## **Business/Non-Instructional Operations**

### **Budget**

#### **Day to Day Budget Control (continued)**

Examples of policy use:

The Superintendent could authorize a transfer of funds from teacher salaries to substitute salaries.

Only the Board could authorize the transfer of \$10,000 or more (or a series of transfers totaling \$10,000 or more) from teachers' salaries to textbooks.

The Board shall provide a written explanation of a transfer made under emergency circumstances to the town's legislative body or, if the legislative body is a town meeting, to the Board of Selectman.

Legal Reference:      Connecticut General Statutes  
                                 10-222 Appropriations and budget (as amended by PA 13-60)

Adopted: August 27, 2004  
Revised:

**Business and Non-Instructional Operations**

*Replaced by  
3/7/0*

**Business**

**Budget**

**EDUCATION BUDGET IMPLEMENTATION**

**3120**

"No officer, board, commission, or department shall expend any sum for any purpose in excess of the amount appropriated by the Town for such purpose unless such expenditure shall first be approved by the Board of Finance and appropriate transfers in such budget shall have been made by the Board" (Charter of the Town of Fairfield).

The total amount which, may be expended during the fiscal year for the operation of the school system shall be set forth in the budget approved annually by the Representative Town Meeting.

Approved 8/27/04

## **Business and Non-Instructional Operations**

### **Business**

### **Budget**

### **Education Budget Implementation**

#### **DAY-TO-DAY BUDGET CONTROL**

**3120.2**

The education budget shall serve as the control on expenditures. The Board of Education shall have overall responsibility for the education budget. The Superintendent shall be directly responsible to the Board for the administration of the education budget. The Superintendent maintains ultimate authority over all subordinates in matters of budget. The Director of Finance shall be directly responsible to the Superintendent for the day-to-day administration of the education budget. All subordinates of the Superintendent are directly accountable to the Director of Finance in procedural matters relating to finance. All Board of Education employees shall comply with the fiscal policies established by the Board.

In keeping with the need for periodic reconciliation of the operating budget of the Fairfield Public Schools, the Superintendent may authorize the Director of Finance to transfer funds within major categories. Only the Board, upon recommendation of the Superintendent, may authorize individual transfers of more than \$10,000 between major classifications of accounts. All transfers made in such instances shall be announced at the regularly scheduled meeting of the Board. Only the Board, upon recommendation of the Superintendent, may authorize a series of transfers to or from a single account totaling more than \$10,000 between major classifications of accounts.

Major classifications shall be defined as:

- Personnel Services
- Fixed Charges
- Pupil Personnel Expenses
- School Expenses
- Support Expenses
- Maintenance / Operation / Transportation
- Capital

*Replaced by  
3/70*

*Existing policy, #3712, adopted 8/27/04, recodified and updated to reflect most recent guidelines and legislation and with updated legal references.*

## **Business/Non-Instructional Operations**

### **Food Sales Other than National School Lunch Program**

The Board recognizes that good nutrition is essential to peak academic performance for students and to long-term health. The Board supports nutrition programs and nutrition education as an integral part of a high-quality education. The District's lunch (and breakfast) program will operate to meet dietary specifications in accordance with the Healthy, Hunger-Free Kids Act of 2010 and applicable state laws and regulations.

To ensure that foods served at schools address modern nutritional needs and to protect the health of students, the principal will address control over the sale of non-cafeteria / competitive food. For the purposes of this policy, "competitive food" means any food that is sold or dispensed to children in competition with the school lunch program.

The district will permit vending machines and the sale of competitive foods in the middle and high schools in accordance with this policy and Policy 3720 3542.45 Vending Machines.

Schools will not offer to sell other non-cafeteria / competitive foods to students on campus from one-half (1/2) hour before the first lunch period to one-half (1/2) hour after the last lunch period.

The Board shall make available in District schools for purchase by students nutritious and low-fat foods which shall include, but shall not be limited to, low-fat dairy products and fresh or dried fruit at all times when food is available for purchase during the regular school day in schools.

The sale of beverages to students from any source, including, but not limited to, school stores, vending machines, school cafeterias and any fund-raising activities on school grounds, whether or not school-sponsored, shall be restricted to milk, non-dairy drinks such as soy or rice milk, 100% fruit juices, vegetable juices or combination of such juices, beverages that contain only water or vegetable juice and water. All allowed beverages must fulfill the requirements specified in Connecticut statute and federal regulations regarding artificial sweeteners, flavoring, caffeine and portion size.

The principal, School Cafeteria Supervisor, and Supervisor of Food Services are responsible for ensuring that foods from vending machines and other non-cafeteria/competitive foods are sold in compliance with federal guidelines, state statute, guidelines and district policy.

Legal Reference: Connecticut General Statutes

Legal Reference: National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol.45, No. 20, Tuesday, January 29, 1980, pp. 6758-6772)

P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C. 1751

## **Business/Non-Instructional Operations**

### **Food Sales Other than National School Lunch Program**

Legal Reference: (continued)

7 CFR Parts 210 & 220 – Nutrition Standards in the National School Lunch & School Breakfast Programs.

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Assistance, 7 C.F.R. Part 15b (2001)

Connecticut General Statutes

10-215e Nutrition standards for food that is not part of lunch and breakfast program

10-215f Certification that food meets nutrition standards

10-221p Boards to make available for purchase nutritious low-fat foods and drinks

10-221q Sale of beverages

PA 06-63 An Act Concerning Healthy Food and Beverages in Schools

Regulations of Connecticut State Agencies – 10-215b-1 Competitive foods  
Regulations of Connecticut State Agencies – 10-215b-23 Income from the sale of food items.

Adopted: August 27, 2004  
Revised:



*Existing policy, #4111 adopted 8/27/04 recodified and with required modifications.*

## **Personnel – Certified**

### **Permanent Personnel**

#### **Non-Discrimination/Affirmative Action: Equal Opportunity**

The Board of Education will not make employment decisions including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action, and termination on the basis of race, color, religion, age, veteran status, sex, familial status, sexual orientation, gender identity or expression, national origin, ancestry, disability, genetic information, or any other protected group, except in the case of a bona fide occupational qualification or need.

Legal Reference: Connecticut General Statutes  
 4a-60 Nondiscrimination and affirmative action provisions in contracts of the state and political subdivisions rather than municipalities  
 4a-60a Contracts of the state and political subdivisions, other than municipalities, to contain provisions re nondiscrimination on the basis of sexual orientation  
 10-153 Discrimination on account of marital status.  
 46a-60 Discriminatory employment practices prohibited.  
 46a-81a Discrimination on the basis of sexual orientation  
 Title VII, Civil Rights Act U.S.C. 2000e, et. seq.  
 The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. §4212  
 Title II of the Genetic Information Nondiscrimination Act of 2008

Adopted: August 27, 2004

Revised:

*Existing policy #4124 adopted 8/27/04, recodified and with required modifications.*

## **Personnel -- Certified/Non-Certified**

### **Appointment and Conditions of Employment**

#### **Security Check/Fingerprinting**

In order to create a safe and orderly environment for students, all offers of employment will be conditional upon the successful outcome of a criminal record check including fingerprinting. In addition, any person applying for employment with the Board shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired.

District employees shall within 30 days after they are hired submit to state and national criminal checks. District students employed by the school system are exempted from this requirement.

Workers placed in a school under a public assistance employment program shall also submit to the criminal check if such individuals will have direct contact with students.

School nurses and nurse practitioners appointed by the Board or under contract with the Board shall also submit to a criminal history check pursuant to C.G.S. 29-17a.

Student teachers placed in District schools as part of completing preparation requirements for the issuance of an educator certificate shall also be required to undergo the same criminal background checks already required for school employees.

Legal Reference:        Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissed. (as amended by PA 01-173, PA 04-181 and June 19 Special Session, Public Act No. 09-1 and PA 11-93)

29-17a Criminal history checks. Procedure. Fees.

Adopted: August 27, 2004  
Revised:

**Regular Meeting Minutes****Fairfield BoE, May 5, 2016**

**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 7:37PM. Present were members Eileen Liu-McCormack (arrived 7:41PM), Marc Patten, Donna Karnal, Jessica Gerber, Philip Dwyer, Anthony Calabrese, Trisha Pytko, Jennifer Maxon-Kennelly and John Llewellyn. Others present were Superintendent Dr. David Title, Ludlowe student representative Isabella Frango; Warde student representative Ashley Agrello; members of the central office leadership team, and approximately 60 members of the public.

*Recognition – Connecticut Outstanding Art Educator Award*

Ms. Hermesen (Art Curriculum Coordinator/Liaison), recognized Ms. Mary Lou Carlson, Fairfield Warde High School, for receiving the CT Outstanding Art Educator Award. She thanked Ms. Carlson, who has been teaching since 1966. The award honors exemplary art educators for making significant contributions to the field of art education. Ms. Carlson was thankful for the opportunity to teach and thankful that Fairfield Public Schools has been a constant partner.

*Student Reports*

Ms. Agrello reported for Fairfield Warde High School. The international field trips all went well; AP exams are being administered; May 14 is the Junior Prom.

Ms. Frango reported for Fairfield Ludlowe High School. The spring musical, West Side Story, had an amazing turnout; the annual AP photo/art show is on display; the Consumer Science Fashion Show will take place next week.

*Public Comment*

Vessy Doulis, Fairfield Resident: Communication regarding textbook review, traditional math.

*Presentation of the DRAFT Social Studies Curricula and Textbooks, K-12*

Dr. Title said this is the first K-12 curriculum review. The scope of all the teachers working on this together paid off with a fully articulated curriculum document. Dr. Pugliese, Dr. Boice, Mr. Cummings, and Ms. Ferrara presented the curriculum. The last revision for elementary was in 2003; 2009-2010 for secondary. Since that time, new standards have been implemented – Connecticut Core (2010), College, Career and Civic Life (C3) Framework (2013), and the Connecticut Social Studies Framework (2015). The process included research and review, course committees, parent focus groups and feedback, consultant review, and CT Council review. The proposed documents are aligned to the CT and C3 Inquiry Standards; are composed of deep and enduring understandings, concepts, and skills; and have a direct and explicit connection to the CT Core Standards. The resource review process for grades 6-12 included initial teacher search committees, review committees, publisher presentations and community viewing and feedback. Next steps are curriculum implementation guides, research and writing expectations, common assessments, professional development and collaborative planning, inquiry and performance tasks, and implementation and evaluation. Dr. Pugliese thanked all the amazing teachers for their contributions.

Mrs. Liu-McCormack thanked the group for the presentation; it is a huge accomplishment with the implementation of the Common Core.

- ♦ Questioned the assurance of equal content delivery for grades 6-12. Americans have had a terrible reputation of being fluent in social studies discussions outside of “Entertainment Weekly.” Is concerned that different teachers might select a different country, like China or Europe, to answer a comparative question. Hope that students across the district would receive a common foundation and equal delivery. Having the same textbook gives her comfort. Dr. Pugliese said multiple sources will be used in addition to the text; students will be using a common text and curriculum documents. There will be common exams and the content itself has not changed.

- ♦ For grades K-5 – it seems more vague. These students are little, she sees them as a blank slate and thinks we could populate them with facts. Will facts or views on content be the focus? Mr. Cummings said the intent at the elementary level is to challenge students with the expectation that the answers will be grounded in fact.
- ♦ Will historical facts and geography be imported as part of elementary curriculum? What content are we populating students with, since basically they know nothing of history. Doesn't see specificity. Mr. Cummings said the pursuit of fact to support reasoning and thinking skills will be the work; there must be discretion in the delivery of fact; teaching students to recognize fact from opinion. The work is to determine areas of focus at each grade level. We want to pursue deep inquiries into the social studies content no matter the grade level.
- ♦ The specificity of content in K-5 has not been defined like it has in grades 6-12? Mr. Cummings said elementary units will be supplemented with highly engaging non-fiction trade books, maps and globes.

Mr. Patten thanked the group for the tremendous effort in the first K-12 curricula.

- ♦ What is the anticipated transition for grades 6 and 7 and the combined World Regional Studies? Dr. Pugliese said there will be a revised unit for the first year; 7<sup>th</sup> graders will not miss out on geography.
- ♦ Are the AP texts used at universities? Dr. Pugliese said no, the AP texts are AP editions of college books with content created for high school, as dictated by College Board.
- ♦ Was there a lot of discussion regarding the elementary to middle school transition? Dr. Pugliese said the content and progression was mapped out. Ms. Ferrara added that the elementary parents expressed a great interest in the secondary content.

Mr. Calabrese thanked the group for all the hard work and noted that a change was clearly overdue; he was also happy to see the C3 framework connection and the added courses. Will this be alternating with science at the elementary level, how does this work? Ms. Ferrara said social studies and science do sometimes get bumped; topics will be met by trimester in order to assure that they are covered. Mr. Cummings said the current arrangement has Science and Social Studies alternating; the Language Arts reading period will be used to build connections across the curriculum.

Mrs. Pytko commended the group for the all that work that was done and for ensuring there are assessments that speak to different types of learners.

Mrs. Maxon-Kennelly thanked the group for the wonderful presentation.

- ♦ Is there a skills matrix? Dr. Pugliese said it is in the works.
- ♦ What formed the decision to go before the year 1898 for US History, as the state recommends? Dr. Pugliese said it didn't seem right to exclude historical references before that time; the state consultant liked the chrono-thematic approach, and other districts will probably do the same.
- ♦ Was AP Psychology changed to a semester course and what is the nature of the PD this summer? Dr. Pugliese said AP Psychology was not changed to a semester course. The PD will include English/Language Arts and Library Media and he expects to include others.

Mr. Dwyer asked if there was enough money and time for PD and implementation guides; will this curricula create more engaged young adults? Dr. Pugliese said they could always use more money for PD; summer work is critical. This falls in with training teachers for the new AP courses, conferences and inquiry. The purpose of the standards in the last dimension, is to have a product at the end, such as a letter to a congressman or local official.

Mrs. Gerber thanked the group – is there a sense of how many students will take the new courses? Dr. Pugliese said it is an amazing first year with 3 sections of Comparative Government, 6 or 7 sections of Sociology, and one section at each high school for Contemporary History; there is high interest.

<i>New Business</i>
---------------------

*Approval of the Plans and Specifications for the FWMS Roof Replacement Project TMP 051-KGFG*

Mrs. Gerber moved, Mr. Calabrese seconded "that the Board of Education approve the plans and specifications for the Fairfield Woods Middle School Roof Replacement Project TMP 051-KGFG as enclosed"

Mr. Morabito and Mr. Cullen said the roof was last replaced in 1991; the warranty expired last year and now qualifies for state reimbursement.

Mr. Dwyer said funding has already been approved, and this approval is another step required by the state.

Mr. Llewellyn asked if the roof will be multi-ply and was told yes.

Mr. Patten asked if anything had changed. Mr. Cullen said the good news is that the asbestos abatement study came back negative.

Mrs. Gerber asked if the SPSBC was the building committee involved and Mr. Morabito said yes.

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

#### *First Reading of Policies*

- ♦ *Policy 5131.7 – Students – Weapons and Dangerous Instruments*
- ♦ *Policy 5114 – Students – Suspension and Expulsion/Due Process*

Mrs. Maxon-Kennelly said this is all part of the CABE audit; some of the wording was pulled out in 5131 and language from the state statute was added to ensure policy compliance. This is about making sure that policies are consistent; the committee did not look at the content.

Mr. Dwyer asked if CABE provided templates for these policies. Mrs. Maxon-Kennelly said yes for 5131, but not for 5114, that was our previously numbered policy 5119.

Mr. Patten asked if the last paragraph in 5131 came from CABE or the state. Mrs. Maxon-Kennelly said it was originally in our own policy 5119. Dr. Title added that this is a legal distinction with respect to conduct that is expellable on or off school property. Mr. Patten asked if policy 5119 has a new expulsion definition regarding more than 10 days out of school? Dr. Title said that has always been the definition; the language changes were for the PK-2 out-of-school suspensions.

Mr. Llewellyn wanted to clarify the school's jurisdiction, what if a child owns a BB gun, is that expellable? Dr. Title said the intent is for the mandated policy language to be consistent with the existing policy; further discussion on content can be addressed by the policy committee.

#### *Superintendent Budget Adjustments*

Dr. Title said this has been a confusing budget year. The RTM approved the budget that was recommended to them by the BOF. Regardless of what happens at the state level with regards to revenue to the Town, we need to bring our budget into compliance with the appropriated amount. It is up to the Board to decide where adjustments can be made; however it is in the Board's interest to follow the Town bodies' recommendations at this time, particularly with respect to health insurance. The enclosure details the final appropriated budget amount of \$163,658,561 with the adjustments being supplemental teachers, health insurance, and special education. If teachers are needed, they will be hired so as to remain within the district guidelines. Health insurance is a changing landscape; the most recent experience is positive. As a result of the state's Excess Cost Grant reduction, the First Selectman added \$250K back in, and that is also reflected.

Mr. Dwyer said the BOF also supported the cut to the supplemental teachers.

Mr. Llewellyn

- ♦ Could you address the cuts from Hartford? Dr. Title said that if revenue to the Town is decreased, we will examine our budget and work with the Town. We need to see what the state does and what the BOF does with the mill rate.
- ♦ Why did the "potential claims and fees" line in the medical retention sheet drop from \$500K to \$250K? Dr. Title said that was done to add the \$250K from the BOF back in.
- ♦ What is AON's role going forward? Dr. Title said this is to be determined and Mr. Mayer is handling; AON is expected to be substantially involved the first year.
- ♦ Will retirees also be on the state plan, and what is the blended rate for actives and retirees? Dr. Title said retirees will be on the state plan; AON has the expertise to determine the blended rate.

Mr. Dwyer said the RTM unanimously supported the spending plan. We are in charge of our budget, but it is in our best interest to work with the Town and he hopes for a shared ratio among the mill rate, the Town, and the BOE.

*First Reading of Elementary Math Textbook*

Dr. Title said this item has been a priority for the Board. Regardless of what happens in Hartford, resources will exist to purchase this text.

Mrs. Liu-McCormack asked what was so compelling about Bridges, 2<sup>nd</sup> edition since it is new and un-tested? Wanted to understand why Bridges was chosen over other options. When she goes online and sees things about Bridges she is concerned about the history of their old edition. What about sequencing. Why are we investing in something that's not tried and true, why not have other districts try it out. Mr. Wakeman said focus coherence and rigor. The committee reviewed many texts by speaking with other districts, using surveys and taking advantage of outside reviews. Page 2 of the enclosure outlines the strengths and needs that guided the committee. Bridges' problem solving was contextual; Singapore's was word-based.

Mrs. Maxon-Kennelly asked about the nature and timing of the accompanying Professional Development (PD). She understood that Madison had it for 5 years and raved about it and was told that the success was due in large part to the PD. She appreciated seeing the strengths and needs outlined clearly. Mr. Wakeman said PD is offered as part of the package; there is a tremendous amount of PD that has already been received in this process; the PD schedule is in the works. Much of the PD is in the shift to the Common Core and mathematics practices procedurally and conceptually. Mr. Cummings added that the challenge in math is to use the resource to address weaknesses and to also ensure that strengths remain strengths; the text is not the curriculum.

Mr. Patten is thrilled with the textbook and asked if there is an online component. Mr. Wakeman said yes, and the workbook can be taken home; additional resources can also be taken home and used in the classroom. Mr. Cummings said the district is looking for ways to further improve communication to parents regarding student progress. Mr. Patten asked if workbooks were common and if this is an ongoing expense. Mr. Wakeman said workbooks are common for K-5. Dr. Title said it will be an ongoing expense.

Mr. Llewellyn asked about the cost. Mr. Wakeman confirmed that it is a workbook and the estimate was recently received. Dr. Title said \$550K is allocated. Mr. Llewellyn felt that parents were brought into the process late. How did Madison measure success? How will this be blended into the curriculum? Mr. Wakeman said Madison had shown success with SBA scores. Members of the committee visited K-4 classrooms in Madison and reviewed implementation processes. Resources address all the standards; Bridges is a resource that can be used for differentiation and intervention. PD will review sequencing and integration. Mr. Llewellyn expressed concern about committing to a book for the next several years without trend information to support it; he asked Dr. Title for the historical information that he requested and for a presentation on the analysis.

*First Reading of World Language Textbooks*

Dr. Title said the recommendations are listed in the enclosure and the Board is welcome to ask questions.

Mrs. Liu-McCormack asked if the recommended books are consistent with the middle school series and was told yes. She is thankful for a better program, but is not convinced that the new methodology is the best way to teach new learners. It is not possible to do immersion here unless we start teaching like they do in Florida, where the gym teachers give commands in Spanish. Still needs to be convinced that this is better; knows some people have already convinced themselves which is fine.

<i>Approval of Minutes</i>
----------------------------

*Approval of the Minutes of the March 31, 2016 Special Meeting*

Mrs. Gerber moved, Ms. Pytko seconded that the Board of Education approve the Minutes of the March 31, 2016 Special Meeting.

**Motion Passed: 9-0**

*Approval of the Minutes of the April 5, 2016 Regular Meeting*

Mrs. Gerber moved, Mr. Calabrese seconded that the Board of Education approve the Minutes of the April 5, 2016 Regular Meeting.

**Motion Passed: 6-3**

Favor: Mr. Patten, Mrs. Gerber, Mr. Dwyer, Mr. Calabrese, Ms. Pytko, Mrs. Maxon-Kennelly

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

*Approval of the Minutes of the April 19, 2016 Special Meeting*

Mrs. Gerber moved, Ms. Pytko seconded that the Board of Education approve the Minutes of the April 19, 2016 Special Meeting.

**Motion Passed: 9-0**

*Approval of the Minutes of the April 20, 2016 Special Meeting*

Mrs. Gerber moved, Mr. Calabrese seconded that the Board of Education approve the Minutes of the April 20, 2016 Special Meeting.

**Motion Passed: 9-0**

<i>Superintendent Report</i>
------------------------------

*2013-2014 School Profile and Performance Reports*

Dr. Title said the link to the state reports is provided on the website. The data is from 2013-2014.

Mr. Dwyer added that each school has 3 or 4 pages of data and questions can be forwarded to Dr. Title.

Mrs. Maxon-Kennelly asked if any data points were noticeable, in terms of the District Improvement Plan. Dr. Title said nothing jumped out from the district's perspective, but it is a retrospective look.

*Quarterly Financial Report*

Mrs. Munsell reviewed the 3<sup>rd</sup> Quarter Financial Report and expects the 2015-2016 fiscal year expenses to be within budget at year-end. The mild winter provided some savings, and savings were also experienced in transportation and magnet school tuition.

Mr. Llewellyn asked about the 401a in Fixed Charges; who manages this? Mrs. Munsell said this is reflected in the pension line and can be further broken out. The 401a is paid as incurred; it just started last year. Mr. Dwyer said this is for new employees and was only recently negotiated. Mrs. Munsell added that it is a function of turnover, there is no way to predict the number of new hires; the 401a is separate from the Town and she manages it.

*Racial Imbalance Update*

Dr. Title updated the Board on the recent meeting with the state. The state was amenable to allowing more time to arrive at a short-term solution and requested a plan by December. This plan must be Board-approved and should be addressed in the fall as there will be budget implications. Mr. Dwyer added that the state appreciated the proactive hiring of the consultants. This will be a discussion item for the October meeting.

*Committee/Liaison Reports*

Mrs. Maxon-Kennelly said that the annual PTAC awards ceremony will take place on June 1 and nominations are due by May 13. The Deanna O’Kiernan and Alis B. McGrath awards are for volunteers and the Brian Fagan Grant is awarded to a teacher currently enrolled in a graduate program.

Mrs. Gerber reported that the BOF has postponed the vote on the funding request for the FLHS windows project. The earliest the RTM will hear the request is now June and this may result in additional costs.

Mr. Dwyer said the Holland Hill Building Committee is moving ahead rapidly and is on schedule.

*Open Board Comment*

Mrs. Liu-McCormack said the superintendent search forums have gone very well. She heard positive feedback that they have been conducted in an even manner; people are happy with the selection.

Mr. Dwyer added that citizen participation in the survey has been much better than expected.

Mrs. Gerber acknowledged Mr. Hatzis for receiving the CT PTA Headmaster of the Year Award. Other notable wins included Warde’s PTA Increased Membership Award and Mill Hill’s School of Distinction Award. Additionally, the student scholarship winner was from Warde.

*Adjournment*

Mrs. Gerber moved, Mr. Calabrese seconded that this Regular Meeting of the Board of Education adjourn.

**Motion Passed: 9-0**

Meeting adjourned at 10:30PM

*Respectfully Submitted by  
Jessica Gerber  
Board of Education  
Secretary*



**Regular Meeting Minutes  
Fairfield BoE, May 17, 2016**

**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*

Student Award Presentations were held at 7:00 PM.

Chairman Philip Dwyer called the Regular meeting to order at 7:51PM. Present were members Eileen Liu-McCormack, Marc Patten, Donna Karnal, Jessica Gerber, Philip Dwyer, Anthony Calabrese, Trisha Pytko, Jennifer Maxon-Kennelly and John Llewellyn. Others present were Superintendent Dr. David Title, members of the central office leadership team, and approximately 50 members of the public.

*Old Business*

*Approval of Social Studies Curricula*

Mrs. Gerber moved, Mr. Patten seconded that the Board of Education approve the Social Studies Curricula, PK-12.

*Public Comment:*

Tricia Donovan, Fairfield Resident: Thanked the group for creating a dynamic environment for parents and taking to heart the research standards.

Mrs. Maxon-Kennelly thanked Dr. Pugliese for responding to all of her questions; she enthusiastically supports the curriculum.

**Motion Passed: 9-0**

*Approval of Social Studies Textbooks, Grades 6-12*

Mrs. Gerber moved, Mrs. Maxon-Kennelly seconded that the Board of Education approve the recommended Social Studies Textbooks, Grades 6-12, per the memo dated April 29, 2016.

Mrs. Liu-McCormack said she enjoyed reading the texts. While not perfect, the content is there and she thanked the group for its patience and for all the work. She is still quoting some of the stuff from one of the textbooks, she finds it fascinating.

**Motion Passed: 9-0**

*Approval of the Superintendent's Recommended Budget Adjustments*

Mrs. Gerber moved, Mrs. Maxon-Kennelly seconded that the Board of Education approve the Superintendent's recommended budget adjustments as enclosed.

Mr. Llewellyn asked for an update on the budget cuts at the state level. He believed that per policy, the Board must approve transfers, and he asked about the process in getting this back to the Board. He also requested that the Technology Plan review be placed on the next agenda. Dr. Title said not much has changed at the state level regarding the budget; we will be a good partner with the Town. The budget will be managed to the bottom line as it is done every year; transfers are approved at end of the fiscal year.

**Motion Passed: 9-0**

*Approval of the Recommended Elementary Math Textbook*

Mrs. Gerber moved, Mr. Calabrese seconded that the Board of Education approve Bridges 2<sup>nd</sup> Edition as the recommended Elementary Math textbook.

Mrs. Liu-McCormack said she feels like déjà vu all over again. Math textbooks have a special place in her heart because math is one of the most important languages learned while at school. She has reviewed textbooks ad nauseum and she is baffled by this recommendation. She said this text has not been around for very long and also felt that parents

weren't fully included; she prefers tabling this, rather than rushing to spend half a million dollars. She's not sure how successful this will be. She doesn't feel that parents are 100% behind this as a community. She needs more data. Mrs. Gerber expressed the importance of engaging with the teachers. In the process of doing this herself, she found out that a large number of teachers chose this text. She took the extra time to meet and speak with teachers at a number of different schools and heard positive feedback in terms of how the curriculum has moved forward and how the text plays an important role in that. She does not share the same concern as Mrs. Liu-McCormack.

Mr. Llewellyn said he also spoke to teachers and found that many were not involved in the process, but a select subset was; he also supports tabling this. He read from the meeting minutes of several years ago, which he said actually had some depth to them - several statements mentioning Fairfield's performance with the new curriculum. He is not convinced that the curriculum has raised the bar. He has questions regarding the data he received from Dr. Rasmussen. Wonders why we don't use free resource. This is not about money; this is really about a full and proper review prior to investing in a book.

Mrs. Maxon-Kennelly said that Mrs. Liu-McCormack has had a month to meet with Mr. Wakeman and review any questions regarding this topic. She also referenced Mr. Llewellyn's comment and felt that his implication of impropriety with the process is an affront to the Board; the union rep that she met with completely assured her that it was an honest selection without pressure. Additionally, she was offended at Mr. Llewellyn's slap to the minutes, as he never offers any suggestions about them.

Mrs. Liu-McCormack said that due to availability, she met with Mr. Cummings instead of Mr. Wakeman.

*Public Comment:*

Dr. Gerry Kuroghlian, Fairfield Resident: Concerns with staff development in Math Program.

Adam King, Unquowa Road, New Rochelle 4<sup>th</sup> Grade Teacher: Math curriculum is for the students.

Vessy Doulis, Mill Plain Road: Objects to book.

Nicki Vinoski, Brookside Drive: Supports teachers and the book.

Tara Malecky, Crocus Court: Supports Math curriculum and materials.

Sara Bocchiere, Textbook Review Committee Member, Casmir Drive: Supports the text.

Suzanne Miska, Ryegate Road: Concern with PD Requirements.

Trish Donovan: Fairfield Resident: More evidence is needed to support this text.

Kelly Jacobson: Fairfield Resident: Her research showed different conclusions than those presented at the math review. Concerned about parents using outside math centers.

Mrs. Liu-McCormack said she is hearing different viewpoints and there shouldn't be a rush for spending. This dialogue has been very passionate.

Mrs. Liu-McCormack moved, Mr. Llewellyn seconded to postpone approval of this textbook indefinitely.

Mr. Llewellyn said trend analysis should be looked at and he supports postponing this until we are sure we have the right curriculum. Doesn't think we are knocking the cover off the ball with this curriculum. We shouldn't find a book to fit a curriculum that he believes trends do not indicate effectiveness.

Mr. Patten said if this was to postpone to June he might consider it, but he cannot support this motion; we've been requesting a resource for 2 years. Central Office is aware of the achievement gap and is working on addressing it.

*Public Comment:*

Adam King, Fairfield Resident: Supportive data based on SBAC will take years; PD is needed regardless of the choice made.

Mr. Dwyer is prepared to act now on the teachers' recommendation.

Mr. Llewellyn added that he wants to add iReady back in to the budget and he asked Mr. Patten if he would be amenable to postponing the vote until the October review of the District Improvement Plan and trend data.

Mr. Patten said no, he doesn't want to lose an entire year.

Mrs. Liu-McCormack questioned if 1 or 2 months of data would be sufficient for Mr. Wakeman to put some data

together and wondered about amending her motion.

Mr. Dwyer noted that since the motion is now the Board's, a vote is required on the current motion before fashioning another.

Ms. Karnal said the Board last voted on this in 2011 and she doesn't see the need to rush the purchase.

Mr. Dwyer said the Board has looked at various math topics over the years and he is ready to act.

**Motion Failed: 3-6**

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

Oppose: Mr. Patten, Mrs. Gerber, Mr. Dwyer, Mr. Calabrese, Ms. Pytko, Mrs. Maxon-Kennelly

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

**Motion Passed: 6-3**

Favor: Mr. Patten, Mrs. Gerber, Mr. Dwyer, Mr. Calabrese, Ms. Pytko, Mrs. Maxon-Kennelly

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

**The original motion to approve the textbook passed: 6-3**

Favor: Mr. Patten, Mrs. Gerber, Mr. Dwyer, Mr. Calabrese, Ms. Pytko, Mrs. Maxon-Kennelly

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

*Approval of the Recommended World Language Textbooks*

Mrs. Gerber moved, Ms. Pytko seconded that the Board of Education approve the recommended World Language Textbooks, per the memo dated April 29, 2016.

Mrs. Liu-McCormack as mentioned for the record she cannot in good conscience approve it.

Mr. Llewellyn said he spoke to teachers who said that they would prefer a more traditional text rather than an immersion text.

*Public comment:*

Karin Martel, FWMS WL Teacher: New curriculum supports students learning holistically.

Bari Rabine, Fairfield Resident & WL Teacher: Text supports comprehensible input and digital literacy.

Peggie Shore, RLMS WL Teacher: Curriculum supports writing and comprehension skills.

**Motion Passed: 6-3**

Favor: Mr. Patten, Mrs. Gerber, Mr. Dwyer, Mr. Calabrese, Ms. Pytko, Mrs. Maxon-Kennelly

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

---

Mr. Dwyer excused himself, Dr. Title and Mrs. Gerber, to attend the Board of Finance Meeting. Their presence was requested to discuss the FLHS windows project. Board Vice-Chair Calabrese assumed the position of Acting Chair for the remainder of the meeting.

---

*Approval of Policy 5131.7 – Students – Weapons and Dangerous Instruments*

Mrs. Maxon-Kennelly moved, Mr. Patten seconded that the Board of Education approve Policy 5131.7 – Students – Weapons and Dangerous Instruments.

Mrs. Maxon-Kennelly said she did not get any comments from the Board and referred to the yellow highlighted areas where wording was cleaned up.

Mr. Llewellyn supports the changes, but would like this to go back to the Policy Committee for content review.

**Motion Passed: 7-0** (Mr. Dwyer and Mrs. Gerber were not present for this vote).

*Approval of Policy 5114 – Students – Suspension and Expulsion/Due Process*

Mrs. Maxon-Kenelly moved, Ms. Karnal seconded that the Board of Education approve Policy 5114 – Students – Suspension and Expulsion/Due Process.

Mrs. Maxon-Kenelly said she did not receive any questions, enclosure #4 has the statutory language that has changed. As a reminder, this change is due to the CABE audit and may be addressed later for content.

**Motion Passed: 7-0** (*Mr. Dwyer and Mrs. Gerber were not present for this vote*).

*New Business*

*First Reading of Policies 5144.4, 5145.511, 4400(for deletion), 6121, 6171.2, 0521, and 3515*

Acting Chair Calabrese agreed with Mrs. Maxon-Kenelly and recommended addressing all policies at once as a first read.

Mrs. Maxon-Kenelly said these changes are all a result of the CABE audit.

Mr. Llewellyn asked where the language was lifted from, such as from a state statute, and Mrs. Maxon-Kenelly said she could find that out.

*Approval of Minutes*

*Approval of the Minutes of the May 5, 2016 Special Meeting*

Ms. Pytko moved, Mrs. Maxon-Kenelly seconded that the Board of Education approve the Minutes of the Special Meeting of May 5, 2016.

**Motion Passed: 5-2**

Favor: Mr. Patten, Mr. Calabrese, Ms. Pytko, Mrs. Maxon-Kenelly, Mr. Llewellyn

Oppose: Mrs. Liu-McCormack, Ms. Karnal (*Mr. Dwyer and Mrs. Gerber were not present for this vote*).

*Committee/Liaison Reports*

Mrs. Maxon-Kenelly reminded the Board that the PTA Council meeting on June 1 is the volunteer recognition meeting and the Brian Fagan awards.

Ms. Pytko added that Mr. Schulz is being honored by SEPTA at McKinley School tomorrow at 7:30.

*Open Board Comment*

Ms. Pytko attended the screening of “Screenagers” and said it was fascinating.

Mr. Patten confirmed with Mr. Calabrese that the BOF requested the presence of Dr. Title and Mr. Dwyer at the FLHS window project discussion at the BOF meeting.

Mrs. Karnal asked about the grass cutting; Mr. Cullen responded that the grass had not been cut due to the rain; lawn service is on an 11-day rotation.

*Adjournment*

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

**Motion Passed: 7-0**

Meeting adjourned at 9:15PM

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

DRAFT

**Special Meeting Minutes  
Fairfield BoE, May 25, 2016**

**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 meeting to order at 8:05 PM. Members present were Eileen Liu-McCormack, Donna Karnal, Jessica Gerber (arrived 8:55PM), Philip Dwyer, Anthony Calabrese, Trisha Pytko, Marc Patten, Jennifer Maxon-Kennelly and John Llewellyn; HYA consultants Dr. Brad Draeger and Dr. Dwight Pfennig, as well as approximately 20 members of the public.

*Business Items*

*Fairfield Public Schools Leadership Profile Report*

Mr. Dwyer introduced Dr. Draeger and Dr. Pfennig as the consultants performing the new superintendent search on behalf of Hazard, Young & Attea Associates (HYA).

Dr. Draeger and Dr. Pfennig, HYA Consultants, presented the Leadership Profile Report. They thanked Dr. Title and his staff for being so accommodating. Data for the report was obtained from individual and group meetings, focus group settings and an online survey. A total of 1504 participants completed the online survey and 31 stakeholder interviews were held with the Board, Town officials, administrators, community members, parents, students, support staff, and teachers. Consistently reported themes were grouped by strengths, challenges/concerns/issues and desired characteristics. Dr. Title received high praise in many of the interviews and survey comments, particularly with his knowledge of the budget and budget process. At the end of the presentation, the final desired characteristics of the new superintendent were listed and included accessibility, excellent financial acumen, teaching and administrative experience and adaptability.

Mr. Dwyer said the powerpoint will be posted to the website.

Mrs. Liu-McCormack thanked the consultants for the presentation and asked, what were some of the highlights of the student feedback? Dr. Draeger and Dr. Pfennig said the students had a great interest in Board decisions, such as when a class is no longer offered; there is tremendous appreciation for the sports, music and drama programs; there is a feeling that field trips have been reduced; some students would prefer options outside of college-prep. The students praised the teachers and the support of the parent community.

Mrs. Maxon-Kenelly asked if there was a sense of different major focal points for elementary and secondary teachers. Dr. Draeger and Dr. Pfennig said the overall theme was that K-12 teachers would like to be more engaged and involved in the decision making; the elementary administrators felt Dr. Title was a role model.

Mr. Patten asked the presenters to address how they might screen candidates using the 20 points listed as challenges and concerns. Dr. Dwight and Dr. Pfennig first ask the candidate if s/he has read the Leadership Profile Report; this is the most important question. Although not possible to address each point, candidates tend to focus on certain points. The need for financial acumen is an important point for this district.

Mr. Dwyer said choosing the next superintendent is the most important decision this Board will make and asked, which top 1 or 2 attributes from parents and teachers are considered the most important? Dr. Draeger and Dr. Pfennig said #1 is communication and #2, or tied with #1, is financial acumen. Teachers need engagement in some form, such as a monthly meeting with the superintendent. The new superintendent should also be an excellent communicator and should listen and learn before making any changes.

Ms. Pytko thanked the consultants for the presentation and said they did a great job in giving the community a voice.

Mr. Dwyer agreed; the consultants were a most professional team and he thanked them on behalf of the Board.

## DRAFT

### *Public Comment:*

Dr. Gerry Kuroghlian, Old Spring Road: Interested in knowing more about responses to the recruitment question.  
Robert Benjamin, Teacher/Town resident: Thankful for presentation; new superintendent's philosophy as a human resources manager.

Robert Smoler, FEA President: Focus on communication and the value of staff time as a precious resource.

Joan Robb, 3<sup>rd</sup> grade Teacher and Resident: Pleased to see that data is at the bottom, students are more than a data point. Students are people, and time is precious.

Frank Sahagian, FWMS Teacher: Great job on the presentation, encouraged the Board to consider the stakeholders during the process.

Dr. Henry Yoon, Riders Lane, City of Stamford Medical Director: New superintendent should value physical and mental-health wellness.

Mr. Dwyer thanked the public and asked the consultants if they had any additional comments. In recruiting the best and the brightest, the Board has struggled with the dynamic of recruitment. Dr. Pfennig said the Board chooses when the finalists are chosen and confidentiality is of utmost importance. In terms of the suggested candidate question, those responses that were genuine were reviewed and taken very seriously, as is any viable candidate.

Mr. Llewellyn asked, what percentage of respondents answered the suggested candidate question seriously? Was there some repetition of names? Dr. Pfennig said there was some repetition, only 2%-3% of respondents gave names.

Dr. Draeger said he would add the wellness element to the report.

### *Discussion of Approval of Superintendents of Schools' Amended Contract and Interim Superintendent of Schools' Contract*

Mrs. Gerber moved, Ms. Karnal seconded seconded that the Board of Education hereby moves to enter into Executive Session in accordance with CGS 1-200(6) to discuss superintendent employment and the appointment of an interim superintendent.

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

The Board entered into Executive session at 9:11PM.

The Board came out of Executive Session at 10:11PM.

### *Approval of Superintendent of Schools' Amended Contract*

Mr. Dwyer moved, Mr. Calabrese seconded that the Board of Education approve the amendments to the Superintendent of Schools' employment contract, effective July 1, 2016, as discussed in executive session. Mr. Dwyer explained the changes made to Dr. Title's contract, which will be in place for July 1-31.

Mr. Llewellyn moved, Ms. Karnal seconded to amend the contract language in item 3.d. by striking the words "Chairman of the"

Mr. Dwyer said that he would share the information if Dr. Title does take one personal day off.

Mr. Llewellyn said that the Board had not been previously notified regarding Dr. Title's days off.

### **Motion Failed 3-6**

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

Oppose: Mr. Patten, Mrs. Gerber, Mr. Dwyer, Mr. Calabrese, Ms. Pytko, Mrs. Maxon-Kennelly

Mr. Llewellyn moved, Mrs. Liu-McCormack seconded to amend the contract language in item 3.e. by inserting the following language following the phrase "dental insurance":

"which shall be the same insurance as that provided for the Fairfield Central Office Administration."

Mr. Llewellyn wanted to avoid assumptions and ensure that the new contract specifies that the new insurance is effective on July 1.

Mr. Dwyer said he believed that Dr. Title would be making the switch, since everyone else in the district is. The contract has been legally reviewed and he opposes the change.

Mrs. Liu-McCormack agreed with Mr. Llewellyn, the language provides clarification.

**Motion Failed 3-6**

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

Oppose: Mr. Patten, Mrs. Gerber, Mr. Dwyer, Mr. Calabrese, Ms. Pytko, Mrs. Maxon-Kennelly

Ms. Karnal asked for clarification on consulting fees should Dr. Title work beyond the 3 ½ days. Mr. Dwyer said the new superintendent would determine if more time is needed; the current daily rate would be used.

Mr. Llewellyn asked how the \$483.17 raise would calculate into overall retirement benefits, does it extend in perpetuity? He is concerned about costs to the taxpayers.

Mr. Dwyer said he did not know, but he assumes that if the language is changed to a one-time bonus it will still be a 6-3 vote.

Mr. Llewellyn said that it would be more conservative to give a one-time bonus.

Mr. Llewellyn moved, Mrs. Liu-McCormack seconded to amend the contract language in item 2 by inserting "289,902" into the salary line, and then adding the following at the end of the paragraph: "A one-time bonus of \$483.17 shall be paid 7/31/16."

**Motion Failed 3-6**

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

Oppose: Mr. Patten, Mrs. Gerber, Mr. Dwyer, Mr. Calabrese, Ms. Pytko, Mrs. Maxon-Kennelly

**The Original Motion Passed 6-3**

Favor: Mr. Patten, Mrs. Gerber, Mr. Dwyer, Mr. Calabrese, Ms. Pytko, Mrs. Maxon-Kennelly

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

*Approval of Interim Superintendent of Schools' Contract*

Mr. Dwyer complimented Mrs. Gerber for her work with the interim superintendent search.

Mrs. Gerber moved, Mrs. Maxon-Kennelly seconded that the Board of Education approve the Interim Superintendent of Schools' employment contract, effective August 1, 2016, as discussed in executive session, naming Dr. Stephen Tracy to that role.

Mrs. Gerber said the Board has met with Dr. Tracy and agreed he is a good match for the district.

Mrs. Maxon-Kennelly is looking forward to working with Dr. Tracy.

Mr. Dwyer said 3 applicants were interviewed; the Board reached an agreement with Dr. Tracy that allows him to serve in that role until June, 2017 if needed.

**Motion Passed: 9-0**

DRAFT

*Adjournment*

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

**Motion Passed: 9-0**

Meeting adjourned at 10:34PM

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



June 7, 2016



David G. Title, 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 Members  
**From:** David G. Title  
**Date:** June 7, 2016  
**Re:** 2015-2016 District-Wide Improvement Initiatives Update

---

I am pleased to present our progress on the District-Wide Improvement Initiatives for 2015-2016. This aggressive effort included a total of 35 Initiatives, 29 of which represented Specific Actions listed in the five-year District Improvement Plan. There are 63 Specific Actions to be completed in the five years of the District Improvement Plan, some of which are designed to take multiple years to fully implement.

On the enclosed report, I categorize the progress for each Initiative as “Complete” or “In Progress.” Of the 35 Initiatives, 25 are “Complete” and 10 are “In Progress.” The summary by Core Strategy is as follows:

Instructional Program (10)

Complete – 5

In Progress – 5

Teams/Improvement Plans (5)

Complete – 5

Leadership Capacity (4)

Complete – 4

Resources (16)

Complete – 11

In Progress – 5

Initiatives that are “In Progress” will be carried over for completion and listed in the Initiatives for 2016-2017 (for example, see #31). If a multiple-year Initiative is listed as “Complete” it will be carried over as a 2016-2017 Initiative for the second year of implementation (for example, see #1). If a single-year Initiative is listed as “Complete,” it will be removed from the list of Initiatives for 2016-2017 and will be treated as an ongoing part of district operations (for example, see #11). The administrative team will identify additional Initiatives from the District Improvement Plan that will result in an updated District-Wide Initiatives list for 2016-2017.

DGT/mb



## **2015-2016 Improvement Initiatives Update, June 2016**

### Instructional Program

- 1. Develop a World Language Program at the elementary school level that reflects the best research-based practices in the field. (Year 1 of 2)**

We developed implementation guides and common assessments and put them in place this year for grades 4 and 5. The approved 2016-2017 budget enables us to begin Spanish in Grade 3, with the plan to add grades K-2 in 2017-2018. In June 2016, implementation guides will be modified to address the addition of Spanish instruction in grade 3 and to include lessons learned from the full implementation of the grade 6 program in 15-16.

Status: Year 1 Complete

- 2. Develop and approve curriculum in Social Studies K-12 and Computer Literacy Grades 6-8. \* (Year 1 of 5)**

The Board of Education approved the revised PK-12 Social Studies curriculum, along with new textbooks in grades 6-12. The curriculum will be implemented in grades 6-12 in 2016-17 and in grades PK-5 in 2017-18. The Board of Education approved the revised Computer Literacy curriculum and it will be implemented in the 2016-2017 school year.

Status: Year 1 Complete

- 3. Research and review the K-12 Science Program sequence of courses to align with the new generation science standards. (Year 1 of 5)**

This process was started and will be completed this summer. A recommended course sequence for the high schools will be made before the Program of Studies goes to print in January 2017. The curriculum will be presented to the Board in May 2017.

The CT State Department of Education has just recently suggested an order of sequencing of science content for the Next Generation Science Standards in time for the summer curriculum writing. The largest issue for us is whether Earth Science will be a required grade 9 course for all students.

Status: In Progress

- 4. Implement newly adopted curriculum in World Language and Library/Media K-12. (Year 1 of 5)**

Implementation guides and common assessments were developed and used in elementary World Languages. The elementary Library/Media curriculum was partially implemented due to the challenges of connecting that curriculum to classroom practices. The primary issue was a lack of time for co-planning. This is being addressed through co-development of curriculum among English Language Arts, Social Studies, and Library Media in June, 2016.



## **2015-2016 Improvement Initiatives Update, June 2016**

We did implement the revised World Language and Library Media curriculum in all schools and classrooms in grades 6 through 12. The Library Media curriculum continues to be included as we work on Social Studies implementation, and as we develop the Capstone project.

Additionally, in conjunction with the Technology Department, the Library Media Specialists are working to transition sections of the Library Media Center to Makers' Spaces. Some elementary libraries have activities in place for students to explore STEM concepts.

Status: In Progress

**5. 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.**

This year we focused on Instructional Rounds in academic content areas (English, Math and World Language) across levels. Through this process we identified the issue of expectations for student performance as a need to be addressed. Next year we will expand Instructional Rounds to include Social Studies as we implement a new curriculum.

We also established specific guidelines for special education transitions -- the annual and transition PPT process. We developed a transition process for all student/families transitioning from 5-6, 8-9, and 12 to the Community Partnership Program (CPP). The planning process engaged students, families, school staff and administration in planning for positive transitions and ensuring programmatic implementation on day one. In the fall we will assess outcomes and reflect on feedback to adjust for transitions in the 2016-17 school year. We will also address the Early Childhood Center (ECC) transition process and the graduation transition process in the 2016-17 school year.

We will also involve the middle and high schools in focused discussions around grading, which started this year. We will include the middle schools in a discussion about preparation for the Capstone. The summer reading for teachers and administrators will include *Personal Learning*, by Alison Zmuda, whom we hope to hire next year to work with our administrative teams.

Status: In Progress

**6. 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. (Year 1 of 3)**

The goal of the secondary curriculum departments is to implement performance-based assessments in the required courses for the four major academic areas in grades 9 and 10. We completed an initial field test of the Academic Expectations rubric. Performance tasks for grades 9 and 10 using a common template will be finalized for all content areas except science before the fall of 2016. Due to the revised science curriculum, we need an additional year to align those tasks to the proposed curriculum.



## **2015-2016 Improvement Initiatives Update, June 2016**

A Capstone committee is working on defining the elements of a Capstone project and developing an implementation plan that supports Capstone preparation for younger students. A recommendation will be presented to district leadership in the fall.

Status: In Progress

**7. Revise and implement additional common assessments aligned to the curriculum in grades K through 12, including performance-based assessments. (Year 1 of 3 and Year 1 of 4)**

We have identified expectations for the common elements of strong performance assessments and a schedule of initial performance assessment placement. We will align performance assessments to the Fairfield Public Schools' Academic Expectations. The PK-12 curriculum leaders are working on a standard template with common elements for grades PK-12. We will revise Social Studies tasks to align to new curriculum.

Status: In Progress

**8. Implement Professional Learning to strengthen instructional practices for students with disabilities and ELL students.**

Professional development activities in the special education department included: Cadre #1 of our research-based reading intervention began its work. This work will result in 35 teachers earning certification in structured literacy teaching by the end of the 2016-17 school year. Cadre #2 will begin in the fall with an additional 35 teachers. School psychologists and social workers were focused on improving our comprehensive evaluations and increasing district capacity to work with and provide interventions to students with anxiety in our schools. We will continue to provide these professional learning opportunities in 2016-17.

ELL teachers were provided more professional learning opportunities. Their training and outcomes are being aligned to the English Language Arts curriculum.

Status: Complete

**9. Implement Professional Learning on "Teaching in the Block" to all high school teachers. (Year 1 of 3)**

Both high schools have used their faculty meetings and building-based professional development days to focus on instructional strategies in the block schedule. The workshops have been facilitated by teachers who have experienced success in using a particular strategy or practice in the new schedule. Our Technology Integration Specialist has been extremely helpful in sharing the use of Google docs and other technologies, such as the flipped classroom, to advance this work.

Status: Complete



## **2015-2016 Improvement Initiatives Update, June 2016**

### **10. Develop a middle school advisory program.**

A middle school advisory program will be in place next year, with a modified schedule on advisory days. The middle school administrators will use the program that is available through Naviance until the district's social-emotional framework is completed and a new curriculum is developed.

Status: Complete

### **Teams/Improvement Plans**

### **11. All School and Department Improvement Plans will align with the District Improvement Plan.**

This has been completed at all levels. Schools are starting the work to compare year-end data to one-year targets so that targets can be re-set for next year. In the most recent PK-12 District Leadership Team meeting, schools shared leadership strategies that were effective in advancing the school improvement work. This work will continue on an annual basis.

Status: Complete

### **12. Use vertical teams to conduct Instructional Rounds in Math, Language Arts, Social Studies, Science, and World Language.**

We successfully conducted Instructional Rounds in Math, Language Arts, and World Languages that involved observation of instruction at elementary, middle and high school classrooms.

Status: Complete

### **13. Continue to improve the effectiveness of Data Teams at the School, Grade, Department and District levels to enhance student learning. (Year 1 of 2)**

The District Data Team met on a monthly basis this year to review district-wide results in SBAC Mathematics and English/Language Arts. It also reviewed results related to several other student performance indicators in the District Improvement Plan.

Data teams are in place at all schools. We will establish a small group of staff from each school next year to work with the Information Technology Department to learn about the use of the data visualization tab on Infinite Campus to support Data Team work.

The high schools, including Walter Fitzgerald Campus (WFC), are starting to use the Tableau reports created by the Tech Department. This allows review of student data, enabling School Improvement Team discussion regarding the meaning of the data in terms of progress and the work still required.

Status: Year 1 Complete



## **2015-2016 Improvement Initiatives Update, June 2016**

**14. Use best-practice models to improve the alternative high school program to engage every student in a challenging and rigorous program. (Year 1 of 2)**

WFC is using project-based learning to help develop student interest and engagement in learning. Student presentations have resulted in a new enthusiasm around learning. The behaviors have improved and students are more involved in the school. There is still a great deal of work to be done, but the work at WFC will certainly benefit from the investigation of personalized learning and the work of Alison Zmuda.

We have received inquiries from other school districts about the possibility of paying substantial tuition dollars to send students to this program. We believe that, if the Board of Education granted approval, that we could attract as many as five out-of-district students to this program, resulting in substantial revenue that could be used to offset the loss of state ECS money this year and in future years.

Status: Year 1 Complete

**15. All schools will engage in Instructional Rounds at least twice per year as part of the School Improvement Plan implementation.**

Elementary schools, including ECC, conducted Instructional Rounds in their schools. Some elementary Rounds involved only staff at one school; in other cases, it involved staff members from multiple schools. At the secondary level, some schools did not conduct their own Rounds but participated in the department-led Rounds. The high schools had several Rounds occurring in their departments, some led by curriculum leaders and coordinators, and others conducted entirely by teachers. They also participated in vertical Rounds across the middle and high schools in World Language, Language Arts, Math and Special Education.

Status: Complete

### Leadership Capacity

**16. Strengthen teacher leadership capacity related to the School Improvement Process (Instructional Rounds, Data Teams, Marzano learning strategies). (Year 1 of 2)**

Teachers have been an integral part of the leadership through their work in existing district processes and protocols. They have been provided professional learning to support their role as facilitators of Instructional Rounds and they serve on and lead school-based data teams.

Dr. Title trained an additional 25 teachers as Instructional Rounds facilitators. In May 2016, these teacher leaders also met with Dr. Title as a group to review their successes and areas for growth in Instructional Rounds facilitation.



## **2015-2016 Improvement Initiatives Update, June 2016**

Teacher leadership also continues to grow with participation in influential committees such as the Capstone. As noted, teachers are leading most of the professional development for other teachers in teaching in the block schedule. The teacher leader for psychologists led his fellow psychologists and social workers in improving our crisis intervention teams and other responsibilities of their positions. Teachers are also taking on leadership roles as the first cadre of individuals trained in the new dyslexia mandate work.

Our Technology Integration Specialist for the high schools is an excellent example of teacher leadership. She excels in her position and has expanded the effective use of technology across the high schools, including WFC. She has been instrumental in supporting teachers as they explore new techniques/strategies and the use of technology to more effectively use the time in the block schedule.

In addition to teacher leadership development, all administrators went through a calibration process regarding the Marzano learning strategies, as required by the Fairfield Educator Professional Growth Plan, in August 2015. Additionally, administrators participated in professional learning regarding the strategies at a District Leadership Team meeting in the fall of 2015.

Status: Year 1 Complete

**17. Align teacher goals in the Teacher Professional Growth Plan to goals in the School Improvement Plan and/or Department Improvement Plan. (Year 1 of 2)**

All teacher goals are aligned to the School Improvement Plans. School Improvement Plans are aligned to the Department and District Improvement Plans.

Status: Complete

**18. Ensure that all 6 new administrators have a successful first year in Fairfield.**

All new administrators have been supported, both by request of the administrator and through reaching out by the Director of Human Resources and other members of the central office leadership team. All of our new leaders have proven to be effective and successful in their roles during the 2015-16 school year.

Status: Complete

**19. Implement Leadership Academy Module #1: Leadership Capacity Special Education Processes and Practices.**

We completed Module #1 of our Leadership Academy. The focus of Module #1 was Special Education. The Director of Special Education and Special Programs conducted four sessions with



## **2015-2016 Improvement Initiatives Update, June 2016**

secondary administrators and four sessions with elementary administrators that explored leadership in the following areas: setting up a culture of collaboration, addressing individual needs, working with families and outside providers, using conflict resolution, and ensuring staff accountability.

Status: Complete

### **Resources**

**20. Implement a research-based common protocol to select the most qualified applicant for vacant positions.**

A committee comprising central office, district-wide and building administrators convened in February and March of 2016 to develop the Educator Hiring Protocol. The protocol was presented to the district administrators at a District Leadership Team meeting in April 2016. All resources have been developed and distributed to administrators. The new protocol will be used in this year's hiring process for all teachers and administrators.

Status: Complete

**21. Develop and implement a New Teacher Academy to build capacity of all non-tenured teachers. (Year 1 of 2)**

A survey of administrators and first-year and second-year teachers was conducted in October 2015 to assess successes of current teacher induction and needs going forward. A team of district administrators and teachers convened in May to develop the structure of the New Teacher Academy. Implementation will begin in August 2016 and continue throughout the 2016-17 school year.

Status: Year 1 Complete

**22. Implement common planning time for high school teachers.**

Most departments have been able to take advantage of common planning time at both high schools. Although the entire department may not have the same scheduled planning time, most teachers have common planning time with their colleagues.

Status: Complete

**23. Implement specific components of the technology plan regarding classroom technology equipment and instructional software and applications which support student learning PK – 12. (Year 1 of 3)**

All classrooms across the district are now supplied with either a SMARTBoard or a projection system. With the support of our high school Technology Integration Specialist, an online application for software and computer applications has been developed. This application tracks all software and apps for teachers so they can explore what we already have before asking for something else. It has also made teachers much more aware of licensing practices associated with software and applications. The progress in the use of





## **2015-2016 Improvement Initiatives Update, June 2016**

effective digital applications at the high school level has been astounding and continues to move the district toward a one-to-one computing district.

Status: Year 1 Complete

**24. Develop and implement on-line training modules to support the professional growth and needs of staff. (Year 1 of 3)**

Currently, we have a consultant from Pfizer that is developing four different on-line modules for our science teachers free of cost.

Status: Year 1 Complete

**25. Expand options for mental health support for students in grades 9-12. (Year 1 of 2)**

We have expanded the options for supporting students with mental health needs at the high schools and the WFC. As a result, we have been able to return four students to district and will return at least seven more for the 2016-17 school year. Additionally, we have seen a significant reduction in the number of students leaving the district for out-of-district placements. To date, we have placed two students out this year at the high school level. We remain very optimistic about our results as student attendance is improving, grades and data regarding achievement are improving and students and families report positive growth and support of the program. Next steps include discussion of middle school level improvements and the enhancement of prevention efforts through teaching models like DBT (dialectical behavioral therapy). This is currently in the research phase.

Status: Year 1 Complete

**26. Train teachers and implement evidence-based reading program for struggling readers (dyslexia) for students in grades K-5. Implement evidence-based reading program for students in grades 6-12. (Year 1 of 2)**

In regular education a phonemic awareness screen was put in place. This identified a need for teacher professional learning for classroom teachers to improve instruction in word work. Additionally, materials were purchased to support instruction in all classrooms. This work will continue in 2016-17. Also, see the work done on #8 related to dyslexia.

The reading program *Language! Live* is currently in year two of implementation in the high school Reading Strategies classes. This program focuses on word training and reading comprehension. Teachers participated in an 8-hour professional development session led by *Language! Live* trainers. In the Reading classes in grades 6-8, teachers continue to use the Fountas and Pinnell Benchmark Assessment System to assess student reading ability and to design evidenced-based reading support. Professional learning



## **2015-2016 Improvement Initiatives Update, June 2016**

resources were identified and purchased for grades 6-8 and plans for coaching using these materials are in place. This work will continue in 2016-17.

Status: Year 1 Complete

**27. Expand the use of Infinite Campus across all schools to improve communication and efficiency, including the use of Grade Book at the elementary schools.**

We are in the midst of training the elementary Instructional Improvement Teachers in leading the use of Infinite Campus in their schools. This training has included using Messenger and Tableau to increase communication. In addition we are working to develop an implementation model linking district assessments and unit plans to Progress Report standards. We are refining those standards to reduce their number and make them more understandable to parents.

Status: In Progress

**28. Implement electronic applications to increase efficiency (HR functions, field trip approval, Preventative Maintenance, increased electronic communication, bus disciplinary referrals).**

The Human Resources Department opened up Employee Self Service (ESS) to all employees in March 2016. "Pay stub" information is now available in the ESS application and is no longer distributed in paper copy.

In the Maintenance Department, we have implemented the module in our existing "SchoolDude" system that encompasses preventative maintenance for HVAC, Controls Integration, and Roofs. Low Voltage, Emergency Generators, and Boilers are planned for 2016-2017 and will complete the electronic conversion of our preventative maintenance programs.

Student records are now mostly maintained in IC. Minimal paper reports are retained in the 50-year retention paper files. Many routing teacher forms have been converted to digital documents and completed online. The use of the website to communicate has eliminated the need for a host of documents to be sent to parents, including health requirements, report cards, registration documents, etc. The revised BOE Policies will now be housed on the website as a result of the CAFE audit, and there will no longer be paper binders, alleviating not only paper, but hours of staff time in sending out the paper updates.

Status: In Progress

**29. Implement and communicate a School Safety and Security Improvement Plan that complies with all state requirements in conjunction with the Fairfield Police Department and the community.**

We completed a new Safety and Security Plan in cooperation with the Fairfield Police and Fire Departments for submission to the Connecticut State Department of Education. The Lockdown Drill



## **2015-2016 Improvement Initiatives Update, June 2016**

Manual has been completed and distributed to all staff. This manual resulted from the dialog among the Fairfield Police Department, Fairfield Fire Department, building administrators and key BOE central office personnel. Lt. Eddie Weihe ensured that the manual contained input from all four of these groups.

Status: Complete

### **30. Explore redistricting options that could mitigate the costs of the Holland Hill and Mill Hill capital projects.**

The Board approved its subcommittee's recommendation on the principles to be followed in a redistricting scenario. The Superintendent hired Milone and MacBroom to explore all options for redistricting and the consultants used the Board's principles as the basis for its study. A full presentation was conducted in public on this issue in February, 2016 and the results are posted on the school system's website. The firm identified some conceptual redistricting options. In addition, as a result of this work, the Board received new 10-year enrollment forecasts for the entire district and by school.

Status: Complete

### **31. Design a Racial Imbalance Plan that satisfies the state requirements. \***

The Milone and MacBroom study focused specifically on the options for redistricting to achieve racial balance. No short-term redistricting solution is available; we presented to the State Board of Education on May 4, 2016 and promised to bring forward an amended plan by December 2016. The State Board was appreciative of the seriousness and commitment of the Fairfield BOE on this matter.

Status: In Progress

### **32. Research strengthening the enforcement of residency requirements.**

We developed and implemented registration policies to strengthen the residency investigation process and streamline the flow of requirements. This action identified non-resident families with students in the Fairfield Public Schools, prompting residency investigations.

The registration staff should be commended for its work in the development of policies/practices to better enforce BOE policies on enrollment in districted schools and also on residency checks. We believe that our current staff cannot continue to effectively conduct the investigative work in-house and that an outside firm should be considered to supplement the in-house staff in the 2017-2018 budget.

Status: Complete



## **2015-2016 Improvement Initiatives Update, June 2016**

**33. Develop and clearly communicate an operating and capital budget, including safety and security infrastructure (Phase II) for 2016-2017 that fully funds state and federal mandates and the District Improvement Plan. \***

The capital non-recurring budget, which included Phase II of the Security Infrastructure, was approved by the town bodies with the exception of the central office server room HVAC project. The operating budget, as approved by the Town, fully funds the District Improvement Plan initiatives for 2016-2017, as well as all state and federal mandates. Approximately \$3.5 million was saved by switching health insurance plans to the Connecticut Partnership 2.0. The town's revenue from the State was reduced by approximately \$2.3 million and the BOE has agreed to do its part throughout 2016-2017 to help mitigate this loss.

Status: Complete

**34. Accept as completed the Stratfield renovation and addition, Dwight roof, FWHS roof, FWMS renovation and addition projects. \***

The Board accepted the completed Stratfield renovation and addition, Dwight roof, and the Fairfield Woods Middle School renovation and addition. The Fairfield Warde High School roof will be completed this summer when the smoke hatch replacements are scheduled; students will not be in the building during this work.

Status: In Progress

**35. Finalize Paraprofessionals and SPED Trainers Contracts. \***

The Paraprofessional contract was finalized in December 2015. The SPED Trainers contract continues in negotiation. As a side note, the Technology Department voted to de-certify and is no longer part of a bargaining unit.

Status: In Progress