

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 (*Revised*)
501 Kings Highway East, 2nd Floor Board Conference Room
October 4, 2016
Regular Meeting 7:30 PM

1. Call to Order of the Regular Meeting of the Board of Education and Roll Call
2. Pledge of Allegiance
3. 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.*
4. Presentations
 - A. District Improvement Plan – Annual Update, Mrs. Parks, Dr. Tracy
(Enclosure No. 1)
5. Old Business
 - A. Adoption of Policy 4152.6/4252.6 Personnel – Personal Leaves, Family and Medical Leave Act
Recommended Motion: “that the Board of Education adopt Policy 4152.6/4252.6”
 - B. Approval of Deletion of Policy #4935
Recommended Motion: “that the Board of Education approve the deletion of Policy 4935”
6. New Business
 - A. Approval of the Installation Charging Stations at Fairfield Warde High School and Fairfield Ludlowe High School, Clean Energy Taskforce Chairman - Mr. Thompson (Mr. Cullen)
Recommended Motion: “that the Board of Education approve the installation of two EV Charging Stations at Fairfield Warde High School and two EV Charging Stations at Fairfield Ludlowe High School (four units total) which will be paid for by a grant from the CTDEEP”

(Enclosure No. 2)
 - B. Review of Modification of Right of Repurchase Agreement for Board of Education Offices at 501 Kings Highway East, Dr. Tracy
(Enclosure No. 3)
 - C. First Reading of the 2017-2018 School Calendar, Mrs. Parks
(Enclosure No. 4)
 - D. First Reading of Policies
 - Policy 5111 – Students – Admission/Placement
(Enclosure No. 5)
 - Policy 5113 – Students - Attendance/Excuses/Dismissal
(Enclosure No. 6)

- E. Discussion and Possible Action on the Consulting Agreement between Dr. Toni R. Jones and the Fairfield Board of Education, Mr. Dwyer

Recommended Motion: “that the Board of Education approve the consulting agreement dated October 4, 2016, between the Fairfield Board of Education and Dr. Toni R. Jones”

7. Approval of Minutes of the Special Meeting of September 22, 2016

Recommended Motion: “that the Board of Education approve the minutes of the Special Meeting of September 22, 2016”

(Enclosure No. 7)

8. Superintendent’s Report

9. Committee/Liaison Reports

10. Open Board Comment

11. Adjournment

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

CALENDAR OF EVENTS

October 18, 2016	Board of Education Regular Meeting	501 Kings Hwy East 2 nd Floor Board Conference Room
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RELOCATION POLICY NOTICE

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



Fairfield Public Schools

First Annual Update on the District Improvement Plan

2015-2020

September 29, 2016

Introduction

On July 9, 2015, the Board of Education approved a District Improvement Plan for the Fairfield Public Schools for the period 2015 to 2020. The Plan provides that, “no later than the first BOE meeting in October of each year, the Superintendent shall present the implementation status of the District Improvement Plan together with any recommended modifications for consideration and affirmance of the Board of Education. The administration will prepare a public update each fall on the progress of the Student Performance Indicators and the Specific Actions completed during the previous year” (page 9). This document has been prepared in response to those requirements, in three parts:

- Part I summarizes the steps that have been taken since July of 2015 to implement the actions set forth in the Plan.
- Part II presents data related to each of the Student Performance Indicators specified in the Plan, including:
 - baseline data;
 - the 2020 target toward which the district is working;
 - the data that was gathered during the 2015-16 school year; and
 - an interpretation of the data, where appropriate.
- Part III sets forth modifications of the Plan that the administration proposes for the consideration of the Board of Education.

Part I: Progress to Date

The following is a summary of the steps that the district has taken over the past year to implement the changes described in Section 3 of the District Improvement Plan: Specific Actions.

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)

In 2015-2016, 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 were 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 for implementation during 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 completed during the summer of 2016. 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 in 2015-2016. The elementary Library/Media curriculum was partially implemented due to the challenges

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of connecting that curriculum to classroom practices. The primary issue was a lack of time for co-planning. This was addressed through co-development of curriculum among English Language Arts, Social Studies, and Library Media in June, 2016.

We implemented 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.

During the 2015-16 school 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. This 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. During the fall semester of 2016-2017, 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, 10 and 11. We completed an initial field test of the Academic Expectations rubric. Performance tasks for grades 9, 10 and 11 using a common template will be finalized for all content areas except science. Due to the revised science curriculum, we need an additional year to align those tasks to the proposed curriculum.

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 later this year.

Status: In Progress

First Annual Update on the District Improvement Plan

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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.

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 later this semester with an additional 35 teachers who will earn certification by June 2017. School psychologists and social workers focused on improving our comprehensive evaluations and increasing district capacity to work with and provide interventions to students with anxiety in our schools. We 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 during 2016-17.

Status: Ongoing

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

10. Develop a middle school advisory program.

A middle school advisory program is now in place, 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 have compared their year-end data to one-year targets so that targets could be re-set for this 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

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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. The Instructional Rounds process is continuing in 2016-17

Status: Ongoing

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 last 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 plan to establish a small group of staff from each school this 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

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.

Following Board of Education approval, we are now soliciting other school districts about the possibility of enrolling students this program on a tuition basis.

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 in 2015-2016. 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 2015-2016. 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.

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. Administrators participated in professional learning regarding the Marzano 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 proved 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 secondary administrators and four sessions with elementary administrators that explored leadership in the

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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 was employed in the hiring all teachers for the 2016-17 school year.

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 began in August 2016 and will 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 SMART Board 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 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

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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 were able to return four students to district in 2015-16 and an additional seven 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. We remain 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 elementary and middle school level improvements and the enhancement of prevention efforts through teaching models like DBT (dialectical behavioral therapy). We are currently preparing proposals for consideration and inclusion for the 2017-2018 school year.

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 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 "School Dude" 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 are now housed on the website as a result of the CABA 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 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. An amendment to the district's Plan is under development and will be presented to the Board of Education in October. The amended Plan is due back to the State Board of Education in December, 2016.

Status: In Progress

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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

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 during the 2015-2016 school year. The Fairfield Warde High School roof project was completed during the summer of 2016.

Status: Complete

35. Finalize Paraprofessionals and SPED Trainers Contracts. *

The Paraprofessional contract was finalized in December 2015. The SPED Trainers contract was finalized in July of 2016. As a side note, the Technology Department voted to de-certify and is no longer part of a bargaining unit.

Status: In Progress

Part II: Student Performance Indicators

The following table presents the most recent available data on the various Student Performance Indicators that were set forth in the District Improvement Plan when it was adopted in July of 2015, along with corresponding baseline data and 2020 targets. The index numbers along the left hand margin refer to the assessment categories that were included in Section 2 of the Plan. Following the Index number is a description of the assessment and what component of student achievement it is expected to measure. Where applicable, there is a second paragraph interpreting the student performance after one year of implementation.

Below the description and interpretation for each assessment category is a chart which lists the data measures that are used to monitor student performance within each assessment category. For example, there are two data measures within the assessment category for Career and Technical Education (CTE), one to measure the percentage of students enrolled in CTE courses, and the other to measure the percentage of non-traditional students enrolled in CTE courses. Both of these measures are used to monitor our success in attracting students to current and emerging high-skill occupations, particularly where one gender is under-represented. The chart also lists the grade in which the assessment is administered, the descriptor for each measure within the assessment category, the year in which the Baseline Data was collected or will be collected, the Baseline Data, Data collected in 2016 if available, and the 2020 Target. It is important to note several things in the chart. The column labeled Baseline Year indicates the year in which the Baseline Data was or will be collected. Some of the Baseline Data will not be available until 2017 and much of the Baseline Data only became available in 2016, in which case you will see that the Baseline Data and the 2016 Data are the same. For those assessments, there will be no interpretation of the data because there is no one-year comparative data. For those assessment categories where there is no Baseline Data available until 2017, there will be no Targets. Finally, for those assessments in which Baseline Data was established in 2015 and 2016 Data is also available, there will be a one-year interpretation of data included in the text above the chart. However, it is important to remember that for each assessment, the comparative data measures the achievement of different cohorts of students, making it difficult to determine if the change is due to the difference in the two cohorts of students or the beginning of a trend. Additional data must be collected to establish a trend in performance.

Occasionally, data in the table is designated as 'FR', which stands for 'Free or Reduced' price lunch program. Data so labeled pertains to low-income students.

First Annual Update on the District Improvement Plan

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1. The **Post Graduate Survey Indicator** measures the extent to which Fairfield students are prepared for college or technical school compared to other students at the same college or technical school. The baseline data was collected in 2015 for the graduating class of 2014 by Futuristic Research of Reading, Pennsylvania. This same company collected the 2016 data for the graduating class of 2015. The students were asked to comment on their "preparation level versus other students at your college or technical school." Answer options included, "Better Prepared," "Prepared About the Same," or "Not as Well Prepared." The data used for this indicator is the percentage of students who answered "Better Prepared" or "Prepared About the Same."

From 2015 to 2016, there is a slight dip in the percentage, but in both years the percentage of students indicating that they are well prepared for college or technical school is very high.

<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
1	Post HS Student Survey	Post HS	Success Post-HS	Survey	2015	96.7%	93.9%	98%

2. The district **4-year Graduation Rate** measures the percentage of students who graduate in the year of their cohort. The cohort year of graduation is determined by kindergarten entrance year. The district percentage includes all Fairfield students who graduate from Fairfield Public High Schools, as well as students with disabilities placed by Fairfield Public Schools in alternative settings.

<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
2	Graduation Rates			4-Year Graduation Rate	2016	93.8%	93.8%	96%
				4-Year Graduation Rate and FR	2016	82.7%	82.7%	90%

The district **6-year Graduation Rate** is determined by the state and measures the percentage of students who graduate within two years after their cohort graduation date. The district percentage includes all Fairfield students who graduate from Fairfield Public High Schools, as well as students with disabilities placed by Fairfield Public Schools in alternative settings. The 6-year graduation rate is a new measure by the State Department of Education intended to capture students who persist to graduation including students with disabilities in our 18-21 program. This data will not be available until spring of 2017.

<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
2	Graduation Rates			6-Year Graduation Rate	2017			
				6-Year Graduation Rate and FR	2017			

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3. **AP** exams are scored on a scale of 1 to 5. A score of 5 means the student is extremely well qualified to receive college credit for that course; a score of 4 means the student is well qualified; a score of 3 means that the student is qualified to receive credit for the course; a score of 2 means the student may be qualified, and a score of 1 offers no recommendation for college credit. Scoring of the exams varies widely, as each exam is focused on different content and skills. In general, colleges will give a student credit for a score of 3 or higher, although more competitive colleges may only give credit for a score of 4 or higher, depending upon the exam.

One year of comparative data shows that the overall participation rate is growing, but the percentage of students scoring at 3 and above is declining. The data also continues to show that more support must be provided to economically challenged students. It should be noted that the data shown is from two different graduating classes and may be more reflective of the differences in the cohorts rather than a trend in performance.

<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
3	AP Scores	Grades 9-12	Various	Pct at 3 and above	2015	88.9%	85.3%	93%
				Pct at 3 and above and FR	2015	91.5%	82.5%	93%
				Pct at 4 and above	2015	58.1%	56.4%	70%
				Pct at 4 and above and FR	2015	68.4%	46.0%	70%

4. **AP Participation by Graduation** measures the percentage of students in a graduating class who successfully completed at least one Advanced Placement course (with a 75% or above) during the high school experience.

Overall, the percentage of students increased, but more support and encouragement may be needed for FR students.

<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
4	AP Participation by Graduation	Grades 9-12	Various	Pct successfully complete 1 course by graduation	2015	58.5%	63.4%	80%
				Pct successfully complete 1 course by graduation and FR	2015	15.9%	32.8%	50%

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5. The **Career/Tech Ed** indicator measures the percentage of graduating students who enrolled in at least one career/tech-education course (i.e., business, family consumer science, technology education) during the high school experience.

From the baseline data of 2015, to the current data of 2016, 7.3% more graduating students took at least one CTE course. The one-year comparison also shows a slight decline in the percentage of non-traditional students enrolled, which may illustrate a comparison between the two different cohorts rather than a trend in student performance.

<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
5	Career/Tech Ed	Grades 9-12	Various	Pct enrolled	2015	61.9%	69.2%	75%
				Pct of non-traditional enrolled	2015	9.4%	8.9%	15%

6. The **Academic Expectations Rubrics** are used to measure our students' achievement of 21st Century Skills in the areas of Communicating and Collaborating as well as Critical and Creative Thinking. The 2015-2016 school year was used to field test the rubrics and performance-based assessments and led to revisions and refinements. During the 2016-2017 school year, the rubrics will be used to collect baseline data.

<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
6	Academic Expectations Rubrics	11	Creative and Critical Thinking	Pct at 3 and above	2017			
				Pct at 3 and above and FR	2017			
				Pct at 4	2017			
				Pct at 4 and FR	2017			
		12	Creative and Critical Thinking	Pct at 3 and above	2017			
				Pct at 3 and above and FR	2017			
				Pct at 4	2017			
				Pct at 4 and FR	2017			
		11	Communication and Collaboration	Pct at 3 and above	2017			
				Pct at 3 and above and FR	2017			
				Pct at 4	2017			
				Pct at 4 and FR	2017			
		12	Communication and Collaboration	Pct at 3 and above	2017			
				Pct at 3 and above and FR	2017			
				Pct at 4	2017			
				Pct at 4 and FR	2017			

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7. The **ACTFL** performance assessment measures the learner's functional competency to engage in linguistic tasks on topics of personal, social, and academic relevance. It is aligned to The World Readiness standards created by the American Council of Teachers of Foreign Language (ACTFL) and is measured by the proficiency guidelines created by ACTFL.

Assessment Number	Assessment Name	Grade Level or Course	Subjects	Measure	Baseline Year	Baseline Data	2016 Data	2020 Target
7	ACTFL	Level 20	French	Pct at/above Proficient	2016	25.0%	25.0%	50%
				Pct at Advanced	2016	7.0%	7.0%	12%
			Spanish	Pct at /above Proficient	2016	56.0%	56.0%	75%
				Pct at Advanced	2016	11.0%	11.0%	16%
			Chinese	Pct at/above Proficient	2016	3.0%	3.0%	30%
				Pct at Advanced	2016	3.0%	3.0%	8%

8. The **ACTFL Latin Interpretive Reading Assessment (ALIRA)** is a computer-adaptive assessment of Latin students' ability to read for comprehension a variety of Latin-language texts that typify those used in an instructional setting.

Assessment Number	Assessment Name	Grade Level or Course	Subjects	Measure	Baseline Year	Baseline Data	2016 Data	2020 Target
8	ALIRA	Level 20	Latin	Pct at/above Proficient	2016	88.0%	88.0%	94%
				Pct at Advanced	2016	81.0%	81.0%	96%

9. The **STAMP** performance assessment measures the learner's functional competency to engage in linguistic tasks on topics of personal, social, and academic relevance. It is aligned to The World Readiness standards created by the American Council of Teachers of Foreign Language (ACTFL) and is measured by the proficiency guidelines created by ACTFL.

Assessment Number	Assessment Name	Grade Level or Course	Subjects	Measure	Baseline Year	Baseline Data	2016 Data	2020 Target
9	STAMP	Level 20	Italian	Pct at/above Proficient	2016	6.0%	6.0%	40%
				Pct at Advanced	2016	0.0%	0.0%	10%

10. The **WL Credits by Graduation/4+ Credits/2 Years** indicator measures the percentage of high school students who graduate with a total accumulation of 4 or more high school World Language credits (2 or more years).

One year of comparative data shows a slight increase in the percentage of students completing two years (4 credits) of World Language by graduation.

Assessment Number	Assessment Name	Grade Level or Course	Subjects	Measure	Baseline Year	Baseline Data	2016 Data	2020 Target
10	WL Credits by Graduation	12	World Languages	Pct of graduates with 4+ credits, 2 years	2015	88.5%	88.9%	93%

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The **WL Credits by Graduation/8+ Credits/4 Years** indicator measures the percentage of high school students who graduate with a total accumulation of 8 or more high school World Language credits (4 or more years).

One year of comparative data shows a slight increase in the percentage of students completing four years (8 credits) of World Language by graduation.

<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
10	WL Credits by Graduation	12	World Languages	Pct of graduates with 8+ credits, 4 years	2015	44.4%	45.3%	50%

11. One indicator of the rate at which students are successfully accelerated in mathematics is to measure the percentage of students in each graduating class who successfully complete Intro to **Calculus, AP Calculus and/or Multivariable Calculus**, the highest levels of mathematics available in our program.

One year of comparative data shows at 3.2 percentage point increase in the percentage of students successfully completing the highest levels of mathematics available in our program. Again, it should be noted that one year of comparative data may be more reflective of the differences in the cohorts rather than a trend in performance, although the number of students accelerated in middle school math continues to grow.

<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
11	Calculus and Multivariable Participation	12	Mathematics	Pct Successfully Completed Course	2015	13.3%	16.5%	20%

12. The **PSAT** has been redesigned by the College Board to measure progress toward college and career readiness and is aligned to the Connecticut Core Standards. The PSAT is a good predictor for student performance on the SAT for student achievement in both mathematics and evidence-based reading and writing. For the purpose of the DIP, it is our recommendation to use the 10th grade PSAT data to monitor student performance and identify student needs prior to the 11th grade SAT (eliminating the need to include 11th grade PSAT as an indicator).

<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
12	PSAT	10	Language Arts	Pct at/above College and Career Benchmark	2016	95.6%	95.6%	98%
				Pct at/above College and Career Benchmark and FR	2016	84.9%	84.9%	88%
			Math	Pct at/above College and Career Benchmark	2016	60.3%	60.3%	75%
				Pct at/above College and Career Benchmark and FR	2016	34.2%	34.2%	50%

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<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
12	PSAT	11	Language Arts	Pct at/above College and Career Benchmark	2016	95.0%	95.0%	98%
				Pct at/above College and Career Benchmark and FR	2016	84.3%	84.3%	88%
			Math	Pct at/above College and Career Benchmark	2016	52.7%	52.7%	70%
				Pct at/above College and Career Benchmark and FR	2016	30.0%	30.0%	50%

13. The **Smarter Balanced Assessments** are aligned to the Connecticut Core Standards to measure literacy in English language arts (ELA) and mathematics. The assessment measures progress of students in grades three through eight toward college and career readiness. SBA data provides feedback to the strengths and needs of curriculum and instruction in the Fairfield Public Schools. From the data we can identify what instructional strategies and resources work best for our students and apply that learning to areas of need.

Results continue to exceed the state of Connecticut average. The difference between the percent of students meeting or exceeding district and state performance on the ELA assessment ranges from 14 to 21 percentage points with an average difference of 18%. On the mathematics assessment, district averages exceeded state averages by a range of 18 to 23 percentage points with an average difference of 21%.

- Across grades 3-8 ELA performance on the SBA remained consistent.
 - The strongest district performance in math in 2016 occurred in grades 5 and 6. This year that performance remained steady while instructional and curricular efforts to improve performance in other grades resulted in a 7% increase in grade 3, 4% increase in grade 4, 3% increase in grade 7, and an 8% increase in grade 8.
- Although one year of comparative data shows some increase in scores for economically challenged students, these scores in general indicate more support is needed to significantly improve performance.

<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
13	SBAC	3	Language Arts	Pct at/above Achievement Level	2015	67.0%	68.0%	80%
				Pct at/above Achievement Level and FR	2015	23.0%	40.0%	40%
				Pct Exceeding Achievement Level	2015	37.0%	43.0%	47%
				Pct Exceeding Achievement Level and FR	2015	7.0%	21.0%	15%

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<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
13	SBAC	3	Math	Pct at/above Achievement Level	2015	64.0%	71.0%	75%
				Pct at/above Achievement Level and FR	2015	15.0%	46.0%	25%
				Pct Exceeding Achievement Level	2015	21.0%	31.0%	50%
				Pct Exceeding Achievement Level and FR	2015	3.0%	10.0%	30%

<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
13	SBAC	4	Language Arts	Pct at/above Achievement Level	2015	72.0%	75.0%	85%
				Pct at/above Achievement Level and FR	2015	28.0%	38.0%	40%
				Pct Exceeding Achievement Level	2015	40.0%	47.0%	55%
				Pct Exceeding Achievement Level and FR	2015	10.0%	15.0%	25%
			Math	Pct at/above Achievement Level	2015	64.0%	68.0%	80%
				Pct at/above Achievement Level and FR	2015	14.0%	27.0%	40%
				Pct Exceeding Achievement Level	2015	22.0%	29.0%	28%
				Pct Exceeding Achievement Level and FR	2015	4.0%	10.0%	10%

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<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
13	SBAC	5	Language Arts	Pct at/above Achievement Level	2015	80.0%	76.0%	85%
				Pct at/above Achievement Level and FR	2015	48.0%	49.0%	55%
				Pct Exceeding Achievement Level	2015	43.0%	45.0%	60%
				Pct Exceeding Achievement Level and FR	2015	14.0%	19.0%	25%
			Math	Pct at/above Achievement Level	2015	63.0%	64.0%	80%
				Pct at/above Achievement Level and FR	2015	29.0%	23.0%	45%
				Pct Exceeding Achievement Level	2015	31.0%	34.0%	40%
				Pct Exceeding Achievement Level and FR	2015	9.0%	7%	15%

<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
13	SBAC	6	Language Arts	Pct at/above Achievement Level	2015	78.0%	76.0%	88%
				Pct at/above Achievement Level and FR	2015	33.3%	56.0%	53%
				Pct Exceeding Achievement Level	2015	34.9%	36.0%	40%
				Pct Exceeding Achievement Level and FR	2015	18.2%	13.0%	8%

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<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
13	SBAC	6	Math	Pct at/above Achievement Level	2015	64.2%	63.0%	87%
				Pct at/above Achievement Level and FR	2015	33.3%	28.0%	67%
				Pct Exceeding Achievement Level	2015	34.9%	36.0%	32%
				Pct Exceeding Achievement Level and FR	2015	9.3%	15.0%	18%

<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
13	SBAC	7	Language Arts	Pct at/above Achievement Level	2015	77.6%	74.0%	80%
				Pct at/above Achievement Level and FR	2015	47.5%	37%	51%
				Pct Exceeding Achievement Level	2015	26.9%	31.0%	30%
				Pct Exceeding Achievement Level and FR	2015	3.3%	4%	17%
			Math	Pct at/above Achievement Level	2015	58.2%	61.0%	84%
				Pct at/above Achievement Level and FR	2015	31.2%	18.0%	45%
				Pct Exceeding Achievement Level	2015	28.8%	30.0%	39%
				Pct Exceeding Achievement Level and FR	2015	11.7%	3%	14%

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<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
13	SBAC	8	Language Arts	Pct at/above Achievement Level	2015	71.0%	75.0%	78%
				Pct at/above Achievement Level and FR	2015	31.0%	48.0%	51%
				Pct Exceeding Achievement Level	2015	24.6%	29.0%	34%
				Pct Exceeding Achievement Level and FR	2015	11.8%	12.0%	15%
			Math	Pct at/above Achievement Level	2015	54.8%	63.0%	74%
				Pct at/above Achievement Level and FR	2015	28.4%	33.0%	55%
				Pct Exceeding Achievement Level	2015	30.7%	36.0%	36%
				Pct Exceeding Achievement Level and FR	2015	6.0%	11.0%	16%

14. The **SAT** has been redesigned by the College Board to measure progress toward college and career readiness and is aligned to the Connecticut Core Standards. The SAT is now designated as the state assessments for all students in grade eleven to measure achievement in mathematics and evidence-based reading and writing.

<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
14	SAT	11	Language Arts	Pct at/above College and Career Benchmark	2016	84.8%	84.8%	90
				Pct at/above College and Career Benchmark and FR	2016	57.1%	57.1%	75
			Math	Pct at/above College and Career Benchmark	2016	62.8%	62.8%	75
				Pct at/above College and Career Benchmark and FR	2016	37.7%	37.7%	55

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15. **Extra-Curricular Participation** is an important measure of a student's connectedness to school. This indicator illustrates the percentage of students who participate in at least one middle or high school club, sport, and/or fine arts activity during the calendar year. It is our recommendation to eliminate the subcategories of clubs, sports, and fine arts activities because the measure is focused on a student's connectedness to school and the subcategories do not provide additional helpful information and are extremely difficult to track.

Assessment Number	Assessment Name	Grade Level or Course	Subjects	Measure	Baseline Year	Baseline Data	2016 Data	2020 Target
15	Extra Curricular Participation	6-8	Extra Curricular	Pct in at least one activity overall	2016	58.0%	58.0%	75%
		9-12		Pct in at least one activity overall	2017			

16. The **Science CMT (grades 5 and 8 only)** assesses students' understanding of important scientific concepts from life, earth and physical science strands, as well as the ability to apply those concepts to real-world issues. In addition, there is a major focus on scientific inquiry and using scientific reasoning to solve problems. The Science test includes a combination of multiple-choice and open-ended questions.

Student performance on the top two bands of the science assessments increased 4% in grade 5, 3% in grade 8 and remained constant at 70% in grade 10.

The **Science CAPT (grade 10 only)** assesses students' understanding of important scientific concepts from five different content strands, as well as their abilities to apply those concepts to real-world issues. In addition, there is a major focus on scientific inquiry and using scientific reasoning to solve problems. The test includes a combination of multiple choice and open-ended questions, which may require students to create graphs.

The student performance on the grade 10 Science CAPT shows little or no change from 2015 to 2016, and the data supports the need for continued support for economically challenged students.

Assessment Number	Assessment Name	Grade Level or Course	Subjects	Measure	Baseline Year	Baseline Data	2016 Data	2020 Target
16	CMT	5	Science	Pct at/above Goal	2015	76.30%	81%	90%
				Pct at/above Goal and FR	2015	40.30%	41%	70%
				Pct at Advanced	2015	22.90%	37%	45%
				Pct at Advanced and FR	2015	1.4%	8%	20%
		8		Pct at/above Goal	2015	79.1%	83%	90%
				Pct at/above Goal and FR	2015	52.2%	56%	75%
				Pct at Advanced	2015	26.5%	29%	50%
				Pct at Advanced and FR	2015	11.1%	18%	40%

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<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
16	CAPT	10		Pct at/above Goal	2015	69.8%	70%	90%
				Pct at/above Goal and FR	2015	45.5%	46%	75%
				Pct at Advanced	2015	45.1%	40%	55%
				Pct at Advanced and FR	2015	25.0%	18%	40%

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

One year of comparative data shows similar performance in grade 4 and 8 while grade 10 students show some improvement. This may be the result of growth in the fitness of students with more time in physical education and sports, however, one year of comparative data may reflect the difference in the cohorts rather than a trend in performance.

<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
17	CT Physical Fitness Test	4	Fitness	Pct Passing 4 Tests	2015	67.0%	66.0%	70%
		8		Pct Passing 4 Tests	2015	69.0%	69.0%	70%
		10		Pct Passing 4 Tests	2015	57.0%	60.0%	70%

18. The **K-5 District Common Assessment** is a formative assessment. In grades K-5, students produce on-demand, long-form writing three times per year. Writing is assessed using district writing rubrics that are aligned to the Connecticut Core Standards. Grade level expectations increase from year to year.

This writing assessment provides feedback to teachers on students' ability to respond to a prompt. Teachers use student responses to plan instruction.

Assessment Number	Assessment Name	Grade Level or Course	Subjects	Measure	Baseline Year	Baseline Data	2016 Data	2020 Target
18	District Common Assessments	K	Writing	Pct at/above Goal	2016	90%	90.0%	95%
				Pct at/above Goal and FR	2016	73%	73.0%	82%
				Pct at Advanced	2016	43%	43.0%	50%
				Pct at Advanced and FR	2016	15%	15.0%	25%
		1		Pct at/above Goal	2016	72%	72.0%	85%
				Pct at/above Goal and FR	2016	57%	57.0%	67%
				Pct at Advanced	2016	27%	27.0%	35%
				Pct at Advanced and FR	2016	19%	19.0%	25%

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Assessment Number	Assessment Name	Grade Level or Course	Subjects	Measure	Baseline Year	Baseline Data	2016 Data	2020 Target
18	District Common Assessments	2	Writing	Pct at/above Goal	2016	70%	70.0%	85%
				Pct at/above Goal and FR	2016	55%	55.0%	65%
				Pct at Advanced	2016	22%	22.0%	35%
				Pct at Advanced and FR	2016	12%	12.0%	25%
		3		Pct at/above Goal	2016	70%	70.0%	85%
				Pct at/above Goal and FR	2016	46%	46.0%	56%
				Pct at Advanced	2016	26%	26.0%	35%
				Pct at Advanced and FR	2016	5%	5.0%	25%
		4		Pct at/above Goal	2016	67%	67.0%	85%
				Pct at/above Goal and FR	2016	33%	33.0%	43%
				Pct at Advanced	2016	16%	16.0%	30%
				Pct at Advanced and FR	2016	3%	3.0%	10%
		5		Pct at/above Goal	2016	74%	74.0%	85%
				Pct at/above Goal and FR	2016	42%	42.0%	52%
				Pct at Advanced	2016	31%	31.0%	38%
				Pct at Advanced and FR	2016	6%	6.0%	15%

The District Common Assessment in grades 6-8 is on-demand informational/literary argument writing in response to reading. This is scored using ELA district-writing rubrics aligned to Connecticut Core Standards.

This writing assessment provides feedback to teachers on students' ability to respond to a prompt. Teachers use student responses to plan instruction.

<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
18	District Common Assessments	6	Writing	Pct at/above Goal	2016	79.0%	79.0%	85%
				Pct at/above Goal and FR	2016	58.0%	58.0%	68%
				Pct at Advanced	2016	13.0%	13.0%	17%
				Pct at Advanced and FR	2016	3.0%	3.0%	10%

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Assessment Number	Assessment Name	Grade Level or Course	Subjects	Measure	Baseline Year	Baseline Data	2016 Data	2020 Target
18	District Common Assessments	7	Writing	Pct at/above Goal	2016	67.0%	67.0%	85%
				Pct at/above Goal and FR	2016	39.0%	39.0%	65%
				Pct at Advanced	2016	4.0%	4.0%	8%
				Pct at Advanced and FR	2016	0.0%	0.0%	5%
		Pct at/above Goal		2016	84.0%	84.0%	90%	
		Pct at/above Goal and FR		2016	57.0%	57.0%	67%	
		8		Pct at Advanced	2016	21.2%	21.2%	25%
				Pct at Advanced and FR	2016	8.4%	8.4%	15%

The District Common Assessment in grades 9-11 is on-demand argument, document-based writing. This is scored using the district-social studies writing rubric aligned to Connecticut Core Standards and the Connecticut Social Studies Frameworks. Writing baseline data will be collected this year as the new Social Studies curriculum is implemented.

This writing assessment provides feedback to teachers on students' ability to respond to a prompt. Teachers use student responses to plan instruction.

Assessment Number	Assessment Name	Grade Level or Course	Subjects	Measure	Baseline Year	Baseline Data	2016 Data	2020 Target
18	District Common Assessments	9	Writing	Pct at/above Goal	2017			
				Pct at/above Goal and FR	2017			
				Pct at Advanced	2017			
				Pct at Advanced and FR	2017			
		10		Pct at/above Goal	2017			
				Pct at/above Goal and FR	2017			
				Pct at Advanced	2017			
				Pct at Advanced and FR	2017			

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<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
18	District Common Assessments	11	Writing	Pct at/above Goal	2017			
				Pct at/above Goal and FR	2017			
				Pct at Advanced	2017			
				Pct at Advanced and FR	2017			

19. The School Climate Survey is an anonymous online survey, developed by a subcommittee of parents, teachers and administrators. The domains and questions were developed to align with the National School Climate Standards. This data represents 2014 baseline data. The next survey will be conducted in fall/winter 2016. The scale used was: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree. The questions aligned with each domain can be found in the 'School Climate' section of the district and school websites.

<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
19	School Climate Survey	3-5	Climate, Domain: Institutional Environment	Avg Responses by Domain (Scale of 1-4)	2014	3.25		3.7
			Climate, Domain: Teaching and Learning		2014	3.27		3.7
			Climate, Domain: Safety		2014	2.99		3.5
			Climate, Domain: Interpersonal Relationships		2014	3.17		3.5
		6-12	Climate, Domain: Communication		2014	3.26		3.7
			Climate, Domain: Institutional Environment		2014	3.13		3.5
			Climate, Domain: Teaching and Learning		2014	3.01		3.5
			Climate, Domain: Safety		2014	2.82		3.3

First Annual Update on the District Improvement Plan

2015-2020

<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
19	School Climate Survey	6-12	Climate, Domain: Interpersonal Relationships	Avg Responses by Domain (Scale of 1-4)	2014	3.06		3.5
			Climate, Domain: Communication		2014	3.09		3.7

20. **STAR** is a formative assessment. A Student Growth Percentile, or SGP, compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a STAR assessment at the beginning of the time period being examined. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth. For example, if a student has an SGP of 90, it means the student has shown more growth than 90 percent of academic peers. SGPs add significantly to our understanding of how well a student is doing in school. While knowing a student's level of achievement tells you whether the student is performing below, above, or on grade level, an SGP indicates what kind of progress the student is making. For example, a student may be performing at a low level, yet experiencing high rates of growth. This tells us that instruction is effective. Conversely, a high-performing student could be stagnating. Specifically, SGPs tell us whether a student's growth is more or less than can be expected. For example, without an SGP, a teacher would not know whether an increase of 100 scaled scores represented average, above-average, or below-average growth. This is because students of differing achievement levels in different grades grow at different rates. For example, a high-achieving second grader grows at a different rate than a high-achieving eighth grader.

After three iterations of the test, STAR determines a growth rate for each individual child. We will use the rate each fall as a target and report out each year the number of children who achieve that target by the end of the school year.

STAR Reading

Assessment Number	Assessment Name	Grade Level or Course	Subjects	Measure	Baseline Year	Baseline Data	2016 Data	2020 Target
20	STAR	K	Reading	Pct of Students Achieving Their Projected Growth Target	2017			
				Pct of Students Achieving Their Projected Growth Target – FR	2017			
		1		Pct of Students Achieving Their Projected Growth Target	2017			
				Pct of Students Achieving Their Projected Growth Target – FR	2017			
		2		Pct of Students Achieving Their Projected Growth Target	2017			
				Pct of Students Achieving Their Projected Growth Target – FR	2017			
		3		Pct of Students Achieving Their Projected Growth Target	2016			
				Pct of Students Achieving Their Projected Growth Target – FR	2016			
		4		Pct of Students Achieving Their Projected Growth Target	2016			
				Pct of Students Achieving Their Projected Growth Target – FR	2016			

First Annual Update on the District Improvement Plan

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Assessment Number	Assessment Name	Grade Level or Course	Subjects	Measure	Baseline Year	Baseline Data	2016 Data	2020 Target
20	STAR	5	Reading	Pct of Students Achieving Their Projected Growth Target	2016			
				Pct of Students Achieving Their Projected Growth Target – FR	2016			
		6		Pct of Students Achieving Their Projected Growth Target	2016			
				Pct of Students Achieving Their Projected Growth Target – FR	2016			
		7		Pct of Students Achieving Their Projected Growth Target	2016			
				Pct of Students Achieving Their Projected Growth Target – FR	2016			
		8		Pct of Students Achieving Their Projected Growth Target	2016			
				Pct of Students Achieving Their Projected Growth Target – FR	2016			

21. STAR Math

Assessment Number	Assessment Name	Grade Level or Course	Subjects	Measure	Baseline Year	Baseline Data	2016 Data	2020 Target
21	STAR	K	Math	Pct of Students Achieving Their Projected Growth Target	2017			
				Pct of Students Achieving Their Projected Growth Target – FR	2017			
		1		Pct of Students Achieving Their Projected Growth Target	2017			
				Pct of Students Achieving Their Projected Growth Target – FR	2017			
		2		Pct of Students Achieving Their Projected Growth Target	2017			
				Pct of Students Achieving Their Projected Growth Target – FR	2017			
		3		Pct of Students Achieving Their Projected Growth Target	2017			
				Pct of Students Achieving Their Projected Growth Target – FR	2017			
		4		Pct of Students Achieving Their Projected Growth Target	2017			
				Pct of Students Achieving Their Projected Growth Target – FR	2017			
		5		Pct of Students Achieving Their Projected Growth Target	2017			
				Pct of Students Achieving Their Projected Growth Target – FR	2017			

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2015-2020

Assessment Number	Assessment Name	Grade Level or Course	Subjects	Measure	Baseline Year	Baseline Data	2016 Data	2020 Target
21	STAR	6	Math	Pct of Students Achieving Their Projected Growth Target	2017			
				Pct of Students Achieving Their Projected Growth Target – FR	2017			
		7		Pct of Students Achieving Their Projected Growth Target	2017			
				Pct of Students Achieving Their Projected Growth Target – FR	2017			
		8		Pct of Students Achieving Their Projected Growth Target	2017			
				Pct of Students Achieving Their Projected Growth Target – FR	2017			

22. **Attendance** rate is calculated by the State Department of Education using June PSIS data. It is calculated by determining the number of days in attendance divided by the number of days enrolled in the school. Outplaced students are including in this data.

Overall, attendance rates across all levels are extremely high. In grades K-5 the attendance rate has remained constant with a 0.4% increase in attendance for students receiving free and reduced lunch. At the middle level, the attendance rate has remained fairly constant with a 0.4% decrease for students receiving free and reduced lunch. At the high school level, attendance has shown a slight decline from 2015 to 2016 with a 1.4% drop for all students and a 0.6% decline for students receiving free and reduced lunch. Outplaced students are included in these figures. It must be emphasized that one year of comparative data may reflect the difference in cohorts rather than a trend in performance.

Assessment Number	Assessment Name	Grade Level or Course	Subjects	Measure	Baseline Year	Baseline Data	2016 Data	2020 Target
22	Attendance	K-5		Attendance Rate	2015	96.2%	96.2%	98%
				Attendance Rate and FR	2015	95.6%	95.9%	98%
		6-8		Attendance Rate	2015	96.1%	96.0%	98%
				Attendance Rate and FR	2015	94.9%	94.1%	98%
		9-12		Attendance Rate	2015	96.6%	95.2%	98%
				Attendance Rate and FR	2015	95.0%	94.4%	98%

First Annual Update on the District Improvement Plan

2015-2020

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

Results on the CELF indicate the progress we are making to strengthen curriculum and instruction in our PK settings.

<i>Assessment Number</i>	<i>Assessment Name</i>	<i>Grade Level or Course</i>	<i>Subjects</i>	<i>Measure</i>	<i>Baseline Year</i>	<i>Baseline Data</i>	<i>2016 Data</i>	<i>2020 Target</i>
23	CELF	PK	Vocabulary and Language	Pct Meeting Benchmark	2015	89.5%	92.0%	97.0%

Part III: Recommended Changes

The administration recommends the following changes in the District Improvement Plan:

- 1) Remove the PSAT for grade 11 students as a Performance Indicator. The Plan was developed in the year when the SBAC Field Test was administered to grade 11 students as the state assessment for high school students in the areas of Math and Language Arts. Since that time, the SAT has been designated as the state assessment to monitor student achievement in Math and Language Arts for high school students. The SAT is administered to grade 11 students and provides extensive information about student performances, which is similar to the feedback from the PSAT. The PSAT administered in grade 10 provides excellent data to monitor achievement in Math and Language Arts and provides staff important information about instructional needs for students. With the administration of both the PSAT in grade 10 and the SAT in grade 11, the PSAT data is not necessary to monitor student performance.
- 2) A second recommendation is to remove the sub-categories of Clubs, Sports, and Arts within the Performance Indicator of Extra-Curricular Participation. The intent of this Performance Indicator is to measure students' connectedness to school. The inclusion of the sub-categories has made the collection of the data extremely difficult to collect and does not enhance the meaning of the data. Regardless of the type of activity in which a student participates, that participation reflects the student's connectedness to school, making the sub-categories irrelevant.

Information Packet for EV Charging Stations at Both Fairfield High Schools

Project Description: The Town of Fairfield's Clean Energy Task Force proposes to install Electric Vehicle charging stations at Warde and Ludlowe school parking lots. This activity, like the recent solar projects completed at both of these schools, is pursuant to the Town's Clean Energy Action Plan, which is online: (<http://www.fairfieldct.org/content/10736/12858/17526/19134.aspx>).

Two stations will be installed at each high school (a total of four stations). The charging stations are "Level 2" and use 220V power. The brand is GE Wattstation (see attached for further detail) The installation will take a few days at each school. Vendor procurement was conducted by the Town's Purchasing Department. The turn-key project cost is \$10,000 for Warde and \$9,500 for Ludlowe. The Town has received a reimbursable grant from CTDEEP for \$10,000 for each school, so there will be no net cost to the Town for installation of the 4 charging stations.

Project Benefits:

1. Provide access to EV charging for the school staff and student population.
2. No loss in parking spaces ("EV parking only" signage *will not* be used)
3. No installation cost to Town
4. Educational opportunity on benefits of EV driving for school population
5. Operational costs are offset by solar PPA savings

Cost summary:

School	Capital Cost	Grant Amount	Estimated Power Cost per year	Average Solar PPA Savings per year
Warde	\$10,000	Up to \$10,000	\$600	\$52,296
Ludlowe	\$9,500	Up to \$10,000	\$600	\$37,821

Project challenges: The current CTDEEP grant has expired. The CTDEEP will not consider the Town's request for an extension until all Town approvals are in place and we have a firm installation schedule from the vendor.

Attachments: Vendor proposal, including map; and photo of typical charger

Photo of typical level 2 charging station (Fairfield Woods Library)





SKYCHARGERS
a SkyviewVentures company

Electric Vehicle Charging Stations Proposal for Warde and Ludlowe Highschools

May 20, 2016

Proposal Details

Skychargers is pleased to provide this proposal for the installation of two pole mounted electric vehicle charging stations each at Warde and Ludlowe High Schools.

We have provided a proposal based on the following assumptions:

Equipment

- ***GE WattStation Wall Mount***
 - Single Plug, Non-Networked, Pole Mounted
 - GE provides 3 year warranty (other manufacturers typically provide 1 year warranty)

Sites

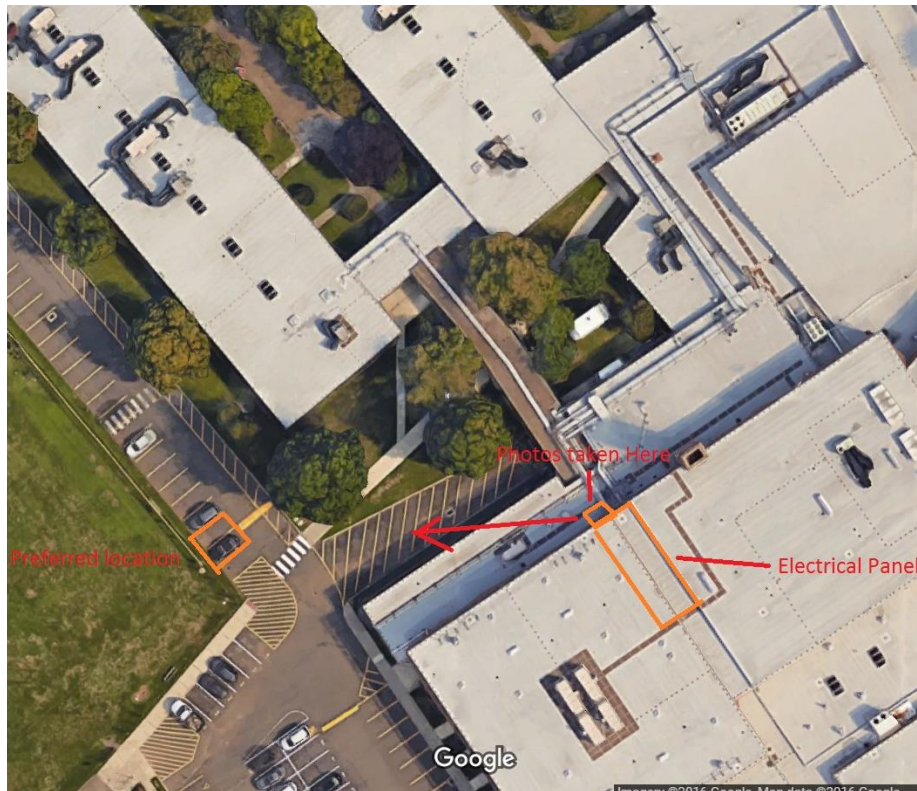
- ***Warde and Ludlow Highschools***
 - 2 EV Charging Stations @ Warde Highschool
 - 2 EV Charging Stations @ Ludlow Highschool

Scope of Work Includes

- ***Full turnkey EV charger installation and wiring***
- ***Trenching & Paving***
 - Skychargers will perform trenching and paving work.

Warde and Ludlowe High School Turnkey Pricing

Warde High School
Turnkey Install Cost: \$10,000



Ludlowe High School
Turnkey Install Cost: \$9,500



Contact Information

Spencer Monson

SKYCHARGERS

Tel: (203) 517-6096

www.skychargers.com

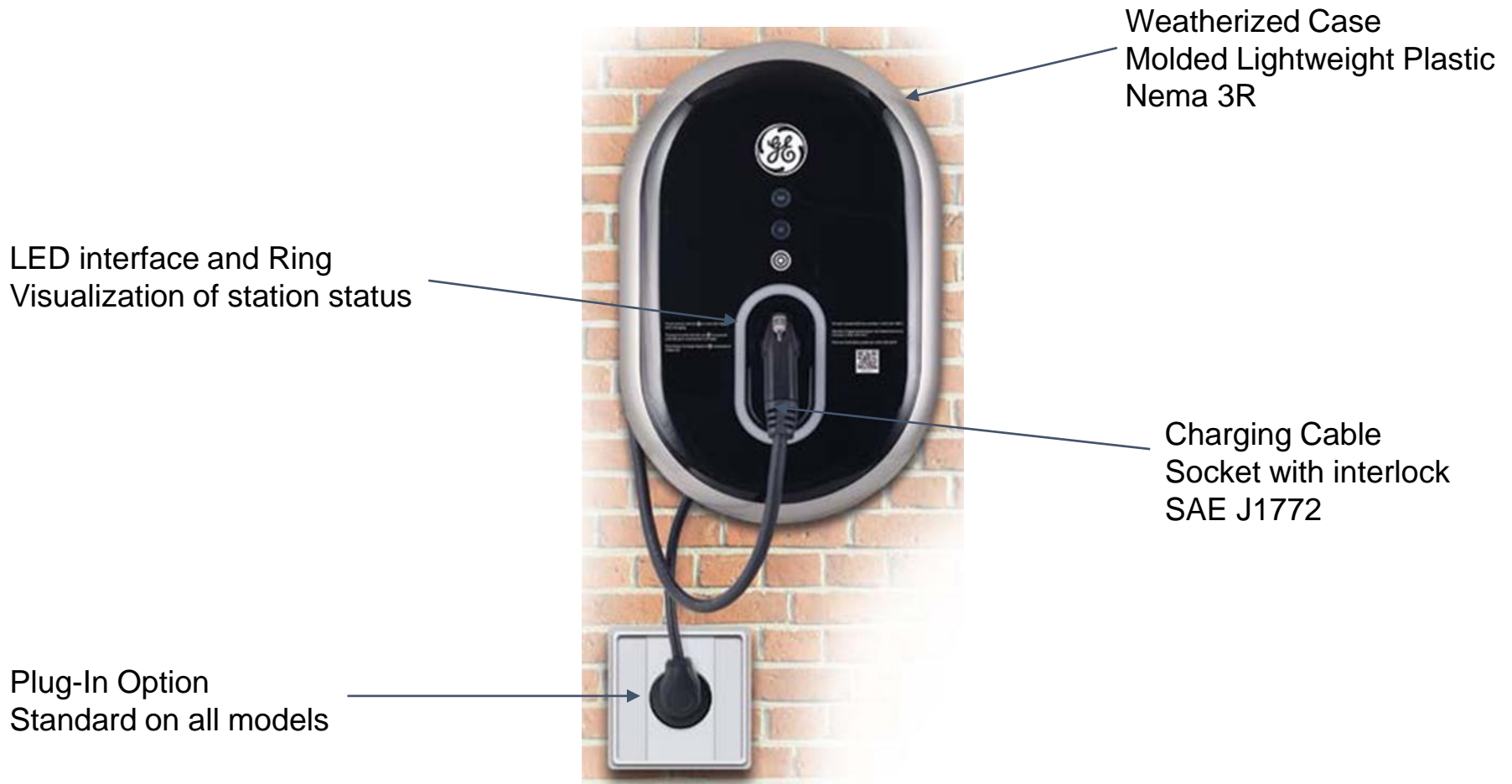
114 S. Pearl Street, Suite 2C
Port Chester, NY 10573

Exhibit 2: Equipment Details

GE WattStation™ Pole Mount

Provided by General Electric.

WattStation™ Pole Mount



THIRD MODIFICATION OF RIGHT OF REPURCHASE

ROOSTER RIVER PLAZA, LLC, a Connecticut limited liability company having a business address of 501 Kings Highway East, Fairfield, CT 06825 (hereinafter "Seller") and the **TOWN OF FAIRFIELD**, a Connecticut municipal corporation with offices at Sullivan Independence Hall, 725 Old Post Road, Fairfield, Connecticut (hereinafter "Buyer") do hereby set forth their agreement with respect to a certain right of repurchase described below.

WHEREAS, by Purchase Contract (hereinafter "Agreement") entered into in 2002 by and between the Buyer and Seller, Seller agreed to sell and Buyer agreed to buy a certain condominium unit (and rights appurtenant thereto) known as Unit 1, 501 Kings Highway East, Fairfield, Connecticut (hereinafter the "Property") as said Property is more fully described in the attached Schedule which is incorporated herein by reference; and

WHEREAS, by deed dated July 16, 2002 and recorded in the Fairfield Land Records in Volume 2555 Page 70 (hereinafter the "Deed"), Seller conveyed the Property to Buyer; and

WHEREAS, the sale of the property was made subject to a Right of Repurchase granted to Seller as more fully described in Section 17 of the Agreement (hereinafter the "Right of Repurchase"); and

WHEREAS, this Right of Repurchase was recorded in Volume 3550 Page 246 of the Fairfield Land Records; and

WHEREAS, Seller assigned the Agreement to **NEW ALLIANCE BANK (now FIRST NIAGARA BANK, N.A.)**, a Connecticut bank with an office at 195 Church Street, New Haven, Connecticut (hereinafter "Secured Party") in a document entitled Assignment of Purchase Contract recorded in Volume 3653 Page 042 of the Fairfield Land Records; and

WHEREAS, Seller notified Buyer in a timely fashion that it wished to extend its Right of Repurchase in the same manner as the original Modification of Right of Repurchase at the Purchase Price specified in Paragraph 17 of the Agreement; and

WHEREAS the Seller and the Buyer, with the consent of the Secured Party, agreed to modify the Agreement for a second period; and

WHEREAS the Seller and Buyer did modify the Agreement for a second period, which modification was memorialized in a document entitled "SECOND MODIFICATION OF RIGHT OF REPURCHASE" dated May 1, 2014, which document is on file in the Office of the First Selectman of the Town of Fairfield; and

WHEREAS, Seller notified Buyer in a timely fashion that it wished to extend its Right of Repurchase for a third period in the same manner as the original Modification of Right of Repurchase; and

WHEREAS, Seller requested that the repurchase price be the fair market value of the Property at the time of repurchase; and

WHEREAS the Seller and the Buyer, with the consent of the Secured Party, have agreed to modify the Agreement for a Third period, by extending the date for the repurchase, and by changing the repurchase price from a fixed sum to fair market value.

NOW THEREFORE for one dollar and other consideration herein given to the Buyer by the seller and in further consideration of the goals of the parties the Right of Repurchase contained in Paragraph 17 of the Agreement is hereby modified as follows:

1. The parties hereby agree that the Seller shall have the right to repurchase the property on July 16, 2026 for a sum and upon such terms as is set forth in Section 17 of the Agreement, as modified herein.

2. The notice set forth in Section 17.1 of the Agreement shall be given not later than July 16, 2023.
3. The repurchase price shall be the fair market value of the subject property on the date of closing of title, determined as follows: Three (3) months prior to the repurchase date, each Party shall provide to the other an appraisal prepared by a real estate appraiser, licensed by the State of Connecticut and familiar with real property of a similar nature to the subject property. If the two appraisals are within ten (10%) percent of each other, the repurchase price shall be the average of the two appraisals. If the two appraisals are not within ten (10%) percent of each other, and the parties cannot agree on the repurchase price, the two appraisers shall select a third appraiser, with the same qualifications, who shall prepare an independent appraisal. The repurchase price shall be the average of the three appraisals. Each party shall bear the cost of its own appraiser. The parties shall share the cost of the third appraiser equally. The remaining provisions of Section 17.1 of the Agreement regarding deposit, closing, etc., shall remain in force. The remaining provisions of Section 17 of the Agreement shall remain in full force and effect.
4. Notwithstanding Paragraph 1 above, the Buyer may reduce the term of the extension of repurchase at any time by giving Seller and Secured Party notice that it wishes to accelerate the right of repurchase, which notice shall be given at least twelve (12) months in advance of the closing date specified therein. Such written notice shall be sent to the Seller and to the Secured Party by certified mail, return receipt requested to the addresses above written. The purchase price shall be determined in accordance with the provisions of Paragraph 3. hereinabove. The provisions of Section 17.1 of the Agreement regarding deposit, closing, etc. shall remain in effect.

STATE OF CONNECTICUT)

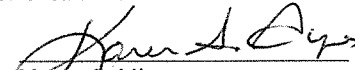
) ss: Town of Fairfield
COUNTY OF FAIRFIELD)

On this ____ day of ____, 2016, before me, the undersigned officer, personally appeared MICHAEL C. TETREAU, the First Selectman of the Town of Fairfield, known to me or satisfactorily proven to be the person whose name is subscribed to the within instrument and acknowledged that he executed the same for the purposes therein contained as his free act and deed and the free act and deed of said Town.

Notary Public

STATE OF NEW YORK)
COUNTY OF Rockland) ss:

On this 16 day of Sept, 2016, before me, the undersigned officer, personally appeared Tracy Dembier, the duly authorized First Vice President of FIRST NIAGARA BANK, N.A. known to me or satisfactorily proven to be the person whose name is subscribed to the within instrument and acknowledged that he executed the same for the purposes therein contained as his free act and deed and the free act and deed of said Bank.



Notary Public

KAREN S AYRES
01AY4888587
Notary Public, State of New York
Qualified in Rockland County
My commission expires MAY 18th, 2019

Adopted by the Board of Education on

STUDENT CALENDAR

FAIRFIELD PUBLIC SCHOOLS

2017 - 2018

DRAFT

July							August (1)							September (19)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5						1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30
30	31																			
4 Independence Day							28 All Teachers Report 29 Professional Development Day 30 Orientation for Grade 6 and Grade 9 31 First Day of School - Full Day							4 Labor Day 20 No After School or Evening Activities 21 Rosh Hashanah 29 No After School or Evening Activities 30 Yom Kippur						
October (22)							November (18)							December (16)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
17 PD Day (Elem. & Middle) Early Dismissal 18 High School PSAT/Prof.Dev.Early Dismissal 19 Conf. Days (Elem.& Middle) Early Dismissal							7 Election Day/Prof. Dev. Day for Staff 10 Veterans' Day 22 Early Dismissal 23, 24 Thanksgiving Recess							22 Start of Holiday Recess Early Dismissal 25 Holiday Week Begins 29 Holiday Week Ends						
January (21)							February (18)							March (21)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5	4	5	6	7	8	9	10					1	2	3
7	8	9	10	11	12	13	11	12	13	14	15	16	17	4	5	6	7	8	9	10
14	15	16	17	18	19	20	18	19	20	21	22	23	24	11	12	13	14	15	16	17
21	22	23	24	25	26	27	25	26	27	28				18	19	20	21	22	23	24
28	29	30	31											25	26	27	28	29	30	31
1 New Year's Day 2 Schools Reopen 15 Martin Luther King Day							15 PD Day (Elem. & Middle) Early Dismissal 16 Prof. Dev. Day - All Certified Staff 19 Presidents' Day							30 Conf. Days (Elem ONLY) Early Dismissal Good Friday						
April (16)							May (22)							June (8)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7														
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30
9 Conf. Day (Elem. ONLY) Early Dismissal Spring Recess Begins 13 Spring Recess Ends							28 Memorial Day							12 Last Day for Students & Teachers (The first eight snow days will extend the length of the school year and the date of High School Graduation, additional snow days will reduce the April vacation beginning with the first day, April 9.)						

- ☐ Schools Not In Session
- ☐ Conference Days (Elem. & Middle) Early Dismissal
- ☐ Conference Days (Elem. ONLY) Early Dismissal
- ☐ Prof. Dev. Day Early Dismissal
- ☐ State Required Holidays

5111(a)

The recommended replacement for existing policy #5111 adopted 8/27/04, which is not fully compliant with most recent legislation.

Students

Admission/Placement

Admission

District schools shall be open to all children five years of age and over who reach age five on or before December 31st of any school year. Each such child shall have, and shall be so advised by the appropriate school authorities, an equal opportunity to participate in the program and activities of the school system without discrimination on account of race, color, sex, religion, national origin, sexual orientation, or gender identity or expression. Students who are classified as homeless under federal law, and therefore do not have a fixed residence, will be admitted pursuant to federal law and policy 5118.1. Exceptions from routine admission may be made by the school Principal on the basis of supporting evidence from physical and psychological examinations.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age.

The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.

According to Connecticut General Statute 10-76d (b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education.

Each child entering the district schools for the first time must present a birth certificate or offer legal evidence of birth date, as well as proof of a recent physical examination and required immunizations. If the parents or guardians of any children are unable to pay for such immunizations, the expense of such immunizations shall, on the recommendation of the Superintendent or designee, be paid by the town. Proof of domicile shall also be requested by the school district.

Any child entering or returning to the district from placement in a juvenile detention school, the Connecticut Juvenile Training School, or any other residential placement, shall have the educational records of such child provided to the Superintendent of Schools by the Department of Children and Families (DCF) and the Judicial Department. Such information will be shared with the Principal of the school to which the student is assigned. The Principal can disclose them to the staff who teach or care for the child.

Legal Reference: Connecticut General Statutes
10-15 Towns to maintain schools
10-15c Discrimination in public schools prohibited. School attendance by five-year olds, as amended by PA 97-247
10-76a - 10-76g re special education

Students

Admission/Placement

Legal Reference: Connecticut General Statutes (continued)

10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) - as amended by PA 98-243, PA 00-157 and PA 09-6 (September Special Session)

10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission, as amended.

10-220h Transfer of student records, as amended.

P.A. 11-115 An Act Concerning Juvenile Reentry and Education

10-233a - 10-233f Inclusive; re: suspend, expel, removal of pupils

10-233c Suspension of pupils

10-233d Expulsion of pupils

10-233k Notification of school officials of potentially dangerous students. (as amended by PA 01-176)

10-261 Definitions

State Board of Education Regulations

10-76a-1 General definitions (c) (d) (q) (t)

10-76d-7 Admission of student requiring special education (referral)

10-204a Required immunizations (as amended by PA 98-243)

McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.

Plyler vs. Doe, 457 U.S. 202 (1982)

Policy adopted:

FAIRFIELD PUBLIC SCHOOLS
Fairfield, Connecticut

(Reviewed and approved by Policy Review Committee)



Students

AGE OF ENTRANCE

5111

Children reaching the age of five (5) on or before January 1st of any year shall be eligible for kindergarten in the preceding September.

Children reaching the age of five (5) between January 2nd and February 28th may qualify for accelerated kindergarten admission entrance in the preceding September if they qualify as superior in the various aspects of readiness.

Kindergarten registration shall take place in the spring and the specific days for each school shall be announced in the school and in the newspapers.

Legal Reference: Connecticut General Statutes
10-15 Towns to maintain schools
10-15c Discrimination in public schools prohibited. School attendance by five-year olds, as amended by PA 97-247
10-76a through 10-76g re special education
10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) as amended by PA 98-243 and PA 00-157
10-186 Duties of local and regional boards of education re school attendance. Hearings. Amended by PA 96-26 An Act Concerning Graduation Requirements and Placement of Older Students
Appeals to state board. Establishment of hearing board
10-233a through 10-233f Inclusive re suspend, expel, removal of pupils
10-233c Suspension of pupils
10-233d Expulsion of pupils
10-261 Definitions
State Board of Education Regulations:
10-76a-1 General definitions (c) (d) (q) (t)
10-76d-7 Admission of student requiring special education (referral)
10-204a Required immunizations as amended by PA 98-24

Adopted 8/27/2004

Existing policy, #5112 adopted 6/11/13, modified.

Students

Attendance/Excuses/Dismissal

Attendance

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of “in attendance” shall be considered absent.

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

Definitions (related to chronic absenteeism)

Chronically absent child: An enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

Absence: An excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education or an in-school suspension that is greater than or equal to one-half of a school day.

District chronic absenteeism rate: The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

School chronic absenteeism rate: The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Students

Attendance/Excuses/Dismissal (continued)

Excused Absence

For absences one through nine, an absence shall be considered “excused” when a child does not attend school and appropriate documentation is provided by the student’s parent/guardian approving the absence, due to:

- A. Illness or injury;
- B. Death in the immediate family;
- C. Religious obligation;
- D. Court appearance;
- E. School sponsored activity;
- F. Lack of transportation that is normally provided by a district other than the one the student attends; (This reason does not require documentation.)
- G. An emergency; or
- H. Other exceptional circumstances and extraordinary educational opportunities preapproved by a District administrator and in accordance with **SDE** guidelines. Written excuse for such absences should be submitted to school officials by the child’s parent or guardian. All other absences with or without written explanation shall be considered unexcused.

For the tenth absence and all absences thereafter, a student’s absences from school are considered excused for the following reasons:

- A. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
- B. Student’s observance of a religious holiday;
- C. Death in the student’s family or other emergency beyond the control of the student’s family;
- D. Mandated court appearances (documentation required);
- E. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
- F. Extraordinary educational opportunities pre-approved by District Administration and to be in accordance with Connecticut State Department of Education guidance.

A student’s absence from school shall be considered unexcused unless:

- A. The absence meets the definition of an excused absence and meets the documentation requirements; or
- B. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

Students

Attendance/Excuses/Dismissal

Excused Absence (continued)

When the school in which a child is enrolled receives no notification of the child's absence from a parent/guardian or other person having control of the child, a reasonable effort shall be made by school personnel to notify by telephone, email, or mail such parent/guardian or other person having control of the child.

Unexcused Absence

Board policy with respect to unexcused absences stresses prevention and inquiry leading to remediation of absences. The schools will make all reasonable efforts to keep parents/guardians and students informed as to attendance problems and will make all reasonable efforts to help students improve their attendance when such improvement is warranted. Only when all local resources are exhausted is referral to legal authorities recommended.

A student's absence from school shall be considered "unexcused" unless the absence meets the definitions, listed above, for an "excused" absence, including the documentation requirements; or if the absence is the result of school or District disciplinary action.

Chronic Absenteeism

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
2. A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Students

Attendance/Excuses/Dismissal

Chronic Absenteeism (continued)

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each established attendance review team shall meet at least monthly.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available. *(SDE to develop by 1/1/16.)*

The District shall annually include in information for the strategic school profile report for each school and the District that is submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. *(An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)*

Release of Student During School Day/Dismissal

The Board recognizes the need for students to be in school for the full instructional day. It is encouraged that early dismissal should be requested only in emergency or unusual situations.

Request for release of a student during the school day originating outside the schools must be handled by the administration to ensure maximum provisions for the safety and welfare of the student.

Students who become ill during the school day may be excused by-the school nurse. School personnel will notify parent/guardian to arrange transportation.

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

Students

Attendance/Excuses/Dismissal (continued)

Truancy

The Board of Education must provide each child with a continuing education which will prepare the student to assume adult roles and responsibilities. Therefore, regular attendance and punctuality are expected from all children enrolled in our schools. By statute, responsibility for assuring that students attend school rests with the parent(s)/guardian(s) or other person having control of the child. Every effort must be made to keep absences and tardiness to a minimum. To assist parent(s)/guardian(s) and others in meeting this responsibility, the Board of Education has developed the following procedures regarding students ages five (5) to eighteen (18) inclusive.

1. Notify parents/guardians or other person having control of each child enrolled, ages five (5) to eighteen (18) inclusive, in writing, of the obligations of the parents/guardians pursuant to student attendance (C.G.S. 10-184).
2. Obtain from each parent/guardian or other persons having control of an enrolled child a telephone number or other means of contacting such parent/guardian or other person during the school day.
3. Establish a system for monitoring student's individual absences/tardies.
4. Notify, by telephone, email, or mail the parent(s)/guardian(s) or other such person(s) whenever a child fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the child's parent/guardian or other person is aware of the student's absence.
5. Identify a student as "truant" when the student has four (4) unexcused absences in any one month or ten (10) unexcused absences in any school year.
6. Hold a meeting with appropriate staff and the parent/guardian or other person having control of the child identified as a "truant" within ten (10) days of such designation to review the reasons for the truant behavior and to evaluate the situation.
7. Referral will be made to the PPT to determine whether or not an educational evaluation is appropriate, prior to filing a written complaint with the Superior Court.
8. File a written complaint by the Superintendent with the Superior Court alleging that the acts or omissions of any child identified as a "truant" are such that the student's family is a "family with service needs" if the parent or other person having control of the child identified as "truant" fails:
 - a. to attend the required meeting to evaluate why the child's truant or
 - b. to cooperate with the school in trying to solve the truancy problem.
9. Provide for the coordination of services and refer enrolled students who are truants to community agencies providing child and family services.

Students

Attendance/Excuses/Dismissal

Truancy (continued)

A student who is identified as a “truant” may be subject to the following consequences:

- A. Promotion to the next grade may be contingent upon the student successfully completing a summer school program.
- B. The student may be retained in the same grade in order to acquire the skills necessary for promotion to the next grade level.

High School Attendance

The purpose of this policy is to encourage school and/or class attendance in order to have students maximize their educational opportunities. Regular, uninterrupted attendance at school and/or class is essential to successful learning.

Students enrolled in a Fairfield high school who exceed the permitted number of unexcused absences from school or class may lose credit for that class or classes, as specified in the ~~Administrative Regulations on Attendance (5116AR)~~. **Student/Parent Handbook of each high school.**

Attendance Records

The professional staff of each school shall keep an attendance record of students in their charge.

Regularity of Attendance

Regular, uninterrupted attendance at school and/or class is essential to successful learning. In accordance with Connecticut General Statutes, the Board may appoint one (1) or more persons, who shall be authorized to prosecute for violations of the laws relating to attendance of children and their employment. All warrants issued upon such prosecutions shall be returnable before any court having jurisdiction.

Legal Reference: Connecticut General Statutes
 10-184 Duties of parents. (as amended by PA 98-243 and PA 00-157)
10-185 Penalty
 10-198a Policies and procedures concerning truants (as amended by PA 00-157, PA 11-136 **and PA 14-198**)
 10-199 through 10-202 Attendance, truancy in general. (Revised 1995 - PA 95-304)
10-220(c) Duties of boards of education (as amended by PA 15-225)

Students

Attendance/Excuses/Dismissal

Legal Reference: Connecticut General Statutes (continued)
10-221(b) Board of education to prescribe rules.
Campbell v. New Milford, 193 Conn93 (1984).
Action taken by State Board of Education on January 2, 2008, to define “attendance.”
Action taken by the State Board of Education on June 27, 2012 to define “excused” and “unexcused” absences.

Policy adopted: August 27, 2004
Policy revised: June 11, 2014
Policy revised:

FAIRFIELD PUBLIC SCHOOLS
Fairfield, Connecticut

(Reviewed and approved by Policy Review Committee)



Students

ATTENDANCE, EXCUSED ABSENCES AND TRUANCY

5113(a)

Connecticut state law requires parents/guardians to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents/guardians or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

In compliance with the regulations concerning children requiring special education in the Connecticut General Statutes, the Fairfield Board of Education shall provide appropriate education for identified special education students between the ages of three (3) and until they graduate, or for the duration of the school year in which the student becomes twenty-one (21). Unless otherwise specified in a child's Individualized Education Program (IEP), the minimum day and year for a child requiring special education and related services shall be the same as that for a child in the regular education program.

A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of "in attendance" shall be considered absent.

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent. The professional staff of each school shall keep an attendance record of students in their charge.

Excused Absence

For absences one through nine, an absence shall be considered "excused" when a child does not attend school and appropriate documentation is provided by the student's parent/guardian approving the absence, due to:

- A. Illness or injury,
- B. Death in the immediate family,
- C. Religious obligation,
- D. Court appearance,
- E. School sponsored activity,
- F. Lack of transportation that is normally provided by a district other than the one the students attends, (This reason does not require documentation.)

Students

ATTENDANCE, EXCUSED ABSENCES AND TRUANCY (continued) 5113(b)

- G. An emergency, or
- H. Other exceptional circumstances and extraordinary educational opportunities pre-approved by a District administrator and in accordance with SDE guidelines. Written excuse for such absences should be submitted to school officials by the child's parent or guardian. All other absences with or without written explanation shall be considered unexcused.

Excused Absence

For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:

- A. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
- B. Student's observance of a religious holiday;
- C. Death in the student's family or other emergency beyond the control of the student's family;
- D. Mandated court appearances (documentation required);
- E. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
- F. Extraordinary educational opportunities pre-approved by District Administration and to be in accordance with Connecticut State Department of Education guidance.

A student's absence from school shall be considered unexcused unless:

- A. The absence meets the definition of an excused absence and meets the documentation requirements; or
- B. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

When the school in which a child is enrolled receives no notification of the child's absence from a parent/guardian or other person having control of the child a reasonable effort shall be made by school personnel to notify by telephone, email, or mail such parent/guardian or other person having control of the child.

Students

ATTENDANCE, EXCUSED ABSENCES AND TRUANCY (continued) 5113(c)

Unexcused Absence

Board policy with respect to unexcused absences stresses prevention and inquiry leading to remediation of absences. The schools will make all reasonable efforts to keep parents/guardians and students informed as to attendance problems and will make all reasonable efforts to help students improve their attendance when such improvement is warranted. Only when all local resources are exhausted is referral to legal authorities recommended.

A student's absence from school shall be considered "unexcused" unless the absence meets the definitions, listed above, for an "excused" absence, including the documentation requirements; or if the absence is the result of school or District disciplinary action.

Students enrolled in a Fairfield high school who exceed the permitted number of unexcused absences from school or class may lose credit for that class or classes, as specified in the Administrative Regulation on Attendance (5113AR).

Release of Student During School Day/Dismissal

The Board recognizes the need for students to be in school for the full instructional day. It is encouraged that early dismissal should be requested only in emergency or unusual situations.

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Students who become ill during the school day may be excused by the school nurse. School personnel will notify parent/guardian to arrange transportation.

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Truancy

Regular, uninterrupted attendance at school and / or class is essential to successful learning. In accordance with Connecticut General Statutes, the Board may appoint one (1) or more persons, who shall be authorized to prosecute for violations of the laws relating to attendance of children and their employment. All warrants issued upon such prosecutions shall be returnable before any court having jurisdiction.

Students

ATTENDANCE, EXCUSED ABSENCES AND TRUANCY (continued) 5113(d)

Truancy (continued)

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4. Notify, by telephone, email, or mail the parent(s)/guardian(s) or other such person(s) whenever a child fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the child's parent/guardian or other person is aware of the student's absence.
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7. Referral will be made to the PPT to determine whether or not an educational evaluation is appropriate, prior to filing a written complaint with the Superior Court.
8. File a written complaint by the Superintendent with the Superior Court alleging that the acts or omissions of any child identified as a "truant" are such that the student's family is a "family with service needs" if the parent or other person having control of the child identified as "truant" fails:
 - a. to attend the required meeting to evaluate why the child's truant or
 - b. to cooperate with the school in trying to solve the truancy problem.

Students

ATTENDANCE, EXCUSED ABSENCES AND TRUANCY (continued) 5113(e)

Truancy (continued)

9. Provide for the coordination of services and refer enrolled students who are truants to community agencies providing child and family services.

A student who is identified as a “truant” may be subject to the following consequences:

- A. Promotion to the next grade may be contingent upon the student successfully completing a summer school program
- B. The student may be retained in the same grade in order to acquire the skills necessary for promotion to the next grade level

Legal Reference: Connecticut General Statutes

10-184 Duties of parents. (as amended by PA 98-243 and PA 00-157)

10-198a Policies and procedures concerning truants (as amended by PA 00-157 and PA 11-136)

10-199 through 10-202 Attendance, truancy in general. (Revised 1995 - PA 95-304)

10-221(b) Board of education to prescribe rules.

Campbell v New Milford, 193 Conn 93 (1984).

Action taken by State Board of Education on January 2, 2008, to define “attendance.”

Action taken by the State Board of Education on June 27, 2012 to define “excused” and “unexcused” absences.

Adopted 8/27/2004

Revised and Adopted 6/11/2013

**Special Meeting Minutes
Fairfield BoE, September 22, 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 Special meeting to order at 7:36PM. Present were members Eileen Liu-McCormack (arrived 8:05PM), Marc Patten (arrived 8:30PM), Donna Karnal (arrived 7:38PM), Jessica Gerber, Philip Dwyer, Anthony Calabrese, Trisha Pytko and Jennifer Maxon-Kennelly. John Llewellyn was not present. Others present were Interim Superintendent Dr. Stephen Tracy, members of the central office leadership team, and approximately 10 members of the public.

Mr. Dwyer welcomed incoming Superintendent Dr. Toni Jones who was seated in the audience. He received unanimous consent from the Board to adjust the agenda in order to accommodate Board members who will be arriving a late.

Business Items

Public Comment

Suzanne Miska, Ryegate Road: Thanked the Board for the Meet and Greet with Dr. Jones; requested follow-up analysis on state assessments.

Jill Vergara, RTM District 7: Noted the insurance shortfall as shown in the financial report, relative to budgeting for 2017-2018.

Financial Review of 2015-2016 Fiscal Year

Mrs. Munsell presented the financial report as of July 31, 2016. Column 3 shows actual balances; residual balances of \$100K were transferred into the health insurance account and paid to the medical retention fund. Column 4 shows the balance before final transfers of \$72,397 – resulting in a total of \$172K transferred into medical retention at the end of the year. The final balance in column 8 is \$.36; this will be reported on the ED001 and will be audited and finalized before December 31.

Mr. Dwyer said the excess in the medical retention fund was due to projections.

Mrs. Munsell presented the medical retention spreadsheet and focused on the final four columns. Due to the unique year for medical retention, column 16 shows actual figures; the only exception being the IBNR calculated by AON. Column 17 is the close-out of the self-insurance plan. Column 18 shows that \$20M was requested; this was adjusted by the BOS and BOF to \$19.3M. An email sent to the Board previously, explained a possible \$1M insurance shortfall, and this was adjusted to \$740K after the final numbers came in. The email also addressed implications for this shortfall in the 2017-2018 budget. Dr. Tracy thanked Mrs. Munsell for the preciseness of her reports and said this has also been reviewed by the Town.

Mrs. Maxon-Kennelly asked for more information on the revenue reduction related to retirees. Mrs. Munsell said the change in the 'retiree payments' line is shown from column 4 to column 13; an approximate drop of \$260K.

Mr. Dwyer asked if this revenue reduction was due to retirees choosing another option and Mrs. Munsell said yes.

Mrs. Maxon Kennelly asked how the Board will hear about this in January. Mrs. Munsell reviewed the budget cuts and loss of revenue and said the difference in the drop in revenue and improvement in expenses is \$742K, as shown in column 18.

Mr. Dwyer asked if getting back to even equals \$750K and Mrs. Munsell said yes, given current information. Mr. Dwyer added that December is the usual timeframe to discuss health insurance and pension. He confirmed with Mrs. Munsell that last year's health insurance expenses may change marginally.

Approval of Policies 3516, 3524.1 and 4115/4215

Mrs. Maxon-Kennelly moved, Mr. Calabrese seconded that the Board of Education adopt policies 3516, 3524.1 and 4115/4215.

Mrs. Maxon-Kennelly said she had addressed a few questions and reiterated that this is part of the audit.

Motion Passed: 6-0

Mrs. Liu-McCormack and Mr. Patten were not present for this vote.

Approval of Policies for Deletion

Mrs. Maxon-Kennelly moved, Mrs. Gerber seconded that the Board of Education approve the deletion of Policies 3120 and 3120.2.

Mrs. Maxon-Kennelly reminded the Board that these policies were included in policies that were adopted in June.

Motion Passed: 6-0

Mrs. Liu-McCormack and Mr. Patten were not present for this vote.

First Reading of Policy 4152.6/4252.6 Personnel – Personal Leaves, Family and Medical Leave Act

Mrs. Maxon-Kennelly said the policy numbers reference both certified and non-certified staff.

Approval of Minutes of the Regular Meeting of September 6, 2016

Mrs. Gerber moved, Ms. Pytko seconded that the Board of Education approve the Minutes of the Regular Meeting of September 6, 2016.

Motion Passed: 5-0-2

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

Abstain: Mrs. Liu-McCormack, Ms. Karnal

Mr. Patten was not present for this vote.

Superintendent Report

Dr. Tracy congratulated the Fairfield Ludlowe High School National Merit Semi-finalist Scholars: Adriana Bay, Paul Jeon and Emily Ji.

The Town has requested the Board consider the approval of electric charging stations at Fairfield Ludlowe and Fairfield Warde at the October 4 meeting. The charging stations are paid for by a grant from the CT Dept. of Environmental Protection and will cost the district less than \$700 per year. Mr. Dwyer noted that the Board had no objections to voting on this item at the next meeting.

Dr. Tracy thanked Mr. Cullen for his work on the Capital Plan, which was presented at the Board of Finance meeting.

Dr. Tracy reviewed the Connecticut Coalition for Justice in Education Funding (CCJEF) court decision, which was lengthy and controversial. The judge concluded that the state has no rational plan to distribute aid and ruled that the state must arrive at a plan to do so by March 2017. Additionally, the judge ruled that the state must submit plans for educational standards, teacher evaluation and compensation, and special education identification; all due by March 2017. However, the Attorney General filed an appeal and the Supreme Court has certified his appeal, resulting in a stay of the order. Dr. Tracy said this is the fourth time that he can recall that this issue has been brought forward and given back to the General Assembly.

Review of State Assessments

Mr. Cummings presented an overview of state assessments and AP exams. Dr. Boice said recently released state percentages were added to Tables 1 and 2; copies of which were placed at the Board table. Data Teams and School Improvement Teams will soon begin to delve into the data in conjunction with other data points down to the student level. Parent reports will be mailed the week of October 10. She explained the outline of the report being discussed; district scores first, followed by school data and AP results. Mr. Cummings added that since this is the second year of the SBA – there will be a better handle on performance over time, and this allows for the development of measures on curriculum and instructional expectations. STAR data will be looked at more closely to see how it aligns with SBA. One of the struggles with the SBA data is that it is not as disaggregated as the CMT and doesn't have the strand level performance that the district is accustomed to. Dr. Tracy said that additional information will be provided at a later date on what this report means towards continuous improvement.

Ms. Pytko asked if any strand data related to Free/Reduced or gender had been reviewed. Mr. Cummings said not yet, but this will be part of the District Improvement Plan update report. The state does not provide a breakdown of the Free/Reduced. Ms. Pytko also asked about whether this information would be available for the teachers' learning objectives and Mr. Cummings said that was the plan.

Mrs. Liu-McCormack expressed some urgency in revisiting this data analysis, and hoped it would be done this calendar year, before budget season; and would also be used for teacher plans. She also asked for a socio-economic DRG-B comparison across the board, and perhaps a comparison for DRG-A as well. We should look at absolute numbers and at our peers. Are we making progress or are others making more progress. She thinks it would be valuable to consider this; what are we doing right and what could we do better. Dr. Tracy said work must first be done with the principals before a more detailed analysis can be presented.

Mrs. Maxon-Kennelly asked

- Are raw scores or cut scores used, and have these changed? Mr. Cummings said the SBA is reported in a scale score, which translates across grades, but there is a learning curve to studying this data. Dr. Boice added that getting into this data is a complex and consuming process and we don't want to look at a child based on one test; the real value is to be able to make instructional decisions that benefit the student. Taking the test on a computer may have an impact on the result.
- Are we receiving no strand data? Dr. Boice said that very detailed information is received on PSAT and SAT, but not with the SBA.
- How is the data brought to teachers? Dr. Boice said that Dr. Rasmussen and Mr. Chiappetta are working on that now; we are looking for a predictive quality between the PSAT and SAT.
- Regarding Khan Academy – are teachers getting grade-level strand information? Dr. Boice said we can pursue this, but teachers are getting student level data so they can make instructional decisions.

Ms. Pytko asked

- How much computer testing is done at the elementary level; even her 8th grade students had issues using some of the tools. Mr. Cummings said the only other formative assessment at the elementary level that uses the computer is STAR. Student stamina for computer testing is an unknown.
- Where are teachers moving towards with regards to goals? Dr. Boice said teachers are in the process now of writing goals; teachers are always encouraged to have improvement for 100% of students – but this must be based on assessments before the school year ends. Mrs. Leffert said that the state data is not being used again this year in the teacher evaluation plans.

Ms. Karnal noted the drastic change in the number of students tested from one year to the next in some of the younger grades. Mr. Cummings said this is based on enrollment. Ms. Karnal asked for clarification regarding the fact that percentages are being used. Mr. Cummings reviewed the percentages.

Mrs. Liu-McCormack asked if there were any big picture take-aways that should be highlighted, both positive and negative.

Mr. Dwyer referenced the 9/15 memo and asked if there was anything in addition to that. Mr. Cummings said the primary resource of time is a challenge. Not surprisingly, when time is devoted to an issue, the result is a positive change. The struggle of the work is to manage the level of change at once and in different settings with different factors; how do we replicate success? Dr. Boice agreed and added that the teacher has the greatest impact in the classroom. The teacher evaluation, based on Marzano, is a research-based framework that allows for specific conversations; student needs come from the evaluation of data. Secondly, the middle schools have always been provided the same resources and perhaps this should be changed. Science scores at TMS rose significantly and perhaps additional staffing for math support should be considered as well.

Mrs. Liu-McCormack said that certain data pops out for some specific schools, and thinks it would be good to share data from those schools that are successful; the reason for the difference may not be socio-economic. Ideas and best practices from better schools should be shared; less successful schools should be examined. We need to look at strategies for success.

Ms. Karnal asked why the columns didn't always add up to 100% and was told this is due to rounding. Is it not standard to have the teachers' evaluation plans calibrated on this data? What about the principals and headmasters? Mrs. Leffert said that state guidelines exempt state assessments for teacher evaluation plans or for administrator plans; localized standardized tests will be used.

Mrs. Maxon-Kennelly thanked the staff for the thorough report and list of questions for further study. She appreciated Mr. Cummings' statement that time is a resource, and asked how that will be addressed in the budget. Dr. Boice said the budget planning process remains unchanged.

Mr. Dwyer thanked the staff for the presentation; the data should stay focused on the District Improvement Plan.

Mrs. Liu-McCormack recalled that the District Improvement targets would be absolute - will this be revisited in November? Will there be flexibility?

Mr. Dwyer said when the Plan was adopted, the Board decided to get an update every year, but to wait 2 years to see if any changes are needed. Staff will bring any required changes to our attention. The incoming superintendent will have flexibility to propose changes. Dr. Tracy added that the District Improvement update will take place at the October 4 Board meeting.

Mrs. Maxon-Kennelly meant to ask this question during the Superintendent Report – how was the presentation to the Board of Finance regarding the Capital Planning Workshop, is there anything the Board should be aware of?

Mr. Dwyer said the Town made it clear that it wants to keep the debt load under 10%, and it is currently at 9.2%. The Board of Finance echoed support to keep Sherman on track and no changes were requested; but the planning document is not a guarantee. The BOF complimented the BOE on the clarity of the reports. Dr. Tracy added that it was a productive meeting; he thanked Mr. Cullen and Mr. Morabito for all the work that was done.

Committee/Liaison Reports

Mrs. Gerber said the Fairfield Ludlowe windows project is moving forward; the windows will be installed next summer. The Osborn Hill Building Committee meets next week.

Mrs. Maxon-Kennelly asked if the OHS re-bidding process has taken place.

Mrs. Gerber said the 3rd bid for the corridor connector is in process and she will get more details on the timing.

Mrs. Maxon-Kennelly reminded Board members to return hard-copy policy manuals to central office; the online version will be available tomorrow.

Mr. Dwyer reported that the Holland Hill Building Committee does not have an early estimate yet, but this may be known within a month or 6 weeks.

Open Board Comment

Mrs. Maxon-Kennelly advocated for Odyssey of the Mind and said she is willing to assist schools with this.

Mr. Patten said the Fairfield Woods Middle School Open House went very well; teachers are extremely happy with the World Language and Math texts.

Mr. Dwyer said he is working with the Board of Finance to get dates that do not conflict for the 2017 BOE Meeting dates. He asked the Board for input on availability for a Town Hall meeting; Board input for the budget will be requested at the November meeting.

Adjournment

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

Motion Passed: 8-0. Meeting adjourned at 9:15PM

Respectfully submitted by

Jessica Gerber, Secretary, Fairfield Board of Education