



Board of Education Regular Meeting Agenda
501 Kings Highway East, 2nd Floor Board Conference Room
February 12, 2019
7:30 PM

1. Call to Order of the Regular Meeting of the Board of Education and Roll Call
2. Pledge of Allegiance
3. Student Reports
 - Fairfield Ludlowe High School: Ms. Coolidge, Ms. Phillips, Mr. Holtz
 - Fairfield Warde High School: Mr. Rivera, Ms. Solari
4. Public Comment*
5. Presentation:
 - A. Bonnie B. Carney Award of Excellence in Communications, Mr. Bob Trefry, CABE Board of Directors
 - Computer Generated Project: FPS 2016-2017 Data Analysis
 - FPS Website
 - B. DIP Mid-Year Update, Mr. Cummings
(Enclosure No. 1)
6. Old Business
 - A. Adoption of Policy 5141.21 – Students – Administration of Medication in the Schools
Recommended Motion: “that the Board of Education adopt Policy 5141.21 – Students – Administration of Medication in the Schools”
(Enclosure No. 2)
 - B. Board Goal Discussion: Review of Redistricting Guiding Principles
(Enclosure No. 3)
7. New Business
 - A. Approval of the Collective Bargaining Agreement between the Fairfield School Administrators Association and the Board of Education: July 1, 2019 through June 30, 2023
Recommended Motion: “that the Board of Education approve the Collective Bargaining Agreement between the Fairfield School Administrators Association and the Board of Education: July 1, 2019 through June 30, 2023”
8. Approval of Minutes
Recommended Motion: “that the Board of Education approve the January 8, 2019 Regular Minutes and the January 15, 2019 Special Minutes”
(Enclosure Nos. 4,5)
9. Superintendent’s Report
10. Committee/Liaison Reports
11. Open Board Comment
12. Public Comment*
13. Adjournment
Recommended Motion: “that this Regular Meeting of the Board of Education adjourn”

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

CALENDAR OF EVENTS

March 12, 2019 Regular Meeting	7:30 PM	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 the office of Special Education, 501 Kings Highway East, Fairfield, CT 06825, Telephone: (203) 255-8379.

Fairfield Public Schools
District Improvement Plan

Continue the Work 2018-2020

Mission

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

Long Term Goal

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

Educational Goals

Fairfield Public School students will:

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

Fairfield Vision of a Graduate

What do we want our students to know and be able to do when they graduate from Fairfield Public Schools?



The fulfillment of the mission, for all students, PK-12+, demands our ongoing commitment to realize the Vision of a Graduate.

All students will be:

Innovators

Communicators

Collaborators

Critical Thinkers

Responsible Citizens

Goal Directed- Resilient Learners

How will our students demonstrate they met our FPS Vision of a Graduate?

I. Academic Expectations PK-12+

Critical and Creative Thinking

Exploring and Understanding

Synthesizing and Evaluating

Creating and Constructing

Communicating and Collaborating

Convey Ideas

Using Communication (Media) Tools

Collaborating Strategically

II. Social and Civic Expectations PK-12+

School site-specific focus on producing responsible citizens in an ever-changing global society

The **Work** going forward are the initiatives and supports our teachers and students need to accomplish the Fairfield Vision of a Graduate.

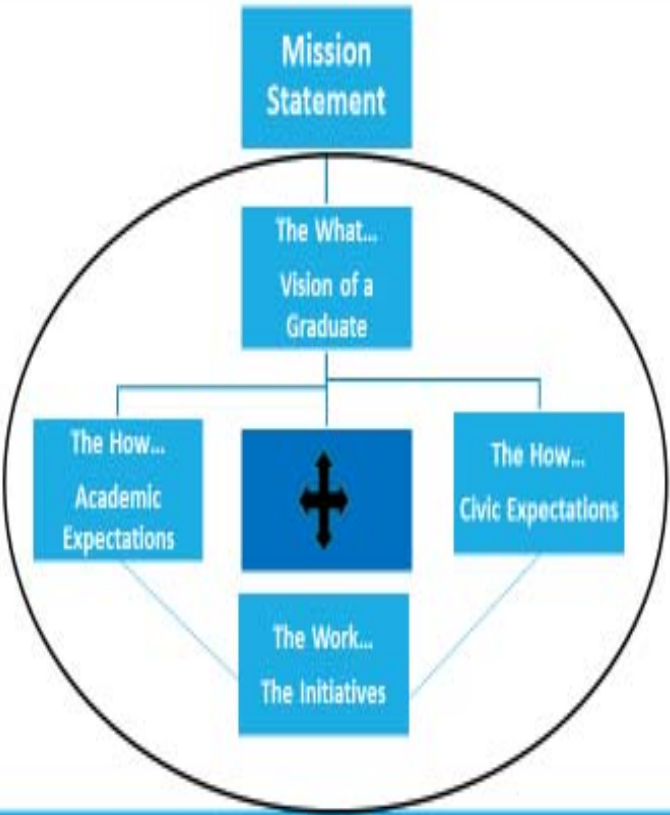
Guided by Learning Principles

In order to achieve the Mission of the Fairfield Public Schools and fulfill for every student the Vision of the Graduate, the educators are committed to the following **Learning Principles** –

- Learning involves teachers and students who are passionate learners.
- Learning celebrates the belief that all learners are capable of success and growth.
- Learning explores the creation of meaning and the extension of knowledge through its application to relatable real world conditions.
- Learning encourages academic and social risk taking and open communication in a safe community.
- Learning inspires self-assessment, reflection, and continuous adjustment and adaptation.

When learners develop this mindset of belief in their own capacity and in the significance and value of their work, then they are more able to overcome challenges, solve problems, thrive and celebrate growth.

District Improvement Plan



Fairfield Staff Work Plan

Updated February, 2019

The work for 2018-2020, which will support the fulfillment of our promise to each student, are:

Instructional Program: 19 Key Implementations

Communicators and Collaborators

- Implement Newcomer Academy Kindergarten -5th Grades (June 2019)
- Implement Newcomer English Language Academy in Grades 6-12 (June 2019)
 - Due to low enrollment Newcomer Academy was not implemented in elementary and middle schools
 - Newcomer Academy at FWHS includes additional collaborative class in Social Studies
 - Training in EL instructional strategies is being provided to K-12 classroom teachers of EL students
- Implement 'Innovative Learning' initiative for technology integration Grades 6-8, and 9-12 (June 2020)
 - In process. Chromebook and innovative learning lab classrooms are changing instructional strategies to increase student engagement in meaningful learning activities
- Explore k-2 options for World Language with possible implementation (June 2019)
 - We are reviewing possible World Language applications for students' independent use

Critical Thinkers and Innovators

- Implement STEAM program in grades 3-5 (June 2019)
 - In progress
- Revise and approve the Science Curriculum Grades PK-8 (June 2019)
 - Curriculum has been approved.
 - Teacher professional leaning in NGSS standards planned for the late winter.
 - Focus is on instructional shifts
- Revise and approve the Music Curriculum Grades 6-12 (June 2019)
 - On track for Board approval this spring
- Implement STEAM program in grades K-2 (June 2020)
 - Included in the BOE's 2019-2020 budget proposal
- Implement Hybrid Learning 9-12 (June 2020)
 - On track for implementation in September, 2019.

Responsible Citizens and Goal Directed- Resilient Learners

- Complete Year 2 of literacy SRBI at the elementary level (June 2019)
 - In progress
- Develop plans including benchmarks, interventions, and training for implementation of numeracy and behavior SRBI at the elementary level (June 2020)
 - In progress
- Implement CLC-S at Riverfield (June 2019)
 - In progress
- Implement DBT module “Mind Up” across all 11 elementary schools (June 2020)
 - Included in the BOE’s 2019-2020 budget proposal

Responsible Citizens and Goal Directed- Resilient Learners Continued

- Implement behavior SRBI for Grades 6-12 (June 2019)
 - In progress
- Continuation and refinement of literacy SRBI at Grades 6-12 (June 2020)
 - In progress
- Implement Academic Expectations in all courses (June 2019)
 - Completed
- Continue DBT program for students in need of support and enhance general education supports through DBT in Grades 9-12 (June 2020)
 - In progress
- Continue DBT program for students in need of support and begin small group supports through DBT in Grades 6-8 (June 2020)
 - Included in the BOE’s 2019-2020 budget proposal
- Implement IMPACT Program for Grades 9-12 (June 2019)
 - In progress

School and Team Improvement: 11 Key Implementations

- Complete training for all certified staff in student work protocols (June 2019)
 - In progress
- Use student work protocols in grade and team meetings and seek evidence of the planning in observations of classroom practice (June 2019)
 - In progress
- Develop common performance assessment for core Grades 5 and 9 (June 2019)
 - In progress and expected to be completed for implementation in September, 2019

- Provide administrator training in evaluating for content area literacy instruction, across all curricular areas and support implementation through classroom walkthroughs and professional learning experiences (June 2019)
 - In progress
- Establish a Fairfield Planning Factor Guiding Document for assisting with staffing decisions in PK-12+ Special Education (November 2018)
 - In progress
- Train all Elementary Program Facilitators in PPT facilitation and IEP implementation (October 2018)
 - In progress
- Train all District Leadership Team members in the tenants of DBT (September 2018)
 - Completed.
- Complete Academic Expectations for elementary and middle school with implementations on Grades 5 and 8 to complete the continuum PK-12+ (June 2020)
 - Grade 5 and 8 versions completed; assessments are in progress
- Define Social and Civic Expectations for all 17 schools sites and ECC in regards to how they will be taught across PK-12+ (June 2020)
 - In progress
- Restructure the Secondary PPT process for more team consistency and efficiency (June 2020)
 - In progress; evaluation teams and additional High School coordinator included in 2019-2020 Budget proposal
- Examine grading practices and homework guidelines (June 2020)
 - In progress

Leadership Capacity: 5 Key Implementations

- Provide administrator support for feedback on school use of student work protocols (June 2019)
 - In progress
- Provide a mentor for all new administrators on the District Leadership Team and provide training in: grade level expectations, curriculum, district initiatives, and SRBI support (June 2019)
 - Completed
- Implement the new Elementary Program Facilitator position across all 11 elementary schools (June 2019)
 - In progress

- Continue the New Teacher Academy program and add teacher based facilitator leadership (June 2019)
 - In progress
- Expand high school home connection in understanding the purpose and value of the Academic Expectations and the rubric scoring assigned (June 2019)
 - In progress

Resources: 8 Key Implementations

- Complete a technology wireless project for better accessibility in Gr 6-12 (September 2018)
 - Completed
- Complete the Voice Over IP Project for enhanced telephone service (June 2020)
 - In progress
- Complete e-mail conversion for a seamless user experience (June 2020)
 - In progress
- Support Maker-Space and Innovation Space development K-12 to provide equity and access across the district (June 2020)
 - In progress
- Examine and study the 6 Day Rotation in elementary to make adjustments or refine for 2019-2020 (June 2019)
 - Completed
- Study and refine the middle school schedule (June 2020)
 - In progress with expected Board presentation in May/June, 2019
- Enhance district communication across K-5 for consistency in on-going communication (June 2019)
 - In progress
- Implement new FPS website which is ADA compliant (December 2018)
 - In progress

Facilities: 4 Key Implementations

- Support the principal, staff, and students at Holland Hill through the construction phase (December 2019)
 - In progress

- Work with the Building Committee at Mill Hill to complete the planning phase (June 2019)
 - In progress
- Work with the Building Committee at Sherman to support the principal, staff and students through the Phase III Construction (June 2020)
 - In progress
- Update the FPS Waterfall Schedule (December 2018)
 - Completed

Safety and Security: 6 Key Implementations

- Find a solution to enhance building entry security PK-12 (June 2019)
 - In progress
- Complete all building window safety glazing (November 2018)
 - In progress, one elementary school remains to be done
- Complete 40% duct cleaning at FLHS (September 2018)
 - Completed
- Complete 60% duct cleaning at FLHS (June 2019)
 - In progress
- Practice relocation methods with at least 3 schools sites (June 2019)
 - In progress
- Implement solutions for all door strike plates which provide options for locked doors at all times (September 2018)
 - Completed

Student Performance Indicators: 8 Key Measures

- 4 Year Graduation Rate- Cohort
- AP Test Performance and Enrollment
- Smarter Balanced Assessments
- SAT
- Academic Expectations Rubric
- NGSS (2019-20)
- School Climate (2019)
- STAR Growth

Students

ADMINISTRATION OF MEDICATION IN THE SCHOOLS

5141.21(a)

I. Delegation of Medication Administration to Qualified School Employees

In compliance with the Connecticut General Statutes, administration of medications by school personnel will be permitted to meet the health needs of individual students with chronic or short term health problems.

Medications will be administered pursuant to the written order of an authorized prescriber and the written consent of the parent or guardian.

Medications in the schools will be administered by a licensed nurse (RN or LPN) or in the absence of a nurse, the following school personnel, who have been properly trained by a school nurse or school medical advisor, may administer medications:

- A. Principals and teachers;
- B. Licensed physical therapists (PT) or occupational therapists (OT) employed by the school district;
- C. Directors or director's designees for school readiness programs and before-and after-school programs;
- D. Paraprofessionals, in the case of a specific student with a medically diagnosed allergic condition that may require prompt treatment with an epinephrine cartridge injector and/or inhalant medication to protect the student against serious harm or death; and
- E. Coaches and licensed athletic trainers, during practices, games, and athletic activities, for students who are prescribed inhalant medications to treat respiratory conditions or students prescribed epinephrine cartridge injectors for a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.

A qualified school employee, who has been trained according to the medication regulations, may administer the following:

- A. Epinephrine cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine; and
- B. Antiepileptic medication, including by rectal syringe;
- C. A glucagon injection to a student with diabetes who may require prompt treatment to protect him/her from serious harm or death.

Students

ADMINISTRATION OF MEDICATION IN THE SCHOOLS (continued)

5141.21(b)

II. Students with Chronic Medical Conditions

Students with chronic medical conditions who are able to possess, self-administer, or possess and self-administer medication, may be permitted to self-carry and/or self-administer medications, provided all of the following conditions are met:

- A. An authorized prescriber provides a written medication order, including the recommendation for possession, self-administration, or possession and self-administration;
- B. There is a written authorization for possession, self-administration, or possession and self-administration from the student's parent or guardian or eligible student;
- C. The school nurse has developed a plan for possession, self-administration, or possession and self-administration, and general supervision, and has documented the plan in the student's cumulative health record;
- D. The school nurse has assessed the student's competency for self-administration and deemed it safe and appropriate, including that the student:
 - 1. is capable of identifying and selecting the appropriate medication by size, color, amount or other label identification;
 - 2. knows the frequency and time of day for which the medication is ordered;
 - 3. can identify the presenting symptoms that require medication;
 - 4. administers the medication appropriately;
 - 5. maintains safe control of the medication at all times;
 - 6. seeks adult supervision whenever warranted; and,
 - 7. cooperates with the established medication plan.
- E. The administrator, appropriate teachers, coaches, and other appropriate school personnel are informed the student is possessing, self-administering, or possessing and self-administering prescribed medication;
- F. Such medication is transported to school and maintained under the student's control in accordance with this policy; and
- G. Controlled drugs, as defined by §21(a)-240 of the Connecticut General Statutes may not be possessed or self-administered by students, except in extraordinary situations, such as international field trips, with approval of the school nurse supervisor and the school medical advisor in advance and with an appropriate plan in place; and
- H. The conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.

Students

ADMINISTRATION OF MEDICATION IN THE SCHOOLS (continued)

5141.21(c)

The time or place where a student with diabetes may test his/her blood-glucose level on school grounds shall not be restricted provided the student has written parental/guardian permission and a written order from a physician stating that such child is capable of conducting self-testing on school grounds.

III. Students Diagnosed with Asthma

A student diagnosed with asthma who is able to self-administer medication shall be permitted to retain possession of an asthmatic inhaler at all times while attending school, in order to provide for prompt treatment to protect such child against serious harm or death, provided all of the following conditions are met:

- A. An authorized prescriber provides a written order requiring the possession of an inhaler by the student at all times in order to provide for prompt treatment in order to protect the child against serious harm or death and authorizing the student's self-administration of medication, and such written order is provided to the school nurse;
- B. There is a written authorization from the student's parent or guardian regarding the possession of an inhaler by the student at all times in order to protect the child against serious harm or death and authorizing the student's self-administration of medication, and such written authorization is provided to the school nurse;
- C. The school nurse has developed a plan for possession, self-administration, or possession and self-administration, and general supervision, and has documented the plan in the student's cumulative health record;
- D. The conditions set forth in subsection (B) above have been met, except that the school nurse's review of a student's competency to self-administer an inhaler for asthma in the school setting shall not be used to prevent a student from retaining and self-administering an inhaler for asthma. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student; and
- E. The conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.

IV. Students Diagnosed with Life-Threatening Allergic Conditions

A student diagnosed with a life-threatening allergic condition ~~who is able to self-administer medication~~ shall be permitted to retain possession of a cartridge injector at all times while attending school, in order to

Students

ADMINISTRATION OF MEDICATION IN THE SCHOOLS (continued)

5141.21(d)

provide for prompt treatment to protect such child against serious harm or death, provided all of the following conditions are met:

- A. An authorized prescriber provides a written order for the possession of a cartridge injector by the student at all times in order to provide for prompt treatment in order to protect the child against serious harm or death and authorizing the student's possession, self-administration, or possession and self-administration of medication, and such written order is provided to the school nurse;
- B. There is a written authorization from the student's parent or guardian regarding the possession of a cartridge injector by the student at all times in order to protect the child against serious harm or death and authorizing the student's possession, self-administration, or possession and self-administration of medication, and such written authorization is provided to the school nurse;
- C. The school nurse has developed a plan for possession, self-administration, or possession and self-administration, and general supervision, and has documented the plan in the student's cumulative health record;
- D. The conditions set forth in subsection (B) above have been met, except that the school nurse's review of a student's competency to self-administer cartridge injectors for medically-diagnosed allergies in the school setting shall not be used to prevent a student from retaining and self-administering a cartridge injector for medically-diagnosed allergies. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student; and
- E. The conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.

V. Students with Life-Threatening Allergic Conditions on District Transportation

A student with a medically diagnosed life-threatening allergic condition may possess, self-administer, or possess and self-administer medication, including but not limited to medication administered with a cartridge injector, to protect the student against serious harm or death, provided the following conditions are met:

- A. The parent or guardian of the student has provided written authorization for the student to possess, self-administer, or possess and self-administer such medication (authorization for possession indicates permission to administer cartridge injector by trained personnel

Students

ADMINISTRATION OF MEDICATION IN THE SCHOOLS (continued)

5141.21(e)

including bus drivers); and

- B. A qualified medical professional has provided a written order for the possession, self-administration, or possession and self-administration.
- C. Not later than June 30, 2019, the District shall insure training is provided to all of its school bus drivers, which training may be completed using an online module, on topics including, but not limited to, the following:
 - 1. the identification of the signs and symptoms of anaphylaxis;
 - 2. the administration of epinephrine by a cartridge injector;
 - 3. the notification of emergency personnel; and
 - 4. the reporting of an incident involving a student and a life-threatening allergic reaction.
- D. On and after July 1, 2019, the District shall insure the training described below as follows:
 - 1. In the case of a school bus driver who is employed by a carrier contracted by the District or by the District, such training shall be provided to such school bus driver following the issuance or renewal of a public passenger endorsement to operate a school bus pursuant to Conn. Gen. Stat. 14-44(a), to such school bus driver; and
 - 2. In the case of a school bus driver who is not employed by a carrier contracted by the District or by the District at the time when such endorsement is issued or renewed to such school bus driver, upon the hiring of such school bus driver by the District, except the District is not required to provide such training to any school bus driver who has previously received such training following the most recent issuance or renewal of such endorsement to such school bus driver.
- E. The individual school nurse shall provide to the Transportation staff a list of those students who will possess the epinephrine auto-injector.

VI. Additional Considerations

The nurse must examine on-site any new medication, medication order and parental permission form and develop a medication administration plan for the student before any medication is given. If a school nurse determines any medication administration plan should be re-evaluated, the parent/guardian and authorized prescriber shall be notified immediately by the school nurse.

Students

**ADMINISTRATION OF MEDICATION IN THE SCHOOLS
(continued)**

5141.21(f)

In addition, the nurse may consult with the nursing supervisor and the school medical advisor as needed. In accordance with standard nursing practice, the school nurse may refuse to administer or allow school personnel to administer any prescription medication which, based on her/his individual assessment and professional judgment, has the potential to be harmful, dangerous, or inappropriate. In such cases a parent has the right to come to the school and administer the medication himself/herself.

Legal Reference: Connecticut General Statute Section
10-212a Administration of Medications in Schools, including liability.

Adopted 9/15/1998
Revised and Adopted 8/22/2000
Revised and Adopted 10/22/2002
Revised and Adopted 1/29/2004
Revised and Adopted 1/22/2008
Revised and Adopted 5/10/2011
Revised and Adopted 4/9/2013
Revised and Adopted 1/28/2016

SHM Vol. II, Sec. 3, Medications



Redistricting: Guiding Principles

Approved by BOE, November 17, 2015

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

Accepted as the Final Report from the Adhoc Redistricting Committee.

**Regular Meeting Minutes
Fairfield BoE, January 8, 2019**

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.

Voting Summary:

Call to order of the Regular Meeting of the Board of Education and Roll Call

Chairman Christine Vitale called the Regular meeting to order at 7:31PM. Present were members Trisha Pytko, Jennifer Leeper (arrived 7:34), Philip Dwyer, Jessica Gerber, Christine Vitale, Jennifer Jacobsen (arrived 7:32), Jennifer Maxon-Kennelly, and Jeff Peterson. Nick Aysseh was not present. Others present were Superintendent Dr. Toni Jones, FLHS student representatives Ms. Coolidge and Ms. Phillips, FWHS student representatives Ms. Solari and Mr. Rivera, members of the central office leadership team, and approximately 25 members of the public.

Mrs. Vitale asked the Board for unanimous consent to switch agenda items 5 and 7A; the Board agreed.

New Business

Acceptance of FLHS Extension/Alteration, Energy Conservation and Roof Replacement Project #051-0127 as Complete
Mr. Peterson moved/Ms. Pytko seconded the recommended motion “that the Board of Education accept FLHS Extension/Alteration, Energy Conservation and Roof Replacement Project # 051-0127, as complete.” Motion passed 8-0.

Old Business

Adoption of Policy 5141.21, Students – Administration of Medication in the Schools

Mrs. Vitale asked the Board for unanimous consent to postpone action on this policy until the next BoE meeting; the Board agreed.

Approval of 2nd Location for ECC, September 2019

Mr. Dwyer moved/Mr. Peterson seconded the recommended motion “that the Board of Education approve Stratfield Elementary School as the 2nd location for ECC, beginning in September 2019.” Motion passed 8-0.

Approval of Minutes

Mrs. Gerber moved/Ms. Pytko seconded the recommended motion “that the Board of Education approve the Special and Regular Minutes of December 11, 2018.” Motion passed 8-0.

Adjournment

Ms. Pytko moved/Ms. Leeper seconded the recommended motion “that this Regular Meeting of the Board of Education adjourn.” Motion passed 8-0. Meeting adjourned at 10:31PM.

Detailed Minutes:

Student Reports

Ms. Coolidge and Ms. Phillips reported for FLHS: The Bella Boutique was a huge success; Career Day hosted multiple speakers; the Pep rally featured a FLHS faculty and staff flash mob which was very entertaining; the Junior Parent meeting is taking place tonight; the Compassion Committee collected over \$2400 in gift cards over the holiday; the

holiday toy drive and pajama fun drives were also successful in helping those in need during the holidays; the senior volleyball tournament takes place on Friday; the wrestling team won 4-1 at Trumbull; and boys basketball beat Prep at the holiday classic game.

Mr. Rivera and Ms. Solari reported for FWHS: Holiday spirit was evident in the Carillon concerts; boys' basketball came in first place at a recent tournament, beating Ludlowe in the final; Warde had a first-place win at the recent wrestling tournament; the pep rally was held; and seniors are preparing to meet the January 15 college application deadline.

Public Comment

Jerriann Mitchell, ECC LSP: Requested an approved centralized ECC long-term plan, prior to approval of the short-term plan that includes Stratfield as the second location.

Acceptance of FLHS Project

Mr. Peterson moved, Ms. Pytko seconded that the Board of Education accept the FLHS Extension/Alteration, Energy Conservation and Roof Replacement Project #051-0127 as complete.

Mrs. Gerber handed the board a financial summary sheet from Gilbane construction. The project is complete with few remaining invoices.

Marc Donald, FLHS Building Committee Chairman, said the committee charge was to add 4 classrooms, 2 science labs, a new roof and replace and remediate PCB-impacted windows. Over the winter break, finishing touches were completed and only 2-3 invoices remain. It is expected that \$460K will be returned to the town.

Mrs. Maxon-Kennelly thanked Mr. Donald, Mrs. Gerber and all the committee members for their service and asked for input on the building committee process. Mr. Donald said the process could benefit from having a town building project manager and he would be happy to participate in a process review. Mrs. Gerber recognized Mr. Morabito and Mr. Hatzis for their work and attendance at all the meetings.

Public Comment:

Greg Hatzis, FLHS Headmaster: Thanked Mr. Donald and the committee; students and staff are benefitting from the project in many ways and he recommended approval.

Motion Passed: 8-0

At the request of the Policy Committee, Mrs. Vitale delayed the vote to adopt Policy 5141.21, Administration of Medication in the Schools. Several outstanding questions need to be addressed.

Approval of 2nd Location for ECC

Mr. Dwyer moved, Mr. Peterson seconded that the Board of Education approve Stratfield Elementary School as the 2nd Location for ECC, beginning in September 2019.

Dr. Jones said a majority of the Board has toured Stratfield. PK will be on a 5-day schedule with adjusted bus schedules and a mixed feeder pattern. From a staff perspective of what is available in facilities, the short-term can be defined as 5-10 years; school facilities last for 50 years in the long-term.

Ms. Pytko affirmed that the Board has big facility questions that may take some time and the ECC will be part of the upcoming February discussions. She will vote for the short-term solution in the hopes that it won't be for more than a year, and would like to see a long-term solution. Mrs. Maxon-Kennelly doesn't know if she sees a year being realistic for

a long-term solution given the options that have been mentioned; she looks forward to further discussions. Mr. Peterson said he is confident that children will flourish at the Stratfield facility and agrees that the Board is prepared to work towards a long-term solution. Mrs. Vitale thanked staff for allowing so many Stratfield visits and tours that were extremely helpful. Meetings on February 20 and 27 will focus on facilities; the format of those meetings is still being determined.

Motion Passed: 8-0

Presentation of the Superintendent's Proposed 2019-2020 Operating Budget

Dr. Jones presented the proposed budget and included the following points:

- Budget preparation work began in September and included examining the need for staffing adjustments, reviewing the District Improvement Plan and gathering new enrollment projection data.
- In the 2018-2019 budget, 62.25% of the budget was in staff salaries.
- In 2016-2017, the average PPE of surrounding towns was 8.5% higher than Fairfield's PPE.
- A self-imposed utility and phone audit reported that Fairfield is being billed appropriately. A self-imposed special education audit reported that eligibility is in line with other districts but the initial evaluation process could be more efficient. A reduction in total gross projected tuition for \$402K is expected, showing that Fairfield is trending in the right direction for providing in-house services.
- Adjusting the technology model in 18-19 saved \$718K over time, and moving to one preschool in 2019-2020 will save \$250K.
- Fairfield student enrollment is projected to be 9,685 in 2019-2020. Student demographics show that 15.4% are eligible for Free and Reduced Lunch, 12.1% are students with disabilities and 265 students are English Language Learners.
- Five fixed cost increases include contracted salaries, benefits, operations/maintenance, contracted services and transportation; totaling \$8.59M.
- Fairfield Public Schools is the largest employer in Fairfield and one of the 100 largest employers in Fairfield County. 53% of staff live in Fairfield; and 90% of staff live in Fairfield, Bridgeport, Milford, Stratford or Trumbull. The 3.12% increase in staff salaries represents 1541.33 FTE staff members in six bargaining units.
- Items that were requested but not included in the budget totaled \$3.7M and included 21 requests for new staff.
- Special Education: Preschool is required by Federal Law for children who have special needs from the age of 3 years old. A 2nd ECC location will ease overcrowding, lower caseloads and increase peer ratios. High school evaluation teams will help staff work more effectively; a high school coordinator at each high school will lead the evaluation team. The Complex Learner Cohort for Social/Emotional Learning at the middle school level targets eight social/emotional skills that impact learning; one CLC-S teacher and one CLC-S social worker are required for middle school implementation of this program.
- STEAM K-5 implementation will be complete and work on the Next Generation Science Standards and Vision of a Graduate will continue. ChromeBooks will be distributed to Grades 6 and 7.
- Additional enhancements include Year 2 of the high school IMPACT program, support for NGSS, support for DBT, full implementation of Mind-Up, additional 1.0 in Maintenance, and continued support for SRBI.

Mrs. Vitale asked the Board to submit any questions to Dr. Jones as soon as possible so that staff may prepare responses ahead of the January 15 budget meeting. Mr. Peterson asked for information on the utilities audit.

First Reading to Approve Staff Recommendations for High School Course Credit Weights

Mr. Cummings began the presentation and said staff began work on regulations immediately after the October adoption of the Graduation Policy. That work included addressing concerns over course names and the current GPA scale. Criteria was established to address concerns and establish transparency. Staff worked quickly over the last few months to meet the impending publication of the *Program of Studies* in preparation for the 2019-2020 high school course selection. He thanked staff for their work and noted there are as many varieties of GPA scales as there are high schools.

Mr. Hatzis and Mr. Ebling acknowledged that this is a change to something that has been in place for many years; the resulting proposal came about after many discussions and work with high school leadership. The proposed new scale would assign a 5.33 weight to an A+ in an AP course.

Parents, students and colleges report that current course names are confusing and inconsistent. There was also a need to address the Level 0, used for many electives. Currently, FPS reports one weighted GPA. A survey of colleges revealed that 38% take the GPA at face value, but 62% recalculate FPS' GPA based on their own system.

The proposed GPA scale revisions include: the use of 3 weights - AP, Honors and College Prep; convert all Level 0 core electives to Honors level; convert all Level 0 non-core electives to College Prep; increase weight of Honors and AP; and provide weighted and unweighted GPA on transcripts. The proposed timeline is a transition year in 2019-2020 with full implementation of the new GPA scale in 2020-2021; there will be zero impact to current juniors. New course names will clearly indicate course sequence and rigor.

Mrs. Gerber thanked staff for the presentation and said she did not recall this topic being discussed at the time of the graduation policy. She felt this change was not communicated in the same way as other high school changes, referencing the block schedule and cumulative grading, and said the Board was caught somewhat unaware. Dr. Jones said this work was an outgrowth from the recently adopted graduation policy; staff had to wait until that was approved before work could begin. Mrs. Maxon-Kennelly said she was not told about the possible impact to district work and didn't think there should be any connection with the rush to approve this change.

Mr. Ebling said the work began with the intention to change course names and there wasn't much advance notice. The intent is to benefit students and enhance transparency through GPA and transcripts. Mr. Hatzis added that the graduation policy took precedence over the exploratory committee on course names, but that a committee was in the initial stages. Equating the course-renaming work to a building committee, Mr. Hatzis said once they started poking around they realized there were other things that needed work. In general, students' GPA's would be negatively impacted if only Level 0 courses were addressed, keeping all else the same. The district is working under a self-imposed timeline to meet the upcoming publication of the *Program of Studies*. Ms. Montorsi said this proposal will have little to no impact on Naviance scattergrams.

Several Board members expressed concern over what they felt some of the repercussions might be such as:

- Students might strive for higher weighted courses to enhance GPA, possibly foregoing electives
- The Class of 2023 is the only class that gets a bump in GPA
- Only positively impacts AP and Honors enrollment
- Change to Level 0 courses could negatively impact GPA

- Need for PD on new College Prep or Honors
- Core vs. Non-Core designation
- Confusion on the definition of Honors
- How to communicate new GPA scale to colleges and universities

Mr. Ebling and Mr. Hatzis said many colleges disregard FPS' GPA scale and replace it with their own measure, but some take FPS GPA at face value and it is important that students are not at a perceived disadvantage. One example of the current inconsistency in course weights is Level 0, which can result in a baking class having a higher GPA weight than a Level 2 core class such as College Prep Chemistry. New levels would be based on specific criteria. Mr. Cummings added that the district is looking to improve electives and provide good options for students to balance out rigor in their schedules. CAD, select music courses, and electives that require a 4-year commitment might qualify as Honors electives and that will be determined later in the spring. In addition, the National Honor Society cutoff, as well as other honor ceremonies will need to be reviewed.

Some adjustment to the changes will be needed, similar to when students became eligible to sign up for AP without a teacher recommendation. The rollout of the changes will include meetings with students, PTA meetings and as much communication as possible. Letters explaining the new GPA will be sent to college admissions offices.

Mrs. Maxon-Kennelly asked for feedback on the adjustment to the cumulative grading, and raised concern over having another significant change for HS with this GPA weight change.

The Board commented on the prospect of not having a GPA at all. Ms. Pytko added that some schools in CT are moving towards a mastery-based report card. Mr. Cummings said the mastery-based concept would take a lot of work and would be a big change for teachers and parents; there are no plans to do this. Mrs. Gerber and Ms. Leeper supported the no-GPA concept.

Mr. Dwyer thanked staff for the presentation and felt that very few students would be negatively impacted, and most students would be positively impacted.

Mrs. Vitale asked staff to use the Board as a resource, is happy that the work is ongoing and will put this item on the next agenda for approval. Mrs. Maxon-Kennelly said she will make a motion to postpone the vote at the next meeting.

Mr. Hatzis thanked the Board and appreciated all the comments and dialogue.

Approval of Minutes

Mrs. Gerber moved, Ms. Pytko seconded that the Board of Education approve the Special and Regular Minutes of December 11, 2018.

Motion Passed: 8-0

Superintendent Report

Dr. Jones reported

- Information on PK enrollment will be provided next week. ECC peer students do pay a fee, which will be easier to track under one program.
- Encouraged all to see the informative PTAC Budget presentation.
- Dwight restrooms are back open.

- The Warde scoreboards have been installed. A special thanks to the Executive Team, especially Mrs. Munsell and Ms. Byrnes for their work on the budget publications and presentations.

Committee/Liaison Reports

Mrs. Gerber reported for MHBC: The January 9 meeting was canceled. Last week, Mr. Quinn provided an update to the BOS and offered tentative town board presentation dates including: BOS on May 1, BOF on May 9, BOE on May 14, and RTM on May 22 for committee and May 28 for full RTM. Ed specs were not discussed. Mr. Dwyer requested the committee provide a project update at the April BOE meeting, prior to their presentations to other town bodies. Mrs. Vitale confirmed with Mr. Quinn that three sizes will be put forward and the Board will rely on Mrs. Gerber for any updates to the timeline.

Mrs. Jacobsen reported on upcoming legislation: She attended the CAFE Region 6 legislative breakfast that featured a panel of legislators. The common themes centered on sped co-op and funding and ECS formulas. Senator Tony Hwang mentioned that construction reimbursement rates could change after this year. Representative Laura Devlin is on the Education Committee.

Mrs. Maxon-Kennelly reported for the Policy Committee: Work on the Food Allergy and homework policies is continuing.

Mrs. Vitale reported for Sherman BC: The Sherman kiss & go area will be in the back of the school.

Mrs. Vitale reported for PTAC: The PTAC budget workshop was held last night.

Open Board Comment:

Ms. Pytko registered for Fairfield's economic outlook breakfast.

Mrs. Vitale thanked staff.

Public Comment:

Dorene Herron, Forest Avenue: Appreciated the GPA presentation; agrees with changing course names; sophomores should be grandfathered and use the current GPA scale.

Adjournment

Ms. Pytko moved, Ms. Leeper seconded that this Regular Meeting of the Board of Education adjourn.

Motion Passed: 8-0

Meeting adjourned at 10:31PM.

Respectfully submitted
Jessica Gerber
Fairfield Public Schools
Secretary

**Special Meeting Minutes
Fairfield BoE, January 15, 2019**

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 Christine Vitale called the Special meeting to order at 7:31PM. Present were members Trisha Pytko, Jennifer Leeper, Philip Dwyer, Jessica Gerber, Christine Vitale, Nick Aysseh, Jennifer Jacobsen, Jennifer Maxon-Kennelly, and Jeff Peterson. Others present were Superintendent Dr. Toni Jones, members of the central office leadership team, and approximately 40 members of the public.

Throughout the meeting, Board members referenced budget page numbers and question numbers from the budget response document.

Discussion of the Superintendent's Recommended 2019-2020 Budget Request

Review Section: Targeted Enhancements

Update on High School Grade Weights

Mr. Ebling and Mr. Hatzis said they had expanded the circle of feedback on the new GPA scale through meetings with PTA, teachers and students. A community Q/A session was held just prior to the BOE meeting. The former Level 0 and criteria for Honors is being examined, with the goal of minimizing negative impact. The course name changes will move forward. There is some concern over the higher weights assigned to AP and to the new maximum level of 5.33 for an A+ in an AP class. Grandfathering is being explored and more research is being done on non-core electives. A quick poll of multiple high schools revealed that all reported GPA; it is a requirement for the FAFSA and the Common App.

Mr. Peterson commented that GPA scale can remain the same even if course names are updated.

Mrs. Jacobsen suggested looking at course enrollment in terms of FTE; how many students are needed to run an AP vs. elective course?

Ms. Pytko: Did the SPED audit result in any budget adjustments for suggested programs? Mr. Mancusi said the final product is still being worked on.

Mrs. Maxon-Kennelly Q 137: Can you provide more information on moving away from ESS and the investment of the IMPACT and DBT programs?

Michael Saad, Team Leader at Fairfield Warde and Carrie Holskin, Team Leader at Fairfield Ludlowe, made a brief presentation on the IMPACT Program. Each has 20+ years of working in FPS with students and staff. ESS was an external agency that provided clinical services and operated as a clinic. The IMPACT program has many advantages as an internal program including staff cohesiveness, knowing the families and understanding the unique culture in Fairfield. Administration has supported both educational and clinical supports including adequate room space for individual, family and group clinical settings. Ms. Holskin said despite an adjustment period, all students that transferred into IMPACT from ESS have remained with IMPACT and not moved to an Outplacement. The IMPACT program uses Dialectical Behavior Therapy (DBT), which is also used within the high schools, separate from IMPACT. Dr. Jones praised staff for the great work that has been accomplished with this program.

Mr. Mancusi said first-year DBT implementation at Riverfield will cost approximately \$13K, which will be its PD focus. Mind-Up is being implemented at Mill Hill and Sherman schools. Kevin Chase, Mill Hill Principal, reported that the PD for

the Mind-Up Program is scripted and has minimal impact on instruction. Mr. Mancusi added that \$25K is set aside to roll the program out to all elementary schools. Dr. Jones said the goal is to teach students self-regulation when they are starting to feel stress; mindfulness is a component of DBT.

Mr. Aysseh:

What additional staff would be ideal for STEAM? Dr. Jones said STEAM is funded adequately; the biggest challenge is that the STEAM and Gifted programs share staff.

Q 91-92. Several Board Members asked about the middle school CLC-S Program. (Staffing Changes are on pg. 137)

The TMS Complex Learner Cohort for Social/Emotional Learning (CLC-S) program will include DBT and is projected to have 5 or 6 students, with one special education teacher and one licensed clinical social worker. More than 8 students would require a program adjustment. The Riverfield CLC-S students would attend the TMS CLC-S for 6th grade. Exiting out of the program is done on a case by case basis. The high school version of CLC-S is the IMPACT program.

Mr. Dwyer:

- Is there anything in the SPED audit that you want to do next year and is not budgeted for? Mr. Mancusi said the budget reflects what is needed for the high school. Dr. Jones said the middle school evaluation team was not added into the budget.
- Q 129, 36-37: Concerned that Town Boards will think the \$1.3M is new funding rather than re-purposed money that was invested in IMPACT and other programs. Mr. Mancusi said the district has done an excellent job returning students to the district, which is only possible with these programs. Conservatively speaking, without these programs, approximately 16 students would need day treatment or residential programs, averaging \$114,000 each.

Mrs. Maxon-Kennelly: Is there anything in the SPED audit that will show more tangible savings? Dr. Jones said the consultation, gross tuition and outplaced tuition will all show savings.

Mrs. Vitale: How will evaluation teams work at the high school? Mr. Mancusi said the core initial evaluation team would serve both high schools and include one SPED teacher, one school psychologist, and one speech pathologist. The core team would attend referral PPTs, write evaluation reports, work in consultation with receiving special education teams, and assist with PPTs and Triennials. This would help provide more consistent programming.

Mrs. Maxon-Kennelly: Why is so much support needed for an initial evaluation team at the high school level? Mr. Mancusi and Ms. Campbell said there is a constant flow of new students into the district in addition to mental health issues that first manifest in high school.

Review Section: Instructional Services

Mrs. Jacobsen:

- Q 47, Please expand on the difficulty of finding science materials. Mr. Cumming said the preferred method around the state is to use online materials rather than texts. The greatest change in NGSS is in the instructional methodology.
- Q 43, Why the increase in STAR Assessment. Mr. Cummings said it was due to the per pupil licensing costs. Accelerated math is not an assessment.

Mrs. Maxon-Kennelly:

- The post-secondary survey is not in the budget? Dr. Jones said the district is looking at a different method for the survey due to the low number of responses received.

- Is there any technology that can be used for Homebound students with zero cost? Mr. Honahan said the district is looking into expanding the Plato platform. Dr. Jones said this was initially budgeted as a hybrid learning item but ended up being removed from the budget.

Mr. Peterson: Q 68, Can you clarify that hiring teachers to help with crowd control at school events, etc. is for safety? Mr. Ebling said it was due to safety and not additional security concerns.

Review Section: Other Purchased Services

Mr. Peterson:

- Q 72, How many people need the bus route software training? Mrs. Munsell said 3 Transportation staff, the Athletic Dept., and one 1 First Student staff member (First Student is trained at no cost to the district). The Tech department also works with the software interacting with Infinite Campus. If it gets rolled out for field trips, it would be district-wide.
- What is the timeline for NEASC? Mr. Ebling said Warde is under NEASC 2020; the collaborative visit took place in October, and will return in the fall of 2020 to see what was done with the recommendations. Mr. Hatzis said Ludlowe's NEASC visit will take place on March 10, with the accreditation report expected in fall or winter of 2019, after which there is a 2 year window to address recommendations. NEASC reports will be posted.
- Object 321, why the \$7K increase in math? Mr. Cummings said the \$7K on page 82 is for the Math Academy magnet program at McKinley as well as for beginning the program review.

Tuition

Mrs. Jacobsen, Q 57: Can you explain the lower projection for excess cost reimbursement? Mrs. Munsell said the reduction could be a factor of the state allocating less money or there was a greater need, leaving less money in the overall distribution pool.

Mrs. Gerber, Q 107: Can you explain the rise in settlement agreement costs? Mr. Mancusi said there is a need to measure Fairfield's exposure while maintaining a collaborative relationship with parents.

Mrs. Maxon-Kennelly asked about the categories of disabilities that result in settlements. Mr. Mancusi said settlements are the result of disagreements over PPT placement. The most expensive settlements are for significant mental health needs, and in elementary, for significant learning needs. Dr. Jones added that CT is a state with the burden of proof. It is necessary to look at the cost of a settlement vs. the cost of litigating all the way through to due process and not prevailing. The prep for a due process hearing could take 5-7 days at \$10K-\$15K per day. If we do not prevail, we also must pay parent attorney fees.

Contracted Services

Mr. Peterson, Q 73: Why is the district moving forward on the \$100K air conditioning plan when the Board has not discussed this in detail? Mr. Cullen said the bid to hire an architectural engineering firm in consult with an HVAC contracting firm, is to produce information on what is needed to get mechanical means of fresh air in each school, not to do the actual work. Dr. Jones said it was her understanding that the Board gave direction for this work, but it can be removed if the Board does not want it. After Board discussion, *Ms. Leeper* said she realizes the Board may not have understood the potential \$100K fee and she will make note for future projects when discussed in Finance Committee.

Mrs. Gerber, Q 105, pg 35 in budget: Why the discrepancy between the numbers in the response document and the budget book? Dr. Jones said 183 is the 18/19 number and 229 is the 19/20 projected number. *Mrs. Maxon-Kennelly*

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added that we are budgeting to spend more than we are spending this year, but it is less than what we thought we were going to need last year. Ms. Munsell said there is an increase in Aquaculture.

Capital

Mr. Peterson/Mr. Dwyer, Q 66 and 131: Is it possible to lease or buy a used interior boom lift? Mr. Cullen said there is no market for buying used and he did not look into leasing. Ownership is preferable, since there are many instances where it could be put to good use. Presently, the district tries to rent when several schools need it. Rental prices and demand is going up, and it is sometimes hard to rent when needed.

Mrs. Jacobsen, Q 64: Will broken Chromebooks be replaced? Ms. Byrnes said Chromebooks are in a pattern of constant recycle.

Mr. Dwyer: Is the number of repairs what you expected? Ms. Byrnes said the number is under what was expected.

Mr. Peterson, Q 80: Why the increase in unit price? Ms. Byrnes said the vendor noted the possibility of a 10% tariff increase. Normally, there is a model change in late spring – will be buying same or similar model. All students will be using the same bundle even if slightly different units.

Mr. Aysseh, pg 43 in budget – Was the elementary school wireless project not completed? Ms. Byrnes said that is a misprint – it will be completed in 19/20 as expected.

Mrs. Maxon-Kennelly: Will the Board vote on the online text for FCS Curriculum? Mr. Cummings said yes.

Mrs. Vitale confirmed that the 1/22 budget meeting will include Board member recommended changes to the budget, if there are any.

Mr. Peterson requested that line item 58599 accurately reflect a \$25K increase.

Mrs. Jacobsen: page 15 in responses, please share what the 10% give-back will be going towards? Dr. Jones said the goal is always to get money back to the schools. This year, actual enrollment is used and is not adjusted after October 1.

Public Comment:

Suzanne Miska, Ryegate Road: Concerned that the \$100K bid for air conditioning is not educationally driven.

Bob Smoler, FEA President: Supports budget. Requests that staff be involved with determining sped staff caseload guidelines.

Mrs. Maxon Kennelly moved, Mr. Peterson seconded to adjourn.

Motion Passed: 9-0

Meeting adjourned 9:50PM