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THE PUBLIC IS REQUESTED TO TURN OFF CELL PHONES OR PLACE THEM ON VIBRATE PRIOR TO THE START OF THE MEETING

Board of Education
Fairfield Public Schools
Fairfield, CT

Tuesday, June 14, 2011

EXECUTIVE SESSION

7:00 P.M.

REGULAR MEETING

7:30 P.M.

501 Kings Highway East
2nd Floor Board Conference Room

AGENDA

- I. Call to Order and Roll Call
- II. Pledge of Allegiance
- III. Student Recognition
- IV. Approval of Minutes

Recommended Motion: "that the Board of Education approve the Minutes of the Regular Meeting of May 10, 2011, the Special Meeting of May 16, 2011, the Special Meeting of May 19, 2011 and the Regular Meeting of May 24, 2011"

(Enclosures No. 1, 2, 3, 4)

V. **Student/Committee/Liaison Reports**

Allison Reich	Fairfield Ludlowe High School Student Liaison
Stephanie Teixeira	Fairfield Warde High School Student Liaison
Albin, Catherine	Finance, Budget & Community Relations Subcommittee Cooperative Education Services (CES) Representative Council Member
Brand, Sue	Curriculum, Policy and Special Programs Subcommittee* Board of Health Member**** Cooperative Education Services (CES) Representative Council Member Six to Six Magnet School Liaison

Dow, Sue	Finance, Budget and Community Relations Subcommittee* CT Association of Boards of Education (CABE)** SEPTA
Fattibene, Paul	Curriculum, Policy and Special Programs Subcommittee Transportation Advisory Committee
Iacono, Pamela	Finance, Budget & Community Relations Subcommittee Special Projects Standing Building Committee Member*** Representative Town Meeting (RTM) Liaison** Board of Finance Liaison
Kery, Tim	Facilities, Technology and Long Term Planning Subcommittee* PTA Council Liaison
Liu, Perry	Facilities, Technology and Long Term Planning Subcommittee Fairfield Woods Building Committee Liaison***
Mitola, John	Facilities, Technology & Long Term Planning Subcommittee Stratfield School Building Committee Liaison*** Parks and Recreation Commission Member**** Fairfield Education Association (FEA) Liaison
Zahn, Stacey	Curriculum, Policy & Special Programs Subcommittee High School Scholarship Foundation

*	Committee Chairman
**	Liaison Position Indicated per By-Laws
***	Ad Hoc – Established by the First Selectman/Town
****	Per Town Charter and Serving as a Voting Member

VI. Superintendent's Report

(Enclosure No. 5)

VII. Presentations

- A. Update on Common High School Academic Expectations and Grading Guidelines

(Enclosures No. 6, 7)

VIII. New Business

- A. High School Science Curriculum - Environmental Science 11, 12 and Biology 21, 22
B. Food Service Program and Budget Summary

(Enclosure No. 8)

C. Approval of Sale of Beverages Not Listed in Section 10-221q of the Connecticut General Statutes

Recommended Motion: “that the Board of Education allow the sale of beverages not listed in Section 10-221q of the Connecticut General Statutes to students on school premises provided that the following conditions are met: (1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; (2) the sale is at the location of the event; and (3) the beverages are not sold from a vending machine or school store”

(Enclosure No. 9)

D. Approval of Participation in Section 10-215f of the Connecticut General Statutes-Food Certification Statement

Recommended Motion: “that the Board of Education approve participation in Section 10-215f of the Connecticut General Statutes concerning sale of food to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored”

E. Approval of Sale of Food Items That Do Not Meet Connecticut Nutrition Standards at Events

Recommended Motion: “that the Board of Education allow the sale to students on school premises of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: (1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; (2) the sale is at the location of the event; and (3) the food items are not sold from a vending machine or school store”

F. Approval of Public School Lunch Prices

Recommended Motion: “that the Board of Education approve the recommended school lunch prices for the 2011-2012 school year, as contained in Enclosure No. 10”

(Enclosure No. 10)

G. Salary and Benefit Adjustment for Food Service Workers

Recommended Motion: “that the Board of Education approve a salary and benefit adjustment for Food Service Workers for the 2011-2012 school year”

(Enclosure No. 11)

H. Approval of the Contract Between the Board of Education, Town of Fairfield, and the Fairfield Association of Educational Office Professionals

Recommended Motion: “that the July 1, 2010 – June 30, 2013 Agreement between the Board of Education, Town of Fairfield, and the Fairfield Association of Educational Office Professionals be approved”

I. Financial Report and Approval of Budget Transfers for the 2011-2011 Fiscal Year

Recommended Motion: “that the Board of Education approve line item transfers in the amount of \$155,000 for the 2010-2011 fiscal year as detailed in the financial Statement-Enclosure No. 12”

(Enclosure No. 12)

J. First Read of Policy #5511 – Immunizations

(Enclosure No. 13)

K. Revision of Preschool Tuition

Recommended Motion: “that the Board of Education revise preschool tuition to include a sibling discount as described in Enclosure No. 14”

(Enclosure No. 14)

IX. Public Comments and Petitions

During this period the Board will hear comments and receive petitions from any citizen present at the meeting. Any single presentation must be limited to two minutes, and audio-visual equipment cannot be used without the advance authorization of the Chairman. **The Board will not hear comment on individual personnel matters or comments addressed to a specific member(s) of the Board.** Decorum will be enforced. Citizens are asked to comment on any voting item at the time the item is under consideration by the Board.

X. Open Board Comment

XI. Adjournment

Recommended Motion: “that this regular meeting of the Board of Education adjourn”

CALENDAR OF EVENTS

June 28, 2011	Board of Education Regular Board Meeting	7:30 p.m. 501 Kings Highway East 2 nd Floor Conference Room
August 23, 2011	Board of Education Regular Board Meeting	7:30 p.m. 501 Kings Highway East 2 nd Floor Conference Room

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Pupil & Special Education Services
501 Kings Highway East
Fairfield, CT 06825
Telephone: (203) 255-8379

FAIRFIELD BOARD OF EDUCATION
MINUTES OF THE MEETING OF THE BOARD OF EDUCATION
Tuesday, May 10, 2011

JUN 14 2011

Minutes of the Regular Meeting of the Board of Education held Tuesday, May 10, 2011, at Fairfield Ludlowe High School, 785 Unquowa Road-Auditorium.

1. Chairman Mr. John Mitola called the Regular Meeting of the Board of Education to order at 7:40 p.m. Other Board members present were: Mrs. Catherine Albin, Mrs. Sue Brand, Mr. Paul Fattibene, Mrs. Pamela Iacono, Mr. Tim Kery, Mr. Perry Liu, and Ms. Stacey Zahn. Mrs. Sue Dow was absent. Also in attendance were Superintendent Dr. David Title, Fairfield Warde HS Student Representative Stephanie Teixeira and members of the administrative staff. Approximately 25 people comprised the remainder of the audience.
2. Mr. Mitola led the Board and audience in the Pledge of Allegiance.
3. Mrs. Iacono moved, seconded by Ms. Zahn that the Board of Education approve the Minutes of the Special Meeting of March 29, 2011.

Mrs. Brand moved, seconded by Mr. Liu to include in the Minutes between Number 2 and the next sentence the following statement that Mrs. Brand made during the meeting in public session: "I will be voting against and not staying for this Executive Session because I believe it is an FOI violation, and I called Tom Hennick at the FOI Commission and he agrees and that is the reason I will not be staying."

Mr. Liu asked to make a friendly amendment to include that it was also the reason he left the meeting.

Board discussion followed. Mrs. Iacono stated for the record that she was not present in the room when this happened; she arrived at 7:12 p.m.

Amendment failed: 3:3:2: Mr. Fattibene, Mr. Liu and Mrs. Brand voted in favor. Ms. Zahn, Mr. Mitola and Mrs. Iacono voted in opposition. Mrs. Albin and Mr. Kery abstained.

Main Motion carried: 6:1:1. Mrs. Brand voted in opposition. Mr. Kery abstained.

4. Ms. Zahn moved, seconded by Mrs. Iacono that the Minutes of the Regular Meeting of April 12, 2011 be approved.

Motion carried: 6:0:2. Mrs. Brand and Ms. Zahn abstained.

5. Student/Committee/Liaison Reports-

- ◆ Stephanie Teixeira reported that at Fairfield Warde High School report cards went out last week, AP exams will finish this Friday, and CTE testing will take place on May 18, 19, & 20. The Girls Lacrosse game against Ludlowe is this Thursday, spring sports end next week, and the teams that made it to FCIACs and States will go on. The National Honor Society induction will be on May 19. The Junior Prom will be held on May 21, and the PTA is hosting a post prom. Urinetown, the school play, was performed this past weekend and it was a success with great reviews.
- ◆ Mrs. Albin – No report.
- ◆ Mrs. Brand reported that the Board of Health is working out some of the specs for Sherman Elementary School with the nurse's station. CES-Mrs. Brand reported that she sent all of the Board members a message that the Executive Director Evan Pitkoff sent to members of the CES Board. She summarized that the message stated what the Governor's stance was and that there will be 4,742 layoff notices and \$545,000,000 more in spending cuts. There was more detail in the message that she forwarded to the Board. The Six to Six meeting was postponed.
- ◆ Mr. Fattibene – No report.

- ◆ Mrs. Iacono reported that the Special Projects Standing Building Committee continues to meet on Sherman. The project is currently out to bid, and the bids are due back June 1st. The RTM voted on the budget and decided to reduce our spending by an additional \$800,000 on top of the \$2 million reduction from the Board of Finance.
- ◆ Mr. Kery reported that he was unable to attend the PTA Council meeting last week and will get a copy of the report for the Friday Packet.
- ◆ Mr. Liu – No report.
- ◆ Mr. Mitola – No report.
- ◆ Ms. Zahn reported that the High School Scholarship Foundation was going to hold their annual fundraiser in the spring but unfortunately, that is not happening. There will be an Evening to Honor Excellence along with the Art Show they were going to do in the fall. Also, letters are sent to the parents of graduating 8th graders and seniors for donations to the High School Scholarship Foundation and anyone can donate for any reason.

6. Superintendent's Report

Dr. Title stated that the Finance Subcommittee will meet on Thursday, at 5 p.m. at Central Office in the 2nd floor Board Conference Room and that will be the first look at the recommended budget adjustments for next year.

Mr. Mitola stated that the Board of Education will hold a Special Meeting on Monday, May 16, at 7:30 p.m. at Central Office. The item of discussion will be the budget reductions. He stated that it is the intent to get these recommendations to all Board members on Thursday; the Board will discuss them on Monday and vote on May 24.

7. Old Business

- A. Ms. Zahn moved, seconded by Mrs. Brand that the Board of Education approve the Physical Education Curriculum, Grades K-5.

Motion carried: 8:0:0.

- B. Mrs. Iacono moved, seconded by Mrs. Brand that the Board of Education approve the Long-Range Facilities Plan

Dr. Title stated that he tried to follow the directives from the March 29 Board meeting. On page 17, Summary Sheet, the 2011-12 column was updated recognizing the items that the RTM had acted on. If a project had been deferred or declined, it was moved to the next year; any project that was not acted upon favorably was moved to the next year because it is still an item to consider; and projects that were either approved or are pending remain in the 2011-12 column. Also, some projects were moved completely off the chart. The gross estimated total is now \$42,429,746 and the net estimated total is \$33,764,381. Page 26, Future Projects, is where Mill Hill now resides and Osborn Hill was also moved over.

Mr. Cullen stated that Jennings Elementary School was only approved \$125,000 for the bathrooms, which were originally \$250,000, so in the following year, 2012-13, the other half was put in plus escalation. McKinley Elementary School was approved \$30,000 for the consultant cost, so the following year, 2012-13, \$100,000 was put in for repairs. At the bottom of page 26, Future Projects, all of the oil tanks that are at the schools that will eventually need to be replaced were added in at \$1 million.

Board questions and comments followed regarding how to get the most out of our existing facilities and how to configure them in a way to minimize costs, the aging portables at Mill Hill and Riverfield and the increasing enrollment at those sites, investigating whether or not redistricting would solve the high school overcrowding issue, the square footage at Fairfield Ludlowe High School versus Fairfield Warde High School and the possibility of needing a variance because of the size of the building relative to the size of the lot.

Mr. Fattibene expressed concern with respect to Mill Hill Elementary School. It currently has five portables, and two of those portables are over ten years old. It was also listed in the Building Use and Capacity Report by MGT of December 14, 2010 as the elementary school with the lowest operational capacity. He stated that he believes there is a need at Mill Hill and suggested to add Mill Hill to the 2013-14 year and delete the renovations scheduled for Mill Hill in 2012-13, 2013-14, and 2014-15. Mill Hill would have one renovation number of \$11.9 in the 2013-14 year with the other numbers folding into that total renovation figure. Mr. Fattibene also suggested moving Riverfield Elementary School to 2012-13 since it is late in 2011-12 to get that started and looking at the total capital expenses for each of those years, it may even out the capital expenses a little.

A suggestion was made to split the motion.

Mr. Fattibene moved, seconded by Mr. Kery to add Mill Hill to 2013-14 in the amount of \$11,993,433 and delete the renovations scheduled for Mill Hill in 2012-13 in the amount of \$262,500, for 2013-14 in the amount of \$289,406 and for 2014-15 in the amount of \$461,614.

Board questions, comments and discussion followed on this amendment.

Amendment failed: 4:4:0. Mrs. Brand, Ms. Zahn, Mr. Kery and Mr. Fattibene voted in favor. Mr. Liu, Mr. Mitola, Mrs. Iacono and Mrs. Albin voted in opposition.

Mr. Fattibene moved, seconded by Mr. Liu to move Riverfield Elementary School from 2011-12 to 2012-13.

Board discussion followed. Mr. Fattibene stated his reasons for moving this project from 2011-12 to 2012-13 is that the time is relatively short to get that project moving forward, especially with the current environment and a new First Selectman coming in. In moving it to 2012-13 it balances out the total capital projects for any one year so they are more equal in the total dollar amount for every year.

Amendment failed: 2:6:0. Mr. Fattibene and Mr. Liu voted in favor.

Back to Main Motion.

Mr. Liu commented that he is still looking for a few more things in the plan; priorities within the years still need to be addressed, and whether or not redistricting is or is not a solution to some of our high school and elementary school population problems needs to be part of the equation. He stated that he would like more time to do the investigating on this that he would like to and to see documentation of where we are going with our populations in regards to the elementary schools and high schools as part of this plan.

Mr. Liu moved, seconded by Mrs. Brand to postpone this vote until the next Board of Education meeting on Tuesday, May 24, 2011.

Board discussion followed on this amendment.

Public Comment-

Dorene Herron, Forest Avenue, asked the Board not to postpone a vote on the Long-Range Facilities Plan.

Amendment failed: 2:6:0. Mr. Liu and Mrs. Brand voted in favor.

Back to Main Motion.

Public Comment-

Catherine Engle, Mill Hill Terrace, asked the Board to please consider redistricting, particularly for the elementary school students.

Vote on Main Motion carried: 6:2:0. Mrs. Brand and Mr. Liu voted in opposition.

- C. Mrs. Brand moved, seconded by Ms. Zahn that the Board of Education approve Policy #5514 – Administration of Medication in the Schools.

Motion Carried: 8:0:0.

- D. Mrs. Iacono moved, seconded by Mr. Kery that the Board of Education approve Policy #5124 – Transfers Within Fairfield.

Mr. Fattibene offered a friendly amendment to modify the language slightly in an effort to make it a little clearer and more understandable. This was discussed in subcommittee and agreed upon.

Third sentence of the second paragraph, delete the following language “A student may be granted a change in attendance area without demonstrable need. Regularly enrolled students who have moved within Fairfield and who have started the school year may complete the school year in their previously assigned attendance area.” In place therefore, would be inserted the following language: “Irrespective of demonstrable need, a student may be permitted to complete the school year in their previously assigned attendance area if the student has moved within Fairfield and has started the school year.” This was accepted as a friendly amendment.

Motion carried: 8:0:0.

- E. Approval of Policy #3431.2 Financial Statements – Quarterly Reports and Policy #3431.1 – Financial Statements Monthly Reports (delete)

Dr. Title stated that this policy had a first read at the last Board meeting and was referred back to the subcommittee. The subcommittee did not get to this at their last meeting, therefore, he asked that this policy be postponed to the June 14 Board meeting.

Mrs. Iacono moved, seconded by Mr. Kery that the Board of Education postpone Policy #3431.2 – Financial Statements – Quarterly Reports and Policy #3431.1 – Financial Statements Monthly Reports (delete) to the June 14, 2011 Board of Education Meeting.

Motion carried: 8:0:0.

8. New Business

A. First Read of Policies

- Policy #5518 – Suicide Prevention, Intervention and Response
- Policy #6200 – Curriculum
- Policy #6221 – Family Life and Sex Education
- Policy #6132 – Emergency and Disaster Preparedness
- Policy #6513 – Home Schooling

- Policy #5518 – Suicide Prevention, Intervention and Response

Ms. Leonardi stated that the committee worked to draft, react and respond to each other electronically in order to engage a group of people who otherwise would not have been able to participate, including community based mental health providers, board certified child and adolescent psychiatrists, parents and teachers. This changes our current policy from a policy that is reactive to crisis to a policy that recognizes that we have an opportunity to educate, to prevent, and to intervene with groups of students and individuals in the hope of not having to deal with the crisis situation of a student suicide. It also prescribes protocols for response in the event that we do have to deal with that.

Mrs. Brand expressed her concern with paragraph 4, which she brought up in subcommittee. "Any school employee who may have knowledge of a suicide risk, threat or intent will immediately report this information to the school Principal/Headmaster." The intent of that sentence is to initiate the process. It is fine to notify the principal/headmaster, but she doesn't want the principal or headmaster to think they have a judgment call before them.

Board questions and comments followed.

Mrs. Brand suggested switching the paragraphs by moving the sixth paragraph up to directly after the fourth followed by the fifth paragraph.

- Policy #6200 – Curriculum

Dr. Rosato stated that this change addresses new legislation which requires us to have a district-wide curriculum committee. The legislation is broad and doesn't specify who needs to be part of that committee but specifies the need to have a designated district curriculum committee that is responsible for bringing curriculum forward.

Board questions and comments followed.

- #6221 – Family Life and Sex Education

Dr. Rosato commented that the language that has been added to this policy came from the No Child Left Behind Legislation which talks about notification and complying with Federal Guidelines. Our current practice does comply but this language needed to be added in our policy.

Dr. Title stated these policies have been reviewed and approved by CABE.

- #6132 – Emergency and Disaster Preparedness

Dr. Rosato stated that the new language is to strengthen this policy and give it a little more direction. Mr. Cullen and Mr. Morabito have reviewed this and given it their blessing.

- #6513 – Home Schooling

Dr. Rosato stated that there have been a number of changes related to homeschooling in the last few years. Currently there are 27 students in Fairfield who are being homeschooled, which is an option that parents have available to them. This language was taken from CABE. It gives parents much more latitude and flexibility.

Mrs. Brand pointed out that the subcommittee did discuss that if the district feels in any way that a child is at risk and is not being educated, there is a way to address that.

B. Mrs. Iacono moved, seconded by Mrs. Albin that the Board of Education approve preschool tuition.

Dr. Title stated that this was discussed during the budget process, and there was a recommendation in the audit about charging tuition for some of our preschool slots.

Mrs. Cutaia-Leonard stated that for the last three years the income cut off has been based on the pool of applicants. Three years ago the cut off for free preschool was \$80,000. The applications were reviewed again two years ago and the cut off was \$70,000. Last year the household income cutoff was decreased to \$60,000. Any family that had a household income of \$60,000 or less was provided a slot in one of our preschools, either at McKinley or Burr. The application pool grows from year to year, and this year it was determined that it could not be based on the pool of applicants any longer. Research was conducted on the fee structure of the local preschools, and the 2009 census of the average household incomes in Fairfield was reviewed. Based on this data, it was decided to target the bottom 21.4% of families in Fairfield and a \$49,999 household income cutoff for free preschool was determined. Those spots will be available primarily at Burr

but some will also be available at ECC. Families earning \$50,000 to \$74,999 will pay a reduced rate of \$1,750 and families earning more than \$75,000 will be charged a full tuition of \$3,500 per year. Mrs. Cutaia-Leonard briefly described the program. The program at Burr is five days per week for 2 hours and 45 minutes each session, morning and afternoon, and transportation is provided. The ECC program is a four day per week program for 2 hours and 45 minutes each session and transportation will not be provided. Morning students do not attend on Friday and afternoon students do not attend on Wednesday. Both sites will serve 3 and 4 year olds. Burr will start with 32 slots for students, and ECC will have about 33 slots in addition to those students who receive special services and students who are grandfathered in because they attended as 3 year olds and will be there next year as 4 year olds.

Board questions followed.

Motion carried: 8:0:0.

- C. Mrs. Iacono moved, seconded by Ms. Zahn that the Board of Education approve line item transfers in the amount of \$290,000 for the 2010-2011 fiscal year as detailed in the Financial Statement – Enclosure No. 14.

Mrs. McWain stated that the Board reviewed the quarterly report in April and discussed the projected budget shortfalls and the funding earmarked to cover the shortfalls. At this time the total amount of the budget areas requiring transfers is estimated to be \$575,000, which is the lowest amount that has been requested in many years. The total amount estimated for transfers is not requested at this time because there may still be some adjustments necessary in some of the accounts before the fiscal year closes on June 30. The Board will receive an update in June and a final budget report will be provided after all accounts have closed in the summer. The two areas that have shortfalls are maintenance, specifically in custodial overtime, and unbudgeted maintenance projects. The only other area that will have a significant shortfall is special education and that is basically for tuition and other contracted services. At this time the Board is being asked to approve line item transfers in the amount of \$290,000.

Board questions and comments followed.

Motion carried: 8:0:0.

9. Public Comments and Petitions – None

10. Open Board Comment -

Mrs. Brand commented on the murals in the foyer at Tomlinson and expressed concern that when the renovation was done, sprinklers were put in just above them, and they are at risk if the sprinkler system goes off. She asked if the Board would be willing to allow her to see if there are options. Mrs. Albin commented that she had spoken with someone for the name of an art restorationist and she will pass that information on to Dr. Title. She suggested this be brought back to the Board for discussion at another date. Mrs. Brand stated that her primary concern is to at least move them so they are not sitting right in front of the sprinklers and then look further as to whether or not we are able to restore them. She would like to make sure they don't get destroyed.

11. Ms. Zahn moved, seconded by Mrs. Iacono that this meeting of the Board of Education adjourn at 9:35 p.m.

Motion carried: 8:0:0.

Stacey Zahn
Secretary

FAIRFIELD BOARD OF EDUCATION
MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION
Monday, May 16, 2011

ENCLOSURE NO. 2

JUN 14 2011

Minutes of the Special Meeting of the Board of Education held Monday, May 16, 2011, at 501 Kings Highway East, 2nd Floor Board Conference Room.

1. Chairman Mr. John Mitola called the Special Meeting to order at 7:38 p.m. Other Board members present were: Mrs. Catherine Albin, Mrs. Sue Brand, Mrs. Sue Dow, Mr. Paul Fattibene, Mr. Perry Liu, Mr. Tim Kery (arrived 7:41 p.m.), and Mrs. Pamela Iacono (arrived 8:05 p.m.). Ms. Stacey Zahn was absent. Also in attendance were Superintendent Dr. David Title and members of the administrative staff. Approximately 100 people comprised the remainder of the audience.
2. Mr. Mitola led the Board and audience in the Pledge of Allegiance.
3. Open Working Executive Session-

Discussion of Proposed Recommended Budget Adjustments for 2011-12

Mr. Mitola stated that tonight's meeting is an Open Working Executive Session. Dr. Title will explain the budget adjustment sheet, Board members will have an opportunity to ask questions and then the Board will discuss any objections, possible suggestions or changes to the reductions.

Dr. Title stated that this document has been reviewed with the Finance subcommittee. Positions new to the budget or ones that staff felt were not one hundred percent necessary are listed as not being filled. If there was a possible way to not fill a vacancy, that was done. Class size was preserved wherever possible. The audit recommendations were reviewed again, and there were some areas where a few more recommendations could be done. To the extent possible, he tried to share the cuts across all levels. He also looked at adjusting the budget based on changes in enrollment that have occurred from the time the budget was put together to now. He stated that he believes in preserving the new program initiatives; the elementary staffing model, the new gifted and talented program and the new model for pre-k. He reviewed the proposed budget adjustments: reduction of the District Instructional Improvement Teacher at Central Office, reduction of .2 of the Grade 4-8 World Language Coordinator's time due to the reduction in the World Language Program, a slight reduction in the Continuing Education Coordinator's position, reductions in certified staff at the high school due to course taking patterns, a few reductions at the Alternative High School due to attrition, cut backs at the library media center at both high schools, special ed staff reductions at the high school, a reduction in World Language at the elementary schools from 100 minutes a week to 50 minutes, grade 6 Spanish will be offered Monday, Wednesday and Friday versus every day, the reduction of a music teacher at the middle school which is a new position and will have minimal impact on the music program, class size maximums at McKinley will go from 19 and 21 to 21 and 23 which reduces one position; a .5 reduction of the IIT at Osborn Hill, and an elementary special ed reduction. That covers the certified staff side, a reduction of 16.4 positions. On the non-certified side, there is a total reduction of 22.8 positions. The total staff reductions in this document are 39.2 positions. That does not mean 39.2 layoffs; that is positions, some were new, some were vacant, but some are occupied. He reviewed the proposed non-certified staff reductions: each high school will share one library media secretary, the receptionist at each high school will be eliminated, the library paraprofessional at each high school will be eliminated; two computer lab paraprofessionals at each high school will be eliminated, the extra custodian for Fairfield Woods MS has been eliminated, the elementary media technicians will be reconfigured to service technology differently which will result in a 5.0 fte reduction, and the reduction of 7.8 regular education paraprofessionals at the elementary schools which is a reduction of a .2 paraprofessional per kindergarten section at each school. Dr. Title stated that the priority of the elementary principals is the new elementary staffing model, and they are willing to absorb reductions in other areas to make that happen. He reviewed other proposed budget adjustments: 10.5 month staff positions are being reduced; some by 5 days, some by 8 days and some

by 9 days; the paraprofessional work year is being reduced from 185 days to 183 days; there will be an additional reduction in custodial costs offset by increasing lunch prices by 10 cents; a reduction in program implementation and staff development accounts; and the implementation of pay to participate in high school sports. Dr. Title stated that in order to maintain the extensive programs and in lieu of reducing high school sports, a pay to participate fee of \$125 per student with a \$500 family cap for most sports will raise the revenue needed. The sports that have a moderate rental cost such as bowling, skiing and hockey, will be \$175; sports that are the most expensive will be \$225. There are fee waivers built in for students who are on free/reduced lunch or have a hardship case. Capital outlay at the schools is being reduced, the high school late bus is being eliminated, the middle school late bus is being reduced from three days a week to two days a week, extracurricular costs at the middle school will be reduced by eliminating the girls and boys JV basketball and some intramurals/activities spread across the three middle schools, a reduction in clubs/activities at both high schools, and a reduction in some maintenance services. There are additional budget adjustments required: an additional 1.5 retirees and an additional 3.0 elementary teachers due to increased enrollment, which brings the net total reductions to \$2,825,491. Dr. Title stated that these are his recommendations. If the referendum is successful, he would recommend restoring the World Language cuts and eliminating pay to participate fees.

Approximately 30 minutes of Board questions and comments followed regarding the possibility of implementing distance learning for some of the low enrollment classes at the high school, the impact of the high school certified staff reductions, new positions that will not be filled, the impact of reducing math and social studies at the Alternative High School by a .5 FTE each, the decrease in staffing at the high school when enrollment is expected to increase, the role of the District Improvement Teacher, the reduction of a music teacher at the middle school, the reduction of the Continuing Education Coordinator from .6 to .5, the reduction in regular education paraprofessionals at the elementary schools and how that will impact kindergarten, what the impact will be of eliminating the elementary media technicians and how technology will be handled, the reduction in the World Language program and what adjustments will be required to the curriculum, the reduction of .2 of the Grade 4-8 World Language Coordinator, instructional cost savings, reduction of extracurricular non-sports costs, the additional 3.0 elementary school teachers due to increased enrollment, and the reason why there aren't more administrative cuts.

Approximately one hour of Board comments followed on the proposed budget reductions.

Mr. Fattibene expressed concern with pay to participate in sports. He stated that the Connecticut Constitution mandates that there will always be free public elementary and secondary schools in Connecticut, and he does not think it is a good policy to start charging to participate in the programs provided at a public school. He suggested that the Superintendent look to find \$250,000 somewhere else and remove pay to participate from the proposed budget adjustments.

Board discussion followed on pay to participate and the reduction in the World Language program.

Mrs. Iacono stated for the record that if the Referendum goes through and \$800,000 is restored, she would support putting World Language back.

Board members voiced opposition to reducing the World Language program and pay to participate.

Mr. Mitola stated that the majority of the Board is not in favor of pay to participate in sports at the high school and asked Dr. Title to look for alternatives.

Dr. Title stated that the purpose of pay to participate is to allow us to continue to enable these offerings that are quite extensive and getting more expensive. The alternative he sees at this point is to eliminate freshmen sports and either some of the high cost relatively, low enrollment sports at the high school such as girls and boys ice hockey, or cut middle school intramurals.

Mr. Fattibene suggested not just looking at non-personnel but looking at other support staff cuts that could be made to come up with that amount of money.

Board suggestions and comments followed on other possible reduction options: grandfathering at \$350,000; some reduction in Instructional Services line item 321-professional development at \$399,617; Business Services line item 321-professional development at \$6,000; some reduction in Personnel Services line item 321-Professional Development at \$285,000; the possible reduction in some maintenance projects that could be deferred such as \$30,000 for soundproofing panels in the gym at Burr, \$50,000 for painting projects, \$25,000 for new ceiling lights in the kitchen at FWHS, etc.; a possible reduction in central office non-bargaining unit wage increases; and a possible reduction in central office insurance benefits to get them closer in line with administrators or teachers so there is more of a balance in terms of shared cost. There was discussion regarding the new elementary staffing model and the increase of 8.3 fte's that will be needed for this new initiative for a total increase of \$418,972.

Dr. Title stated that the elementary staffing model is a priority, and principals were willing to give up other things they felt were less important in order to make this happen. That would be the last reduction he would put on the table.

Dr. Title stated that the \$285,000 for professional development is a contractual obligation, which is non-touchable. He expressed concern about cutting maintenance since there is no provision in the maintenance budget for unanticipated expenses that will undoubtedly occur with the building and renovation projects.

Mr. Mitola stated that the two major areas of concern seem to be pay to play and the reduction in the World Language program. He asked Dr. Title to see if there are other areas where cuts could be taken so pay to play would not need to be implemented. With respect to World Language, Mr. Mitola stated that due to the amount of money that would be needed to restore the program, it is going to be difficult; and with the Board's consent he would ask the administration to focus on pay to play.

Mr. Mitola stated that there will be a meeting on Thursday at 7:30 p.m. to hear public comment, and the intent is to vote on the reductions at the May 24th Board meeting. He asked if Dr. Title could have additional information on the proposed reductions by Thursday. For those Board members who are unable to attend the meeting, Fair TV will do everything to have it on the air by Friday; and for Board members who would like a video file of the meeting, Gerry Speno from Fair TV will be able provide one on Friday.

4. Mrs. Iacono moved, seconded by Mrs. Albin that this meeting of the Board of Education adjourn at 10:10 p.m.

Motion carried: 8:0:0.

FAIRFIELD BOARD OF EDUCATION
MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION JUN 14 2011
Thursday, May 19, 2011

Minutes of the Special Meeting of the Board of Education held Thursday, May 19, 2011, at 501 Kings Highway East, 2nd Floor Board Conference Room.

1. Chairman Mr. John Mitola called the Special Meeting to order at 7:33 p.m. Other Board members present were: Mrs. Catherine Albin, Mrs. Sue Brand, Mrs. Sue Dow, and Mrs. Pamela Iacono. Mr. Paul Fattibene, Mr. Tim Kery, Mr. Perry Liu and Ms. Stacey Zahn were absent. Also in attendance were Superintendent Dr. David Title and members of the administrative staff. Approximately 150 people comprised the remainder of the audience.
2. Mr. Mitola led the Board and audience in the Pledge of Allegiance.
3. Discussion of Proposed Recommended Budget Adjustments for 2011-12

Mr. Mitola stated that tonight is dedicated to public comment. He stated that the Board of Finance and the Board of Selectmen cut the Board of Ed budget by \$2 million. Thereafter, the RTM cut an additional \$800,000 from the Board of Ed budget. We are now required to come up with \$2.8 million in reductions. There was discussion about pay for play, and Dr. Title was asked to look at other options. Dr. Title will be making some additional recommendations tomorrow, which will be posted online. The Board will be voting on the budget adjustments at the May 24 meeting, and tonight is an opportunity to hear from the public. This is not a question and answer session. If members of the public have questions, please email or call any Board member.

Public Comment-

Mike Barlow, Howard Street, spoke in favor of the hockey program and asked the Board to please don't do anything to take away the hockey program from either the boys or the girls.

Diane Faiella, Library Media Specialist at Fairfield Ludlowe High School, commented on the consequences of the cuts to the LMC staff and the two computer lab paraprofessionals. The library media center would be closed before and after school, the computer labs would be locked to drop in students, and there would be a strain on technology.

Denise Rehder, Library Media Specialist at Osborn Hill, stated that the program to eliminate some of the media techs at the elementary schools was piloted this fall and was deemed unsuccessful by most people in the school buildings. If she had to choose between people taking care of the existing technology and buying new technology that is not going to be taken out of the box, she would choose to maintain the staff we have who are qualified to fix the technology we have.

Alana Scharlop, a former Fairfield Warde HS student, spoke in favor of keeping the hockey team.

Stephanie Gabriel, Captain of the Fairfield Girls Ice Hockey team, stated that hockey is not a low enrollment sport and asked the Board to reconsider their intentions regarding Fairfield's girls and boys ice hockey.

Francisco Guillen and Cole Prowitt-Smith, 5th graders at Mill Hill, stated that they are looking forward to trying out for JV Basketball and intramural sports in middle school and asked the Board to please not cut this wonderful experience.

Lisa Winjum, Boroskey Drive, spoke against pay to play. She also commented on not sacrificing some sports for all sports. If it were a choice between eliminating freshmen sports and hockey or pay to play for a year or two, pay to play would be the preferable option. She asked if we go to pay to play that it not become the new norm in Fairfield.

Vlasta Grech, World Language teacher at Roger Ludlowe MS, read comments from two of her colleagues, Roberta Krajci and Kristen Broggini, asking the Board to reconsider grandfathering for the middle school redistricting. You have chosen to fund transportation for two years which brings no added value to our schools. There is no logic in taking away the instruction of foreign language from students while other options were presented. She encouraged the Board to consider these points and understand the opportunities that will be eliminated from the students of the Fairfield Public Schools if the proposed World Language cuts go through.

Karin Martel, World Language teacher at Fairfield Woods MS, stated that by decreasing the elementary program in half we are agreeing to offer our World Language students half an education and half an opportunity to become global learners.

Jay Wolk, Stratfield School PTA liaison to the First Selectman's office, stated that there is no need for the \$800,000 cut, and he is not quite sure why the RTM voted to cut \$800,000 out of the budget. He also stated that cutting paras and psychologists from the elementary schools is going to be devastating for the children. Stratfield School uses paras in the classrooms to take over for teachers instead of substitute teachers.

Jeanne Pacewicz, Sigwin Drive, spoke against pay to play. She asked how coaches will handle questions from parents such as; I paid for my child to play, why isn't he or she playing or getting more playing time. She also stated that she does not support the elimination of freshmen sports and eliminating low enrollment sports.

Sean O'Leary, South Pine Creek Road, stated that he feels strongly about athletics and voiced his support for the young students who got up to speak tonight. He advocated to keep JV basketball.

Laurie Quick, Roger Sherman Board of Ed Rep, spoke in support of the elementary staffing model and against pay to play.

Joe Cetta, Holly Dale Road, stated that he does not agree with a plan that takes away sports or pay to play. There are things that can be done to eliminate costs and save JV sports such as volunteer coaches and volunteer referees.

Sean Munday, Spanish teacher at Tomlinson MS, spoke on behalf of the World Language program and the potential cuts. To do what is proposed would be a serious step backwards and is not something that can be easily undone.

Christine Pisani, Beth Drive, spoke in support of the elementary staffing model.

Bill Dunn, Tuckahoe Lane, expressed concern with the cuts in kindergarten support and maintaining a pool of internal candidates for positions like elementary school principal. Given the economy, he believes many parents will send their children to kindergarten when age eligible, prepared or unprepared, and without enough support some of these children will struggle. Losing a teacher is hard, losing a capable teacher is harder and losing a teacher who would make a great principal would be sad. He also stated that he does not like pay to play, but wouldn't take it off the table at this time. It will provide additional support for a successful referendum.

Julie Gottlieb, Applegate Road, stated that she understands how critical sports can be, but if she had to pick between cuts to Language Arts, the elementary curriculum, media services, paras, or any other services or programs that directly impact her child's education, she has to support those first.

Christyn Whitney, Burr PTA President, asked that the Board not eliminate the new elementary staffing model. While sports are important, if a child cannot read, write or add, sports become moot.

Emily Price, Town House Road, spoke in support of the high school sports program. She also spoke in support of not reducing the World Language program.

Suzanne Miska, Ryegate Road, stated that she supports the hockey program at the high school. She also spoke against pay to play and the reduction in the World Language program. She pointed out some things in the budget that she thinks should be revisited: mileage reimbursement, conferences, part-time clerical support at the elementary schools and perhaps having one instructional improvement coordinator cover two elementary schools.

Meghan Flynn, a freshman at Fairfield Warde HS and a member of the girls' varsity ice hockey team, asked the Board not to cancel the hockey program. While the program has been referred to as small, this sport is also one of the fastest growing with rising interest each year. While pay to play is a change, it is not new for families who participate in sports and it is a better alternative than eliminating some sports in favor of others.

Jim Lee, Unquowa Road, stated that he had always thought the Board of Ed budget should increase by the enrollment increase compounded by the cost of living. From 2005-06 until 2010-11, enrollment went up 10%, the CPI went up 15.7%, and the budget went up 19%. What that means is that in constant dollars per student, you have already sustained a real cut of about 6%. The Board has tough choices to make, and whatever you do somebody is not going to like it. He commented on the elementary foreign language program and stated that the program was lost in the early 70's and it took 23 years to get it back. If children learn a foreign language before adolescence, they have a better chance to pick it up later on.

Richard Joslin, Carriage Drive, reminded everyone that on June 14 they can advocate for the budget by voting in the referendum. He stated that Tom Mooney has in his legal writings that the Board of Education can advocate for the referendum at its meeting, and he encouraged the Board to speak out because without Board support, any restoration of funds won't take place. He commented that pay to play is kind of forcing parents to pay for things, and why not have the cost of grandfathering be borne by the parents by giving them the opportunity to drive their kids to school. He commented that we did a great job passing the burden to all of the schools, the kids and the parents but there was no cut at central office. Do something to share the pain.

Joyce Gallagher, 150 Stonybrook Road, urged the Board not to cut freshmen sports.

Karyn McNeil, elementary school Spanish teacher, spoke in favor of the Spanish program at the elementary school level. Cutting the elementary Spanish program is also going to affect the middle school program and the high school program. She stated that cutting freshmen and JV sports teams will be detrimental. She spoke in favor of the elementary staffing model.

Brad Weinstein, Shelter Rock Road, spoke in favor of the hockey program and freshmen sports and stated that there has to be a way to make this work.

Conor Scharlop, a freshman at Fairfield Warde High School, spoke in favor of the hockey program and stated that it is a false statement to say that hockey has low enrollment.

Donna Boyle, Mailands Road, spoke in favor of freshmen sports and asked the Board to give the freshmen kids the same respect in sports that was given to the 6th and 7th graders when you grandfathered and provided buses.

Carolyn Marcato, retired coordinator for the library media and technology resource teachers in Fairfield, expressed concern that many of technology assistant positions are being eliminated, and she encouraged the Board to stop purchasing technology and maintain the people we have to keep the current pieces in working condition. She also stated that the library media specialists are teachers,

and asked that the library media paraprofessionals be restored so that the library media specialists can continue to teach and not be paid a high price to check out books.

Anne Pasco, FEA President, stated that the district instructional improvement grant writer whose office happens to be at central office is a teacher position and a member of the FEA. That is truly not what she perceives to be an administrative cut at central office. She reiterated that she is on record as saying that instruction should come before buses. By removing the clerical staff at both high schools six writing labs will now be shuttered except for when a teacher brings a class down, and she asked the Board to look at that again.

Liz Mosher, Rosemere Avenue, stated that she was a lacrosse coach at Warde High School for eight years, is presently a club lacrosse coach in Wilton, volunteers at Wakeman and also works at the Sportsplex. She commented on the social and emotional aspects that sports provides for girls. She begged the Board to not cut freshmen sports.

Susan Brown, Pemburn Drive, spoke against pay to play and cutting freshmen sports. She also identified herself as the President of the Boys' Ice Hockey Booster Club and wanted to clear the misconception that the boys' ice hockey program has low numbers. She was told that the athletic director has been informed by the CIAC that there are so many kids playing hockey that they are at risk of losing their coop status. There are no low numbers in hockey.

Trygve Sandberg, Penfield Road, expressed concern about eliminating anything; sports, World Language, etc., and asked the Board to please think about what will least impact the children. Do the best you can to cut nothing, and if we have to have a referendum, tell us.

Alan Scharlop, Fairfield Woods Road, expressed concern about eliminating sports. It gives kids something to do after school so they are not hanging out and getting into trouble. Hockey parents have been paying dearly since our kids were young; we know the cost of hockey, and we would understand if there was a cost to have our kids play and represent the Town of Fairfield.

Elizabeth Kelly, Flintlock Road, spoke in support of the elementary school staffing model.

Krista Dougherty, Gilbert Highway, stated that she hopes the Board does not cut sports or eliminate any freshmen sports. Intramurals and JV sports are important to children's education and she does not want education cut either. There are better places to take the cuts from; perhaps some cosmetic maintenance projects, cutting all late buses or eliminating buses for the extended day kindergarten.

Paul Barlow, a member of the varsity hockey team, spoke in support of the hockey program.

Tina Gabriel, Dill Road, stated that what drew her to Fairfield was the education system and the community. It is sad to be sitting here talking about cutting Spanish, Language Arts, sports, and all the good things that attract people to Fairfield. She pleaded with the Board to make the right decision and not cut any of these important things.

Craig Curley, Lakewood Drive, commented that he firmly believes in sports. He stated that if he were thinking about moving to Fairfield and had school age kids, he might not move here if there was pay for play or freshmen sports were not an option. Now he is worried about his real estate values.

Tiffany Vlandis, Walbin Court, spoke in support of freshmen and middle school sports. It creates self-confidence and gives a sense of belonging. She commented on the World Language program and stated that if kids are exposed to this at a young age, they develop a tongue for it. It is more difficult to learn when you get older.

Marie Lavigne, Cedarhurst Lane, commented on the sports program, especially hockey. She asked if we can hold off on new projects until there is more money. Just keep what we have and not implement new things for a few years until things get better.

Mike Varga, Rock Ridge Road, stated that Dr. Title and the Board have done everything they can to communicate to the Town the need to support this budget. Everyone here and the people who are not occupying these chairs have to make sure that the referendum succeeds. Next year when the budget comes up, we have to make sure that we are not on the defensive again but that this Town gets back on the track of supporting education.

Caroline Meijer, Katona Drive, spoke in support of the ice hockey program.

Casey Crowley, Congress Street, spoke in support of the ice hockey program.

4. Mrs. Albin moved, seconded by Mrs. Iacono that this meeting of the Board of Education adjourn at 9:03 p.m.

Motion carried: 5:0:0.

JUN 14 2011

FAIRFIELD BOARD OF EDUCATION
MINUTES OF THE MEETING OF THE BOARD OF EDUCATION
Tuesday, May 24, 2011

Minutes of the Regular Meeting of the Board of Education held Tuesday, May 24, 2011, at 501 Kings Highway East-2nd Floor Board Conference Room.

1. Chairman Mr. John Mitola called the Regular Meeting of the Board of Education to order at 7:35 p.m. Other Board members present were: Mrs. Catherine Albin, Mrs. Sue Brand, Mrs. Sue Dow, Mr. Paul Fattibene, Mr. Tim Kery, Mr. Perry Liu, Ms. Stacey Zahn and Mrs. Pamela Iacono (arrived 7:45 p.m.). Also in attendance were Superintendent Dr. David Title and members of the administrative staff. Approximately 150 people comprised the remainder of the audience.
2. Mr. Mitola led the Board and audience in the Pledge of Allegiance.
3. Student/Committee/Liaison Reports-
 - ◆ Mrs. Albin – No report.
 - ◆ Mrs. Brand reported that Six to Six held its last meeting of the year on Thursday. They are finding that every time the kids leave in the spring and come back in the fall they lose ground and are starting from scratch every year. They are doing their best to address this with programs during the summer, but it is still a challenge. CES meets next week, and the Board of Health meets on June 13. There is a new member on the Board of Health, Ms. Carolyn Shea.
 - ◆ Mrs. Dow reported that the Finance subcommittee met twice to discuss the budget prior the Board's budget meetings. The next meeting is scheduled for June 6. SEPTA gave a grant to CASEY's Place, which is a place for young adults 18 and older who have special needs to meet on Friday nights to socialize. A group of these young adults and their supervisors came to the SEPTA meeting to say thank you. A Friend of SEPTA award was given to Donna Spigarolo, special ed teacher at Roger Ludlowe Middle School. The evening ended with a presentation from representatives from the Fairfield Police Department who have started a crisis intervention team so that when there is a problem and they meet with someone who has special needs they will be aware and take a different approach. On May 27th SEPTA will be feeding Operation Hope, and tonight they held a fundraiser at Friendly's where they are getting 15% back, thanks to the Riverfield PTA who set this up. The next meeting will be June 8th.
 - ◆ Mr. Fattibene – No report.
 - ◆ Mr. Kery – No report.
 - ◆ Mr. Liu announced that Sue Brand has been awarded the Fairfield PTA Council 2011 Deanna O. Kiernan Award. The award will be presented on June 1st at Fairfield Warde High School at 7 p.m. in the Library.
 - ◆ Mr. Mitola – No report.
 - ◆ Ms. Zahn reported that the High School Scholarship Foundation wasn't able to do a spring fundraiser this year so they will have their fall fundraiser, An Evening to Honor Excellence, on November 6th and everyone will be getting invitations.
4. Superintendent's Report-

Dr. Title reported on the RTM meeting last night. The RTM took up two items, the Holland Hill oil tank and the Tomlinson façade work. The Tomlinson façade work was postponed to a date certain of June 27. The Holland Hill oil tank was discussed at length, focusing on whether the replacement tank should be underground, above ground, in the school, or not in the school and what size. An agreement was reached that the money would be appropriated, we would bid alternate prices for the different options and we would agree that the Board of Selectmen would pick which of the replacement options they thought was in the best interest of the Town and we would abide by that.

Dr. Title reported that the Strategic School Profiles were just received. Normally the Board receives these in November, but there was a mix up at the State this year with their data systems and they have

just been released. The rule is that they have to be distributed to the Board at the first meeting after they are received. It is now old data so to have a presentation would be moot, the data is for 2009-10.

5. Old Business

- A. Mr. Kery moved, seconded by Ms. Zahn that the Board of Education approve the budget adjustments for 2011-12.

Mr. Mitola stated that Dr. Title presented his original recommended budget adjustments at the May 16 Board meeting. He was asked to come back with some alternatives for pay to participate. The Board received that information on Friday, and it was posted online Friday afternoon.

Mr. Kery offered a friendly amendment, seconded by Ms. Zahn that the Board of Education approve budget adjustments for 2011-12 as listed in the document revised 5-24-2011.

Dr. Title gave a brief overview of the recommended adjustments that he came up with as alternatives to pay to participate in sports: the preschool tuition will raise \$20,000 in revenue which will offset the preschool costs, a reduction of \$20,000 in maintenance support services, less new software will be purchased for a reduction of \$30,000, the implementation of a parking fee at the high school for \$40,000, two additional teacher retirements for \$70,000, and \$35,000 per high school was identified that could be absorbed with a slight impact at the sub-varsity level. No sports would be eliminated but a two sub-varsity games, one home and one away, would be eliminated. The purchase of some new uniforms and equipment would be postponed. All of this totals \$250,000. He recommended these options as alternatives to pay to participate. This document dated 5-24-2011 removes pay to participate that was on the 5-12-2011 document. These new adjustments are all listed on page 3 of the revised document. Everything else is the same as originally proposed and the subtotal is the same.

Board questions and comments followed regarding eliminating two sub-varsity games, the parking fee at the high school, clarification of the preschool tuition revenue, the identification of the new software will not be purchased, the number of students who take advantage of the late bus and if it would be possible to blend the times so the middle schools and high school could use the same late bus.

Mrs. Brand moved, seconded by Mr. Liu to amend the motion and propose the following cuts which are on the document distributed to the Board. Budget book pages 46-49 extra clerical totaling \$3,718, pages 46-49 lunch aides totaling \$31,450, pages 49-50 middle school liaisons totaling \$132,373, possible maintenance cuts totaling \$197,500, page 67 reduce BOE services to \$0 for a savings of \$2,250, and page 68 the IIT at Dwight for \$41,597 for a grand total of \$408,888.

Mrs. Brand stated that if this is successful, it will replace the proposed World Language cuts; grades 4 & 5 for \$279,461 and grade 6 for \$94,227. Mrs. Brand stated that this is an attempt, if possible, to maintain World Language. This is a blend of what was said at the table during the previous budget meetings. Mrs. Brand reviewed the document and explained her reasoning for each item.

Board questions and comments followed regarding the reductions in extra clerical support, lunch aides, middle school liaisons, the IIT at Dwight, and the proposed maintenance cuts.

Public Comment-

Bill Dunn, Tuckahoe Lane, expressed concern with the loss of lunch aides and that not having extra supervision in the lunch room might be very dangerous for students with allergies.

Vote on Amendment failed: 3:6:0. Mrs. Brand, Mr. Liu and Mrs. Dow voted in favor.

Mr. Liu moved, seconded by Mrs. Brand to amend the motion and cut \$342,000 that is being allocated for grandfathering and use that toward World Language.

Mr. Liu stated that when the Board voted for grandfathering there really wasn't an alternative. Now we are facing a \$2.8 million cut and programs being reduced. It is time to reevaluate. That money would be far better used toward program and will have a direct impact to getting our kids a better education.

Board discussion followed.

Vote on amendment failed: 3:6:0. Mr. Liu, Mrs. Brand and Mrs. Dow voted in favor.

Back to the Main Motion.

Board members shared their thoughts on the budget process this year, how deep the cuts were and the possibility of starting the process earlier next year since there might be the possibility that further budget implications will arise and we may need to start considering some other way in which to reduce the overall cost of wages and benefits and the possibility of trying to reach some agreements in those areas so we don't have to face this again next year and discuss things worse than reducing services in the World Language program. We have to maintain the school system and we can't do it on air alone.

Mrs. Brand commented on possible funding from the State and asked if the referendum is successful in restoring the \$800,000 that World Language be reinstated as a top priority.

Dr. Title stated that World Language would be his first priority in terms of any restoration were the referendum to be successful.

Public Comment-

Mike Farlow, Howard Street, urged the Board to vote for this as written.

Anne Pasco, representing the FEA, stated that she is disturbed that in all probably a year from now we will be sitting in the same room faced by the same kind of environment. She is not very optimistic that what is being cut this year, the clerical staff from the writing labs, Spanish, etc. will be restored because you are going to be looking for money to fund what you are maintaining and moving forward.

John Convertito, Oyster Road, stated that he doesn't have any answer as to where to cut or not to cut because you shouldn't have to cut to this severity. His hope is that the newly formed political action committee FACES, Fairfield Against Cutting Educational Spending, will help boost you along this road.

Vote on Main Motion carried: 7:2:0. Ms. Zahn and Mr. Liu voted in opposition.

- B. Mrs. Iacono moved, seconded by Mr. Kery that the Board of Education approve Policy #5518 – Suicide Prevention, Intervention and Response

Public Comment-

Nancy Von Euler, Daves Lane, thanked the Board for their support of this policy. She also thanked Ms. Leonardi for some really amazing work on this. She reminded the Board that policy and regulations are just a first step, and this issue will continue to require your attention and your commitment in order to make the difference that it can.

Motion carried: 9:0:0.

- C. Mrs. Brand moved, seconded by Ms. Zahn that the Board of Education approve Policy #6200 – Curriculum

Motion carried: 9:0:0.

- D. Ms. Zahn moved, seconded by Mrs. Brand that the Board of Education approve Policy #6221 – Family Life and Sex Education

Motion carried: 9:0:0.

- E. Ms. Zahn moved, seconded by Mrs. Iacono that the Board of Education approve Policy #6132 – Emergency and Disaster Preparedness

Motion carried: 9:0:0.

- F. Mr. Kery moved, seconded by Mrs. Iacono that the Board of Education approve Policy #6513 – Home Schooling

Motion carried: 9:0:0.

6. Public Comments and Petitions – None

7. Open Board Comment -

Mrs. Iacono reported that the Special Projects Standing Building Committee met last night, and the Sherman project is not on track. The project needs to go before the Town Planning and Zoning Commission and the Conservation Commission and those meetings will not take place until the end of July/early August. Since the project can't get started until sometime in August, it won't be finished at the commencement of the upcoming school year. The Committee discussed the possibility of getting the kitchen work done for August/September. They also discussed doing the work on the administrative wing, but there is no swing space. With regards to the HVAC system, roofing work can't be done while kids are in the building and the other issue with the HVAC is that there is a 6-10 week lead time on ordering the equipment. Mrs. Iacono stated that she sent an email this morning to the Chairman of the Committee and copied the Acting First Selectman, Sherri Steeneck, and Board of Selectmen member Jim Walsh to ask if there was any way to fast track this with the other Town commissions. There is a possibility that nothing will happen until next summer.

Mrs. Brand commented that there is a Tools for Schools program and she is hoping that we are staying on top of that. She also commented that a referendum is coming up and she knows that Dr. Title sent an email out and everyone appreciates where the lines are. Sometimes those lines can get crossed, and she thinks there was some crossing recently and she just wants to be sure that they are maintained and we are professional in how we handle ourselves.

8. Mrs. Iacono moved; seconded by Mrs. Dow that this meeting of the Board of Education adjourn at 9:25 p.m.

Motion carried: 9:0:0.

Stacey Zahn
Secretary

JUN 14 2011

Summary of Administrative Professional Development 2010-2011
D. Title 6/14/2011

You may recall from my "District Improvement Strategy" that improvement in student learning comes primarily from improvement in instructional practice. To improve instructional practice in Fairfield I proposed concentrating on four areas: 1) strengthening teacher skills; 2) strengthening school leader skills; 3) alignment (horizontal and vertical); and 4) adequate resources. This document describes one of our major initiatives in the second area, strengthening school leader skills in the area of effective instructional practices.

The year began with a session in the summer of 2010 where the full administrative team, consisting of all district-level and school-level leaders, read and discussed Connecticut's Common Core of Teaching (CCT). The CCT describes what Connecticut believes to be the attributes of high quality instruction. Each principal/headmaster then followed up with his/her faculty in the fall to introduce the CCT.

We then converted all of our K-12 Administrative Cabinet meetings, held once a month, from business meetings to professional development sessions. The purposes of these sessions were:

1. To develop a common understanding of what effective instructional practice looks like in the classroom across the entire school district (alignment).
2. To sharpen administrator skills in observations of classrooms to identify relevant evidence to assess classroom practices.
3. To be able to take the evidence from an observation and communicate it effectively to teachers using a common protocol based on best practices in adult feedback.
4. To assess a school's strengths and areas of growth in the three areas of the instructional core – teachers, students, task – based on evidence gathered in classroom observations.

We engaged in the following activities this year:

- The full Administrative Cabinet watched a video of a lesson, gathered specific evidence from the video, shared perceptions of this evidence with colleagues, and worked toward a common understanding of the interpretation of the instruction. We developed a "CCT Short Form" to help administrators gather evidence in the classrooms and shared this form with teachers.
- We learned a protocol for communicating with teachers after an observation and practiced that protocol with colleague feedback.
- We observed a video lesson of a Fairfield teacher and watched the principal conduct a post-conference with the same teacher.
- We brought in sample tasks from Fairfield classrooms and assessed their quality according to the standards outlined in the CCT.
- In the fall, as part of my Entry Plan, I observed for a minimum of one hour in at least four classrooms in each school with the principal/headmaster and debriefed for a minimum of one hour on the evidence of effective instructional practices seen during

the visit, noting any patterns across all classrooms. If a teacher asked for feedback from me directly, I met with that teacher and modeled the post-conference protocol with the principal/headmaster observing this practice.

- In the spring, I repeated this procedure with administrators who were not involved in the fall round of observations (housemasters, curriculum leaders). Principals/headmasters who had done classroom observations with me in the fall were given the option of repeating the observations with different teachers or having me observe them implementing the post-conference meeting protocol and giving them feedback on it.
- Other members of the central office instructional leadership team participated in the observations in the fall and spring.
- All school leaders are using the "CCT Short Form" in the spring to visit as many classrooms as possible to gather evidence about instructional practice. Using the rubric, in consultation with staff, each school will develop a focus area for the coming year (called a "Problem of Practice"). The purpose of this exercise is not for individual teacher evaluation but to determine the "Problem of Practice" for the entire school.

Future work during 2011-2012 will involve the following activities:

- Continued observation of classrooms by the full Cabinet to sharpen administrators' skills in observing classrooms, gathering and interpreting evidence, and coming to common understanding of effective practices.
- Continued practice and feedback on post-conferencing with teachers after an observation.
- Continued focus on the attributes of a high quality task, coming to a common understanding of effective tasks.
- Each school will develop and implement a plan of action to improve instruction in the identified "Problem of Practice," and include it in the School Improvement Plans.
- Developing a protocol for colleague visits ("Instructional Rounds").
- Implementing colleague visits to other schools to observe instruction, focused on the school's "Problem of Practice."
- Revision of each school's plan of action based on colleague feedback and year-end observations of instructional practices.
- Engagement of teachers in classroom observations in each school and across the school district.

Improvement of instructional practice does not occur as a singular event. It happens over time in a culture where administrators and teachers are willing to put their practice "on the table" for others to see. We are fortunate in Fairfield to have administrators and teachers who have been willing to open their doors and let their colleagues observe their work and receive feedback on it.

JUN 14 2011

Students

Welfare

IMMUNIZATIONS

5511

In accordance with Connecticut General Statutes the Board of Education shall require each student to be protected by adequate immunizations against diphtheria, pertussis, tetanus, poliomyelitis, measles, mumps, rubella, hemophilus influenzae type b, hepatitis B and chicken pox (varicella) pneumococcal, hepatitis A, influenza, meningococcal (unless medically contraindicated or failure to do so is based upon exercise of the rights of freedom of religion as provided in the United States and Connecticut Constitutions and in the Connecticut General Statutes).

Legal Reference: Connecticut General Statutes
10-204 Vaccination
10-204a Required immunizations ~~as amended by PA 96-244~~
10-204c Immunity from liability
Department of Public Health, Public Health Code, 10-204a-2a, 10-204a-3a, 10-204a-4

Approved 8/27/04

FAIRFIELD PUBLIC SCHOOLS

ENCLOSURE NO. 6

JUN 14 2011

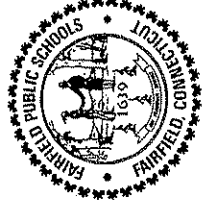
TO: Board of Education
FROM: Gary Rosato, Ed.D.
DATE: June 10, 2011
RE: High School Academic Expectations

The development of common High School Academic Expectations – a brief history:

Every ten years, each Connecticut high school undergoes a thorough accreditation process through NEASC, the New England Association of Schools and Colleges. Fairfield Ludlowe went through its accreditation visit in April, 2008 and Fairfield Warde had its visit in October, 2009. An important component in preparing for a NEASC review is the development of school wide academic expectations and associated rubrics used to measure student progress. Both Fairfield high schools developed their expectations and rubrics in accordance with guidelines outlined by NEASC. Recently, NEASC adopted new standards to be used by high schools beginning in 2011. These new standards include a requirement that schools write their academic expectations to include 21st century learning outcomes.

The NEASC requirement to develop academic expectations with specific 21st century outcomes provided Fairfield with an opportunity to revise and align expectations across both schools. To that end, a joint committee of teachers, building administrators and curriculum leaders was formed. All departments from both schools were represented on the committee which met several times during the 2010- 2011 school year. The committee began its work by taking the academic expectations that were in place at both schools and developing one common set of expectations by combining and blending the two together. In addition, the committee worked with a consultant from Education Connection to insure that 21st century skills were integrated within the expectations and rubrics. The consultant presented an overview of research pertaining to 21st century skills and showed examples of how other school districts incorporated them into their academic expectations. He also provided the team with models of academic expectations to consider in their work. A full professional development day, January 14, 2011, was devoted to this work. During this day, the entire faculties from both schools were placed in randomly assigned small groups to read, react and provide feedback to the committee about the draft expectations. A great deal of feedback was generated which helped guide the work.

Attached you will find the 5 Academic Expectations that have been adopted followed by DRAFT rubrics to measure these expectations. The rubrics are used to analyze a product or performance by looking at each of its relevant component parts or criteria. By breaking out the criteria, the rubric provides students and teachers with specific information on how to reach the desired results. These DRAFT rubrics will be “field tested” during the 2011 – 2012 school year. Each department will have the opportunity and obligation to utilize the rubrics and provide feedback to the committee which will continue to meet and refine them throughout the year. This work is evolutionary; therefore the rubrics will be modified as they are put into practice. The administrative teams of both high schools along with the teachers who have worked on the Academic Expectations Committee are to be commended for their hard work, insightful contributions and willingness to lead this important work.



Fairfield's High School Academic Expectations

1. Fairfield High School students will effectively access, evaluate and apply information for authentic tasks.
2. Fairfield High School students will work independently and collaboratively to solve problems and accomplish goals.
3. Fairfield High School students will communicate information clearly and effectively using a variety of tools or media for a range of tasks and purposes.
4. Fairfield High School students will demonstrate adaptability, creativity and innovation and work effectively in a climate of change.
5. Fairfield High School students will apply the analysis, synthesis and evaluative processes to critically and effectively solve problems.

Fairfield's Academic Expectation # 1

Fairfield High School students will effectively access, evaluate and apply information for authentic tasks.

Item	Developing - 1	Proficient - 2	Goal - 3	Advanced - 4
<p>1. Uses current technologies as a tool to access and research, information effectively, and ethically</p>	<ul style="list-style-type: none"> • Uses less than the minimum number of sources required <ul style="list-style-type: none"> ○ Information lacks relevance and essential details. ○ Sources are not cited. 	<ul style="list-style-type: none"> • Uses current technologies as a tool to access the minimum number of sources to retrieve information <ul style="list-style-type: none"> ○ Some information is relevant and/or may contain errors in essential facts. ○ Accurately cites the original source 	<ul style="list-style-type: none"> • Uses current technologies as a tool to access the minimum number of sources to retrieve information. <ul style="list-style-type: none"> ○ Information is relevant and detailed. ○ Accurately cites the original source 	<ul style="list-style-type: none"> • Uses current technologies as a tool to access a wide variety of sources to retrieve information. <ul style="list-style-type: none"> ○ Information is relevant and detailed. ○ Accurately cites the original source
<p>2. The task is matched to purpose</p>	<ul style="list-style-type: none"> • Does not identify the information needed, where to find it or why it is relevant 	<ul style="list-style-type: none"> • Identifies only minimal information needed; where to find it; and has a minimal understanding as to why it is relevant 	<ul style="list-style-type: none"> • Identifies a wide variety of types of information needed <ul style="list-style-type: none"> ○ locates possible sources ○ provides a rationale for selection of these sources and why they are relevant 	<ul style="list-style-type: none"> • Identifies a wide variety of types of information needed <ul style="list-style-type: none"> ○ locates numerous possible sources ○ provides a detailed rationale for the selection of these sources and why they are relevant
<p>3. Manages the flow of information from a wide variety of sources with a logical framework</p>	<ul style="list-style-type: none"> • Displays little or no evidence of organization 	<ul style="list-style-type: none"> • Organizes data loosely with some anomalies <ul style="list-style-type: none"> ○ evidence of an organizing framework 	<ul style="list-style-type: none"> • Organizes data competently <ul style="list-style-type: none"> ○ an effective and efficient organizing framework is present 	<ul style="list-style-type: none"> • Organizes data competently and completely <ul style="list-style-type: none"> ○ an effective framework that is well suited to the purpose and the information is present ○ provides a rationale for the framework's use
<p>4. Evaluates information critically and competently</p>	<ul style="list-style-type: none"> • Does not apply or develop criteria to judge information accuracy or reliability 	<ul style="list-style-type: none"> • Applies the given criteria (provided) or develops a criteria to judge information accuracy or reliability <ul style="list-style-type: none"> ○ application is uneven or unreliable 	<ul style="list-style-type: none"> • Reliably applies, or develops criteria to judge information accuracy or reliability <ul style="list-style-type: none"> ○ Application is consistent 	<ul style="list-style-type: none"> • Reliably applies, or develops criteria to judge information accuracy or reliability <ul style="list-style-type: none"> ○ Application is consistent ○ is able to reflect or improve on the relevance/ quality of the information
<p>5. Uses information accurately and creatively for the issue or problem at hand</p>	<ul style="list-style-type: none"> • Information and citations have numerous errors <ul style="list-style-type: none"> ○ No evidence that information is aligned to purpose 	<ul style="list-style-type: none"> • Information is aligned with purpose <ul style="list-style-type: none"> ○ The relationship to the problem is evident 	<ul style="list-style-type: none"> • Information is well aligned with purpose <ul style="list-style-type: none"> ○ some signs of original or creative interpretations are present 	<ul style="list-style-type: none"> • Information is well aligned with purpose <ul style="list-style-type: none"> ○ strong evidence of original or creative interpretation and application is present
<p>6. Demonstrates a high degree of alignment between task and solution/product.</p>	<ul style="list-style-type: none"> • No evidence of alignment among task, process, and solution. 	<ul style="list-style-type: none"> • Some evidence of alignment among task, process and solution. 	<ul style="list-style-type: none"> • More evidence of alignment among task, process, and solution 	<ul style="list-style-type: none"> • Evidence of original purpose satisfied completely <ul style="list-style-type: none"> ○ goal and result totally aligned with accurate process

Fairfield's Academic Expectation #2

Fairfield High School students will work independently and collaboratively to solve problems and accomplish goals.

Item	Developing -- 1	Proficient - 2	Goal - 3	Advanced - 4
<p>1. Works independently when appropriate without being prompted and completes independent work that meets expectations</p>	<ul style="list-style-type: none"> • Cannot complete tasks as designed <ul style="list-style-type: none"> ○ Even with adult intervention and guidance. ○ Work does not meet expectations 	<ul style="list-style-type: none"> • Meets most deadlines for task completion <ul style="list-style-type: none"> ○ Some adult prompting is needed ○ Work meets expectations 	<ul style="list-style-type: none"> • Meets all deadlines for task completion <ul style="list-style-type: none"> ○ No adult prompting required ○ Work exceeds expectations ○ Evidence of using time saving strategies 	<ul style="list-style-type: none"> • Meets all deadlines for task completion <ul style="list-style-type: none"> ○ No adult prompting required ○ Work exceeds expectations ○ Evidence of using time saving strategies
<p>2. Assume shared responsibility for collaborative work</p>	<ul style="list-style-type: none"> • Does not work toward group tasks <ul style="list-style-type: none"> ○ Limited or no participation ○ Distracts/impedes the group's progress 	<ul style="list-style-type: none"> • Takes part in group tasks <ul style="list-style-type: none"> ○ Acceptable level of effort. ○ Does not detract from the group effort. ○ Some prompting may be required 	<ul style="list-style-type: none"> • Actively participates in group tasks <ul style="list-style-type: none"> ○ Contributes to efforts and completion of tasks 	<ul style="list-style-type: none"> • Actively participates in group tasks and applies strategies to improve group efforts and completion of tasks. <ul style="list-style-type: none"> ○ Regardless of role, contribution is positive and constructive
<p>3. Listens actively and assists individuals and the group in achieving their goals</p>	<ul style="list-style-type: none"> • Does not or will not listen <ul style="list-style-type: none"> ○ May act inappropriately ○ Makes no effort to assist others or the group in its work 	<ul style="list-style-type: none"> • Will listen, does not interrupt, and there is some evidence of understanding and response. <ul style="list-style-type: none"> ○ Makes some effort to assist others and the group 	<ul style="list-style-type: none"> • Demonstrates some active listening and there is evidence of understanding and response. <ul style="list-style-type: none"> ○ Consistently helps both individuals and group to achieve their goals 	<ul style="list-style-type: none"> • Demonstrates consistent active listening and there is strong evidence of understanding and response. <ul style="list-style-type: none"> ○ Consistently and effectively helps both individuals and group to achieve their goals
<p>4. Contributes useful ideas with valid evidence and encourages others to use their ideas as well</p>	<ul style="list-style-type: none"> • Does not participate in group interaction even with prompting 	<ul style="list-style-type: none"> • Participates and contributes some useful <ul style="list-style-type: none"> ○ Ideas that are supported with at least one valid source 	<ul style="list-style-type: none"> • Contributes useful ideas and supports them with more than one valid source. <ul style="list-style-type: none"> ○ Occasionally will encourage others to speak up and contribute 	<ul style="list-style-type: none"> • Contributes useful ideas and supports them with more than one valid source. <ul style="list-style-type: none"> ○ Consistently encourages others to speak up and contribute
<p>5. Seeks to understand new or different ideas through listening and respectful questioning</p>	<ul style="list-style-type: none"> • Does not listen respectfully <ul style="list-style-type: none"> ○ Reacts negatively, sarcastically or indifferently to ideas or values outside of mainstream. 	<ul style="list-style-type: none"> • Listens respectfully <ul style="list-style-type: none"> ○ There are no disrespectful or sarcastic attacks on ideas or values 	<ul style="list-style-type: none"> • Listens and asks respectful questions <ul style="list-style-type: none"> ○ seeks to understand new or different ideas 	<ul style="list-style-type: none"> • Listens and asks respectful questions <ul style="list-style-type: none"> ○ seeks to understand new or different ideas. ○ When appropriate will change direction or move to incorporate new learning

Fairfield's Academic Expectation #3

Fairfield High School students will communicate information clearly and effectively using a variety of tools or media for a range of tasks and purposes.

Item	Developing – 1	Proficient - 2	Goal - 3	Advanced - 4
1. Articulate thoughts and ideas effectively	<ul style="list-style-type: none"> • Logic of arguments not clear <ul style="list-style-type: none"> ○ Listeners/readers/viewers confused • The presentation is lacking, too complex or too dull <ul style="list-style-type: none"> ○ The language, graphical and/or nonverbal behavior choices detract/distract from the presenter's message 	<ul style="list-style-type: none"> • Some arguments are not clear <ul style="list-style-type: none"> ○ However, the main point is successfully conveyed • Some aspects of the presentation are effective <ul style="list-style-type: none"> ○ Language/graphical choices are appropriate but may be limited ○ Nonverbal behavior is distracting much of the time. 	<ul style="list-style-type: none"> • The main and supporting arguments are generally clear and well organized <ul style="list-style-type: none"> ○ A few minor points may be confusing • Most of the presentation is effective <ul style="list-style-type: none"> ○ Language/graphical choices are appropriate ○ Nonverbal behavior neither distracts nor enhances the intended message 	<ul style="list-style-type: none"> • All arguments are clear, logical and well organized and the content holds together well • The presentation is effective <ul style="list-style-type: none"> ○ Language/graphical choices are appropriate, vivid and precise ○ Nonverbal behavior enhances the intended message
2. Effectiveness of the presentation: verbal, written, and non-verbal communication	<ul style="list-style-type: none"> • Either doesn't listen or listens enough to be able to repeat all or some of what the speaker says <ul style="list-style-type: none"> ○ There is little evidence of understanding of knowledge, meaning, values, attitudes and intentions 	<ul style="list-style-type: none"> • Listens sufficiently to be able to summarize most of the speaker's points <ul style="list-style-type: none"> ○ There is some evidence of understanding of knowledge, meaning, values, attitudes and intentions 	<ul style="list-style-type: none"> • Actively listens and is able to summarize the speaker's points and ask clarifying questions <ul style="list-style-type: none"> ○ Listens with attention and there is evidence of understanding of knowledge, meaning, values, attitudes and intentions through feedback 	<ul style="list-style-type: none"> • Actively listens and is able to summarize the speaker's points, ask probing questions and make connections to prior learning <ul style="list-style-type: none"> ○ Listens with attention and there is strong evidence of understanding of knowledge, meaning, values, attitudes and intentions through feedback
3. Listen effectively to decipher meaning	<ul style="list-style-type: none"> • Ability to solve communications problems with different techniques/approaches is limited. <ul style="list-style-type: none"> ○ This limited capability detracts from reaching an optimum solution 	<ul style="list-style-type: none"> • Has the ability to solve communication challenges using a couple of different techniques/approaches <ul style="list-style-type: none"> ○ This limited capability detracts from reaching an optimum solution in many situations 	<ul style="list-style-type: none"> • Has the ability to solve communication challenges using a several different techniques/approaches <ul style="list-style-type: none"> ○ The student's capabilities allow him/her to address most communications problems 	<ul style="list-style-type: none"> • Uses a variety of techniques and approaches to develop multiple insightful solutions to complex communication problems <ul style="list-style-type: none"> ○ The student's capabilities allow him/her to appropriately address all communications problems
4. Utilize multiple media and technologies	<ul style="list-style-type: none"> • The communication tool(s)/methods used were inappropriate or unrelated to the message being delivered to the specific audience <ul style="list-style-type: none"> ○ Is unable to apply media and techniques that incorporate the basic elements and/or principles of design ○ Audience may be unresponsive to speaker and message 	<ul style="list-style-type: none"> • The communication tool(s)/methods used are mostly appropriate and largely related to the message being delivered to the specific audience <ul style="list-style-type: none"> ○ Applies media and techniques that incorporate the basic elements and principles of design in an attempt to communicate personal, cultural, and aesthetic values ○ There may be some audience response to either the communication or the message 	<ul style="list-style-type: none"> • The communication tool(s)/methods used are appropriate and related to the message being delivered to the specific audience <ul style="list-style-type: none"> ○ Applies media and techniques that incorporate elements and principles of design to communicate personal, cultural, and aesthetic values ○ Responsive to purpose/audience comments and needs. Some evidence present that the audience relates to the communication and the message 	<ul style="list-style-type: none"> • The communication tool(s)/methods used enhance the message being delivered to the specific audience <ul style="list-style-type: none"> ○ Applies media and techniques that incorporate sophisticated elements and principles of design to effectively or originally communicate personal, cultural, and aesthetic values. ○ Highly responsive to purpose/audience comments and needs. It is clear that the audience relates to the communication and the message
5. Select the appropriate communication tool for the given task and audience	<ul style="list-style-type: none"> • The communication tool(s)/methods used were inappropriate or unrelated to the message being delivered to the specific audience <ul style="list-style-type: none"> ○ Is unable to apply media and techniques that incorporate the basic elements and/or principles of design ○ Audience may be unresponsive to speaker and message 	<ul style="list-style-type: none"> • The communication tool(s)/methods used are mostly appropriate and largely related to the message being delivered to the specific audience <ul style="list-style-type: none"> ○ Applies media and techniques that incorporate the basic elements and principles of design in an attempt to communicate personal, cultural, and aesthetic values ○ There may be some audience response to either the communication or the message 	<ul style="list-style-type: none"> • The communication tool(s)/methods used are appropriate and related to the message being delivered to the specific audience <ul style="list-style-type: none"> ○ Applies media and techniques that incorporate elements and principles of design to communicate personal, cultural, and aesthetic values ○ Responsive to purpose/audience comments and needs. Some evidence present that the audience relates to the communication and the message 	<ul style="list-style-type: none"> • The communication tool(s)/methods used enhance the message being delivered to the specific audience <ul style="list-style-type: none"> ○ Applies media and techniques that incorporate sophisticated elements and principles of design to effectively or originally communicate personal, cultural, and aesthetic values. ○ Highly responsive to purpose/audience comments and needs. It is clear that the audience relates to the communication and the message

Fairfield's Academic Expectation #4

Fairfield High School students will demonstrate adaptability, creativity and innovation and work effectively in a climate of change.

Item	Developing – 1	Proficient - 2	Goal - 3	Advanced - 4
<p>1. Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts</p>	<ul style="list-style-type: none"> • Does not revisit work <ul style="list-style-type: none"> ○ shows no self-evaluation in the process of producing creative work 	<ul style="list-style-type: none"> • Sometimes revisit work <ul style="list-style-type: none"> ○ shows limited self-evaluation in the process of producing creative work 	<ul style="list-style-type: none"> • Often revisits work <ul style="list-style-type: none"> ○ clearly shows self-evaluation and the process of improving the creativity and originality of one's work 	<ul style="list-style-type: none"> • Consistently revisits work <ul style="list-style-type: none"> ○ pursues his/her interest in self-evaluation and the process of improving the creativity and originality of one's work
<p>2. Be open and responsive to new and diverse perspectives</p>	<ul style="list-style-type: none"> • Reactions undermine or dismiss new and diverse perspectives 	<ul style="list-style-type: none"> • While there may not be active support, reactions do not undermine or dismiss new and diverse perspectives 	<ul style="list-style-type: none"> • There is evidence of open minded approaches <ul style="list-style-type: none"> ○ listens and asks respectful questions ○ seeks to understand new or different ideas 	<ul style="list-style-type: none"> • There is consistent evidence of open minded approaches <ul style="list-style-type: none"> ○ listens and asks respectful questions ○ seeks to understand new or different ideas
<p>3. Incorporate group input and feedback into the work</p>	<ul style="list-style-type: none"> • Sees any feedback as negative <ul style="list-style-type: none"> ○ defensive reactions dominate the conversation 	<ul style="list-style-type: none"> • Occasionally will listen without negativity to outside feedback 	<ul style="list-style-type: none"> • Often will listen and act on feedback from the group 	<ul style="list-style-type: none"> • Actively seeks out feedback and is eager to involve it in the process <ul style="list-style-type: none"> ○ When appropriate will change direction or move to incorporate new learning
<p>4. Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas</p>	<ul style="list-style-type: none"> • Clearly copied, minimal or no creative effort 	<ul style="list-style-type: none"> • Copied elements may be present but there is some evidence of creative effort 	<ul style="list-style-type: none"> • Creative effort is predominant <ul style="list-style-type: none"> ○ there is some ability to articulate inspiration or genesis of ideas 	<ul style="list-style-type: none"> • Original effort is striking <ul style="list-style-type: none"> ○ there is a consistently demonstrated ability to articulate inspiration or genesis of ideas

Fairfield's Academic Expectation #5

Fairfield High School students will apply the analysis, synthesis and evaluative processes to critically and effectively solve problems.

Item	Developing – 1	Proficient - 2	Goal - 3	Advanced - 4
1. Identify and ask significant questions that clarify various points of view and lead to better solutions	<ul style="list-style-type: none"> • Does not formulate questions or questions are irrelevant to the problem 	<ul style="list-style-type: none"> • Questions are relevant to the problem 	<ul style="list-style-type: none"> • Most questions are relevant <ul style="list-style-type: none"> ○ Student is able to adjust questions and approaches based on responses and feedback 	<ul style="list-style-type: none"> • Questions are consistently relevant <ul style="list-style-type: none"> ○ Student independently adjusts questions based on response and context
2. Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems	<ul style="list-style-type: none"> • Analysis not present <ul style="list-style-type: none"> ○ Student may understand discrete parts but lacks understanding of how they are connected to whole 	<ul style="list-style-type: none"> • Basic analysis is present <ul style="list-style-type: none"> ○ Parts are loosely connected and there is limited evidence of connecting parts to whole 	<ul style="list-style-type: none"> • Analysis shows an organizational framework <ul style="list-style-type: none"> ○ Student connects all parts to the whole 	<ul style="list-style-type: none"> • Analysis is insightful, relevant and comprehensive within an organized framework
3. Effectively analyze and evaluate evidence, arguments, claims and beliefs	<ul style="list-style-type: none"> • Does not evaluate information for relevance or accuracy 	<ul style="list-style-type: none"> • Evaluates information for relevance or accuracy <ul style="list-style-type: none"> ○ Uses criteria to make the evaluation 	<ul style="list-style-type: none"> • Accurately evaluates information <ul style="list-style-type: none"> ○ based on criteria that are clear and reasonable ○ distinguishes between claims, beliefs, and empirical evidence 	<ul style="list-style-type: none"> • Accurately evaluates information <ul style="list-style-type: none"> ○ based on criteria that are clear, reasonable, and insightful. ○ distinguishes between claims, beliefs, and empirical evidence
4. Synthesize and make connections between information and arguments	<ul style="list-style-type: none"> • No synthesis <ul style="list-style-type: none"> ○ Offers summaries of ideas but no explanations or conclusions 	<ul style="list-style-type: none"> • Attempts to synthesize <ul style="list-style-type: none"> ○ indicated through combining ideas from limited sources. However, no conclusions or generalizations offered 	<ul style="list-style-type: none"> • Conclusions or generalizations offered but not both <ul style="list-style-type: none"> ○ conclusions and generalizations are drawn directly from sources 	<ul style="list-style-type: none"> • Synthesis creates new ideas and generalizations based upon previous knowledge and experiences <ul style="list-style-type: none"> ○ Integrates knowledge from several sources and draws conclusions
5. Interpret information and draw conclusions based on the best analysis	<ul style="list-style-type: none"> • No interpretation of sources and a position is not present 	<ul style="list-style-type: none"> • A limited number of sources are interpreted and a position is indicated 	<ul style="list-style-type: none"> • A multiple number of sources are interpreted and are directly related to a clear position 	<ul style="list-style-type: none"> • A variety of sources and materials are used as a basis for an original interpretation and clear position
6. Solve different kinds of problems or approach tasks in original or innovative ways	<ul style="list-style-type: none"> • Employs singular or limited approach to problems/tasks 	<ul style="list-style-type: none"> • Attempts a new approach to problems/tasks with some support 	<ul style="list-style-type: none"> • Attempts multiple approaches to problems/tasks with some support 	<ul style="list-style-type: none"> • Applies innovative and multiple approaches to problems/tasks independently

Fairfield CT High School Grading Guidelines
2011-2012

JUN 14 2011

Following the work of a joint high school committee formed to develop common grading guidelines across both schools, it was decided to work towards a practice that is more consistent with a performance based assessment and grading model. All grading rationale will distinguish between formative assessment, summative assessment, and behavioral characteristics. In addition, the weighting of these various types of assessments towards a student's grade will weigh summative assessments a minimum of 70% and behavioral characteristics a maximum of 10%. However, each department will determine the weighting for each category of assessment and may increase the weighting assigned to summative assessments. It is recognized that this process is evolving and, to that end; the district will provide additional professional development regarding assessment and grading practices and facilitate further discussion about this topic across both schools during the 2011-2012 school year.

Below are 3 working definitions for use in interpreting the guidelines:

- Formative Assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. This "assessment for learning" provides information about student progress and direction for improvement and / or adjustment to a program for individual students or whole class. Formative assessment addresses the question, "Are the students learning the intended outcomes?"
- Summative Assessment is "assessment of learning" and provides information to make judgments about student achievement at the end of a period of instruction and for determining an achievement grade. Summative assessment addresses the question, "Have the students achieved the intended outcomes?" These assessments measure learning at the end of a period of instruction after students have had a chance to practice learning.
- Behavioral characteristics include things like homework completion, participation, attitude, completeness of notebooks, preparedness for class and the like.

JUN 14 2011

School Lunch Accomplishments

2010 - 2011

1. Implemented Healthy Food Certification.
2. The district is working with a consultant dietitian to help with menu review, recipe modifications and new product evaluation.
3. Secondary schools – created a new “design your own meal” which allows students to select from various entrees and fruits and vegetables.
4. Elementary schools – offering five meal selections daily.
5. At all schools we began offering several school made foods from scratch cooking such as Mediterranean Linguine with Basil and Tomato; Lasagna with Beef; Chunky Vegetarian Chili; Broccoli Quiche; Cheddar Quesadilla with Broccoli, Pesto and Tomato; Beef and Bean Chili; Beef and Bean Tamale Pie.
6. We are offering more fresh fruits and vegetables. We are participating in Farm to School Program as well as the Department of Defense Fresh Produce Program.
7. We began offering organic yogurt at all schools.
8. We added salmon and tilapia to the secondary menu.
9. Food Services webpage information is continuously updated including nutrition labels, health department inspections, food recalls, healthy food certification information, menus, bulletin board, Connecticut agriculture, and helpful website links.
10. We are evaluating student acceptability of new recipes and meeting with students to listen to their suggestions. Manager of Food & Nutrition Services met with a group of Fairfield Ludlowe High students on January 5, 2011 to take part in their documentary film on lunch options in school cafeterias.
11. Food Services Department worked together with Chef Linda Soper-Kolton at Holland Hill School to participate in the USDA Recipes for Healthy Kids contest. Students selected Quinoa Kale Quiche as the recipe to submit and sampled the food during lunch.
12. The Fairfield Health Department inspects kitchens several times during the school year. We continue to score well with our kitchen inspections.
13. We updated equipment at several schools which included freezers, refrigerators, ranges and ovens.
14. We have provided several training opportunities for food service staff such as Customer Service and Team Building, Sanitation. Four managers attended a Healthy Edge workshop and received a certificate for ten hours of training. Manager of Food & Nutrition Services attended training session on civil rights, school nutrition and USDA procurement regulations. Manager of Food & Nutrition Services and secretary attended a workshop on Connecticut’s Healthy Food Certification. Food Services secretary and IT

Specialist attended a User Group Conference on updating the Point of Sale computer system for next school year.

15. Manager of Food & Nutrition Services and secretary attended a class on Web Supply Chain Management (WBSCM) on commodity food ordering.
16. Manager of Food & Nutrition Services attended a class on Menu Planning for the Healthier US School Challenge.
17. We brought back our popular food sample day at all schools. Items have included cottage cheese, Irish soda bread, red pepper strips, snap peas, hummus and blueberries. Parent volunteers assisted in the distribution of "I tried it stickers" at the elementary schools.
18. Food services secretary attended Horizon User Group conference in Meriden on the point of sale lunch system enhancements.
19. 5th grade students visited Fairfield Woods Middle School and Tomlinson Middle School for orientation including lunch at these schools. Roger Ludlowe Middle School orientation is scheduled for June.
20. Food Services began temporary food service at Fairfield Woods Middle School while their kitchen/cafeteria is under renovation.
21. All beverages offered for sale comply with Connecticut General Statutes 10-221q.

Looking Ahead at 2011-2012:

1. Starting with school year 2011-2012, we will use a new 5 compartment lunch tray that is biodegradable and made from sugar cane.
2. We are researching healthier foods with manufacturers which contain lower sodium, lower fat and more whole grains.
3. Fairfield Woods Middle School, Stratfield Elementary School and Sherman Elementary School kitchens will be renovated.
4. We will be updating our Point of Sale lunch computer software with Horizon to their latest software called, OneSource. In order to do this, computers in the cafeterias need to be replaced.
5. We will tie sample day into the PTA's "Veggie Pledge".
6. We will promote the new USDA My Plate dietary guidelines through distribution of bookmarks and stickers at the elementary schools and posters at the secondary schools.
7. We will continue to work on increasing the participation of students in the school lunch program.

FAIRFIELD PUBLIC SCHOOL LUNCH ACCOUNT
 PROPOSED 2011-2012
 with Actual 2009-2010 / Estimated 2010-2011
 Comparison

	Actual 2009-2010	Estimated 2010-2011	Difference Est. 10-11 vs. Actual 09-10	Proposed 2011-2012	Difference Prop. 11-12 vs Est. 10-11
BALANCE ON HAND 7/1	\$930,635.63	\$802,822.63	(\$127,813.00)	\$731,794.62	(\$71,028.01)
REVENUE					
RECEIPTS	\$2,607,062.00	\$2,457,526.00	(\$149,536.00)	\$2,603,734.00	\$146,208.00
FEDERAL AID	\$396,857.00	\$444,301.00	\$47,444.00	\$451,569.00	\$7,268.00
STATE REIMBURSEMENT	\$27,685.00	\$30,642.00	\$2,957.00	\$32,236.00	\$1,594.00
STATE REIMBURSEMENT - PUBLIC ACT 06-63	\$0.00	\$60,081.00	\$60,081.00	\$70,324.00	\$10,243.00
SPECIAL REVENUE (Catering)	\$22,110.00	\$16,073.00	(\$6,037.00)	\$15,404.00	(\$669.00)
REBATES	\$17,688.00	\$15,447.00	(\$2,241.00)	\$11,496.00	(\$3,951.00)
INTEREST (POS Balance & Interest Rate)	\$995.00	\$748.00	(\$247.00)	\$725.00	(\$23.00)
TOTAL CURRENT REVENUE	\$3,072,397.00	\$3,024,818.00	(\$47,579.00)	\$3,185,488.00	\$160,670.00
DISBURSEMENTS					
FOOD	\$1,330,390.00	\$1,230,110.00	(\$100,280.00)	\$1,249,445.00	\$19,335.00
SUPPLIES	\$129,245.00	\$115,876.00	(\$13,369.00)	\$125,299.00	\$9,423.00
DELIVERY & STORAGE	\$8,067.00	\$5,800.00	(\$2,267.00)	\$6,000.00	\$200.00
SALARIES	\$1,234,889.00	\$1,225,131.00	(\$9,758.00)	\$1,252,921.00	\$27,790.00
FRINGE BENEFITS	\$344,043.00	\$415,074.00	\$71,031.00	\$431,494.00	\$16,420.00
TRAINING/TRAVEL/CONFERENCES/DUES	\$12,727.00	\$35,021.00	\$22,294.00	\$14,250.00	(\$20,771.00)
REPAIRS & MAINTENANCE (Incl. Signage)	\$45,099.00	\$52,420.00	\$7,321.00	\$45,958.00	(\$6,462.00)
EQUIPMENT	\$48,634.00	\$18,912.00	(\$29,722.00)	\$40,195.00	\$21,283.00
SOFTWARE MAINT/LICENSE FEE	\$7,016.00	\$11,453.00	\$4,437.00	\$8,483.00	(\$10,429.00)
CUSTODIAL / UTILITY FEES	\$0.00	\$0.00	\$0.00	\$167,454.00	\$167,454.00
TOTAL DISBURSEMENTS	\$3,160,110.00	\$3,109,797.00	(\$50,313.00)	\$3,341,499.00	\$231,702.00
CHANGE IN FUND BALANCE 6/30	(\$87,713.00)	(\$84,979.00)	\$2,734.00	(\$156,011.00)	(\$71,032.00)
ACCOUNTS RECEIVABLE/PAYABLE ADJUSTMENT TO CONVERT TO CASH*	(\$40,100.00)	\$13,950.99	\$54,050.99	(\$13,074.00)	(\$27,024.99)
CASH BALANCE ON HAND 6/30	\$802,822.63	\$731,794.62	(\$71,028.01)	\$562,709.62	(\$169,085.00)
Accounts Receivable @6/30 (Est FY11 & FY12)	\$92,183.93	\$84,278.00	(\$7,905.93)	\$88,231.00	\$3,953.00
Value of Inventory on Hand @ 6/30 (Est FY11 & FY12)	\$42,373.71	\$37,293.00	(\$5,080.71)	\$39,834.00	\$2,541.00
Accounts Payable @ 6/30 (Est FY11 & FY12)	(\$138,985.09)	(\$149,585.00)	(\$10,599.91)	(\$144,285.00)	\$5,300.00
Computed Operating Position @ 6/30 Using State Calc (Est FY11 & FY12)	\$798,395.18	\$703,780.62	(\$94,614.56)	\$546,489.62	(\$157,291.00)
NUMBER OF MONTHS' EXPENSE ON HAND AT 6/30 (Est FY11 & FY12)	2.53	2.26		1.64	

* This represents the change in the Accounts Receivable (Federal Reimbursement, Credit Card Receivables, Bad Checks), Accounts Payable (Student P.O.S. System, Payroll Withholdings, Commodity Fees...) and Inventory (Supplies, Food) balances from July 1 to June 30.

*Fairfield Public Schools
Fairfield, Connecticut
Food and Nutrition Services*

ENCLOSURE NO. 9

JUN 14 2011

To: Dr. David Title and Board of Education Members
From: Joann D. Fitzpatrick, Manager of Food and Nutrition Services
Date: June 7, 2011
Re: Food and Beverage Approval Votes

Included on the agenda for the Board of Education meeting on June 14, 2011 are the motions the Board is required by the State of Connecticut to vote on annually. This will be the sixth year of these required votes.

The motions concern the Approval of the Sale of Beverages *not* listed in Section 10-221q of the Connecticut General Statutes, Approval of Participation in Section 10-215f of the Connecticut General Statutes – Food Certification Statement, and the Approval of the Sale of Foods that do *not* meet Connecticut Nutrition Standards at events.

Information on the motions is detailed below. If you have any questions concerning this information, please give me a call at 255-8370.

Approval of Sale of Beverages Not Listed in Section 10-221q of the Connecticut General Statutes.

State Statute limits the sale of beverages to milk (flavored or plain); nondairy milk; 100 percent fruit juice, vegetable juice or combination of such juices; beverages that contain only water and fruit or vegetable juice; and water. These beverages must also meet the nutrition standards specified by state statute. Portion sizes of allowable beverages are limited to no more than 12 ounces, with the exception of water.

The Board must vote annually to allow the sale to students on school premises of any beverages that do not meet the requirements of state statute such as coffee, hot chocolate, sports drinks, soda, etc. provided that three conditions are met: (1) the sale is in connection with an event occurring after the end of the regular school day* or on the weekend; (2) the sale is at the location of the event; and (3) the beverages are not sold from a vending machine or school store.

An **event** is an occurrence that involves more than just a regularly scheduled practice, meeting or extracurricular activity. For example, football/basketball games, school plays and interscholastic debates are **events** but football/basketball practices, play rehearsals and debate team meetings are not considered events.

For all five years the Statute has been in existence the Board of Education voted to allow the sale of beverages that do not meet the requirements of CGS Section 10-221q at events that meet the criteria specified by the Statute.

The recommended motion presented to the Board is “that the Board of Education allow the sale of beverages not listed in Section 10-221q of the Connecticut General Statutes to students on school premises provided that the following conditions are met: (1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; (2) the sale is at the location of the event; and (3) the beverages are not sold from a vending machine or school store”.

Approval of Participation in Section 10-215f of the Connecticut General Statutes – Food Certification Statement

Section 10-215f of the Connecticut General Statutes requires that all Connecticut public school districts that participate in the National School Lunch Program and National School Breakfast Program take action to certify whether all food items sold to students separately from a reimbursable school breakfast or lunch will or will not meet the Connecticut Nutrition Standards. These food items include food offered for sale to students at **all** times, in **all** schools and from **all** sources including, but not limited to school cafeterias, school stores, vending machines, school clubs, class parties and all fundraising activities on school premises.

Competitive Foods Regulation: Section 10-215b-1 of the Regulations of Connecticut State Agencies prohibits schools from selling or dispensing candy to students anywhere on school premises from 30 minutes prior to the start of any state or federally subsidized milk or meal program until 30 minutes after the end of the program. In addition, Section 10-215b-23 specifies that the income from the sale of any foods sold or distributed anywhere on school premises (including vending machines, school stores and student fundraisers) during this same timeframe (30 minutes before up through 30 minutes after the meal periods) must accrue to the food service account.

If the district decides to participate again, based on the current state budget, the food service program will receive an additional 10 cents per lunch in state reimbursement based on the total number of reimbursable lunches (paid, free and reduced) served in the district in the prior school year. We anticipate receiving approximately \$70,300 for the 2011–2012 school year. This past year, the Board of Education voted to participate in this program.

The impact of the vote on whether or not to approve participation in Section 10-215f encompasses the **entire district**, not just the school cafeteria. Some examples of how this statute would affect different activities and departments during the school day if we continue to participate in this state program are:

- School cafeteria – participation in the state program restricts large size portions of a la carte selections, the sale of some fresh made soups would be limited, portion sizes and salad toppings are reduced, and some larger milk based ice creams are eliminated.
- Fundraising activities involving food (such as PTA fundraisers) would have to be modified to comply with Healthy Food Certification.
- School clubs – participation in the state program would require bake sales and pizza sales to meet the Connecticut Nutrition Standards.
- Class parties & field days – if students are charged a fee for food, participation in the state program would require that food brought in from outside sources meet the Connecticut Nutrition Standards.
- International Day celebrations – if students are charged a fee for food, participation in the state program would require ethnic foods to meet the Connecticut Nutrition Standards.
- School stores – participation in the state program would require the snacks and food items for sale to meet the Connecticut Nutrition Standards.

- o Athletic Department/Music Department/Drama Department – participation in healthy food certification requires that all food available for sale meets the Connecticut Nutrition Standards. Food not meeting the Connecticut Nutrition Standards can be sold at events that meet the three specified criteria. (See page 3 for the sale of food at events.)

The recommended motion presented to the Board is “that the Board of Education approve participation in Section 10-215f of the Connecticut General Statutes concerning sale of food to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored”.

Approval of Sale of Foods that do not meet Connecticut Nutrition Standards at events.

The Board of Education must vote annually to allow the sale of food items that do not meet the Connecticut Nutrition Standards to students on school premises providing that three conditions are met: (1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; (2) the sale is at the location of the event; and (3) the foods are not sold from a vending machine or school store.

An **event** is an occurrence that involves more than just a regularly scheduled practice, meeting or extracurricular activity. For example, football/basketball games, school plays and interscholastic debates are **events** but football/basketball practices, play rehearsals and debate team meetings are not considered events.

The recommended motion presented to the Board is “that the Board of Education allow the sale to students on school premises of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: (1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; (2) the sale is at the location of the event; and (3) the food items are not sold from a vending machine or school store”.

Again, please feel free to contact me at 255-8370 if you have any questions concerning this information. To access Healthy Food Certification information, please visit the website at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322420>

*The regular school day is the period that begins with the arrival of the first child at school and ends after the last instructional period.

JUN 14 2011

FAIRFIELD PUBLIC SCHOOLS
FOOD SERVICE

SCHOOL LUNCH PRICES

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	Proposed 11-12
Full Price Lunches:											
Elementary Schools	\$1.60	\$1.60	\$1.70	\$1.80	\$1.90	\$2.10	\$ 2.10	\$ 2.20	\$ 2.10	\$ 2.10	\$ 2.20
Middle Schools	1.65	1.65	1.75	1.85	1.95	2.15	2.15	2.25	2.15	2.15	2.25
High Schools	1.70	1.70	1.80	1.90	2.00	2.20	2.20	2.30	2.20	2.20	2.30
Deluxe Meals (Middle School/High School)						3.50	3.50	3.60	3.50	3.50	3.60
Reduced Price Lunches	0.40	0.40	0.40	0.40	0.40	0.40	0.40	0.40	0.40	0.40	0.40
Adult Lunches	3.00	3.00	3.50	3.75	4.00	4.25	4.25	4.50	4.50	4.50	4.75
Milk	0.40	0.40	0.50	0.50	0.50	0.50	0.50	0.50	0.40	0.40	0.50

JUN 14 2011

Proposed 2% Increase Hourly Rates

POSITION	# of Emp	GRADE & STEP	Hours	Approved Increase:	Approved Increase:	Approved Increase:	Proposed Increase:
				3.00%	2.00%	0.00%	2.00%
				2008-2009 HOURLY RATE	2009-2010 HOURLY RATE	2010-2011 HOURLY RATE	2011-2012 HOURLY RATE
Managers							
Elementary	11	E1	6	18.15	18.52	18.52	18.89
Middle School	3	M1	6.5	20.28	20.69	20.69	21.10
High School	2	H1	7	22.16	22.60	22.60	23.05
Workers							
	58		Varies	12.00	12.24	12.24	12.48
	5		Varies	13.15	13.42	13.42	13.69

Current # of Employees 79

Proposed 1% Increase Employee Contribution

Insurance	Coverage Type	# of Contracts	10-11 Current Empl % Contribution	11-12 Proposed Empl % Contribution
Anthem PPO	Individual	12	5%	6%
	2 Person	0	*	*
	Family	0	*	*
Anthem HMO	Individual	2	3%	4%
	2 Person	0	*	*
	Family	0	*	*
Prescription	Individual	14	5%	6%
	2 Person	0	*	*
	Family	0	*	*
Dental	None			

* Difference between BOE Contribution for Individual coverage and full premium cost for 2 Person or Family coverage

**Fairfield Public Schools
Fairfield, Connecticut**

ENCLOSURE NO. 12

JUN 14 2011

Inter-Office Memorandum

To: Board of Education Members
From: Bonnie S. McWain
Subject: Approval of Budget Transfers
Date: June 9, 2011

The attached updated report details the areas reviewed and discussed at the May 10, 2011 Board of Education meeting.

At this time, the total amount of the budget areas requiring budget transfers is estimated to be \$616,000. This is .44 of one percent of our budget allocation of \$141,571,425 and is slightly higher than the May 10, 2011 total.

We do not request the total amount estimated for transfers at this time because there still may be some adjustments necessary in some of the accounts before we close the fiscal year. The total amount of transfers being requested at the June 14, 2011 Board of Education meeting is \$155,000.

As is past practice, as we continue the process of justifying the budget for 2010-2011, additional funds will be transferred and reported to the Board. The Board of Education will be provided with a final update to this report after we have closed the fiscal year during the summer of 2011.

Students

JUN 14 2011

Welfare

IMMUNIZATIONS

5511

In accordance with Connecticut General Statutes the Board of Education shall require each student to be protected by adequate immunizations against diphtheria, pertussis, tetanus, poliomyelitis, measles, mumps, rubella, hemophilus influenzae type b, hepatitis B and chicken pox (varicella) pneumococcal, hepatitis A, influenza, meningococcal (unless medically contraindicated or failure to do so is based upon exercise of the rights of freedom of religion as provided in the United States and Connecticut Constitutions and in the Connecticut General Statutes).

Legal Reference: Connecticut General Statutes
~~10-204 Vaccination~~
~~10-204a Required immunizations-as amended by PA 96-244~~
10-204c Immunity from liability
Department of Public Health, Public Health Code, 10-204a-2a, 10-204a-3a, 10-204a-4

Approved 8/27/04

JUN 14 2011

Fairfield Public Schools

Preschool Tuition

Household Salary Range	Tuition
\$50,000 and below	Free
\$50,001 - \$74,999	\$1,750/year
\$75,000 and above	\$3,500/year

Based on the above approved preschool tuition rates for Fairfield Public Schools, a sibling discount rate is recommended. If a family currently has a child in preschool and is paying the reduced or full tuition, then the tuition for each additional child will be 50%. Therefore, if a family is paying \$1,750 for the first child, the tuition for each additional child in the program at the same time will be \$875. If the family is paying \$3,500 for the first child, the tuition for each additional child in the program at the same time will be \$1,750.